

ABSTRAK

PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *JIGSAW* PADA KURIKULUM MERDEKA TERHADAP HASIL BELAJAR GEOGRAFI SISWA KELAS XI SMAN 16 BANDAR LAMPUNG

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Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe jigsaw dalam Kurikulum Merdeka terhadap hasil belajar Geografi siswa kelas XI SMAN 16 Bandar Lampung pada materi Dinamika Atmosfer. Latar belakang penelitian ini didasari oleh kenyataan bahwa sebagian besar siswa mengalami kesulitan memahami materi Geografi karena metode pembelajaran yang digunakan guru cenderung konvensional, seperti ceramah satu arah, sehingga partisipasi dan motivasi belajar siswa rendah.

Model pembelajaran kooperatif tipe jigsaw dipilih karena diyakini mampu menciptakan suasana belajar yang lebih aktif, menyenangkan, kolaboratif, serta menumbuhkan tanggung jawab individu dalam kelompok. Penelitian ini menggunakan metode kuasi eksperimen dengan desain one group *pretest-posttest*. Sampel penelitian terdiri atas 33 siswa kelas XI IPS 1 yang dipilih secara purposive. Instrumen penelitian berupa tes hasil belajar kognitif, lembar observasi aktivitas siswa, dan angket respon siswa.

Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe jigsaw berpengaruh positif terhadap hasil belajar Geografi siswa. Penerapan jigsaw mampu meningkatkan pemahaman konsep, partisipasi dalam diskusi kelompok, keaktifan siswa, serta komunikasi dua arah. Selain itu, respon siswa terhadap model jigsaw juga sangat positif karena dianggap membuat pembelajaran lebih menarik, mudah dipahami, dan tidak membosankan.

Kata Kunci: model pembelajaran, kooperatif, jigsaw, geografi, hasil belajar

ABSTRACT

THE EFFECT OF THE JIGSAW-TYPE COOPERATIVE LEARNING MODEL IN THE MERDEKA CURRICULUM ON GEOGRAPHY LEARNING OUTCOMES OF GRADE XI STUDENTS AT SMAN 16 BANDAR LAMPUNG

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This study aims to determine the effect of applying the jigsaw-type cooperative learning model within the Merdeka Curriculum on the Geography learning outcomes of Grade XI students at SMAN 16 Bandar Lampung, particularly on the topic of Atmospheric Dynamics. The background of this research is based on the fact that many students experience difficulties in understanding Geography material because teachers tend to use conventional one-way lecture methods, which reduce student participation and motivation to learn. The jigsaw cooperative learning model was chosen because it is believed to create a more active, enjoyable, and collaborative learning atmosphere while fostering individual responsibility within groups. This study employed a quasi-experimental method with a one-group pretest-posttest design. The sample consisted of 33 students from class XI IPS 1, selected purposively. The research instruments included cognitive learning achievement tests, student activity observation sheets, and questionnaires to measure student responses. The results showed that the application of the jigsaw cooperative learning model had a positive effect on students' Geography learning outcomes. The jigsaw model enhanced students' conceptual understanding, participation in group discussions, activeness, and two-way communication. Moreover, students responded very positively to the jigsaw model, as it was considered to make learning more interesting, easier to understand, and less monotonous.

Key words: learning model, jigsaw, cooperative learning, geography, learning outcomes