ABSTRAK

Salsabila (1192020213) 2026. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Hubungannya dengan Hasil Belajar Kognitif Siswa pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti di SMA Muhammadiyah 4 Kota Bandung.

Penelitian ini di latar belakangi dari rendahnya hasil belajar kognitif siswa pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti di SMA Muhammadiyah 4 Kota Bandung, yang sebagian besar masih di bawah Kriteria Ketuntasan Minimal sebesar 75. Banyak hal yang bisa menjadi penyebabnya, untuk meningkatkan minat dan semangat siswa dalam membantu proses pembelajaran, para guru di sana telah menggunakan berbagai model pembelajaran, seperti model pembelajaran kooperatif tipe jigsaw di mata pelajaran Pendidikan Agama Islam.

Penelitian ini bertujuan mengetahui penerapan model kooperatif tipe Jigsaw, hasil belajar kognitif siswa, serta hubungan di antara keduanya. (1) Memudahkan siswa proses pembelajaran, khususnya dalam mendorong kerja sama, diskusi, tanggung jawab, dan keterlibatan aktif siswa dalam memahami materi. (2) Mencakup kemampuan mengingat, memahami, menerapkan, menganalisis, mengevaluasi, atau mencipta sesuai dengan tujuan pembelajaran yang ditetapkan. (3) Mengetahui apakah terdapat hubungan antara penerapan model tersebut dan pencapaian kognitif siswa.

Peneliti ini di dasarkan pada pemikiran bahwa penerapan model Jigsaw tergolong sangat tinggi dan hasil belajar kognitif siswa meningkat, tetapi tidak terdapat hubungan yang signifikan antara keduanya. Rendahnya koefisien korelasi diduga berkaitan dengan sempitnya variasi skor angket dan terbatasnya jumlah responden.

Penelitian menggunakan pendekatan kuantitatif dengan metode korelasional terhadap 30 siswa kelas X IPA 1. Data dikumpulkan melalui observasi, wawancara, angket berskala Likert 15 butir, dan tes hasil belajar. Pengolahan data menggunakan IBM SPSS Statistics versi 27 melalui analisis deskriptif, uji prasyarat, serta uji korelasi product moment dan uji t pada taraf signifikansi 5%.

Hasil penelitian menunjukkan bahwa penerapan model Jigsaw tergolong sangat tinggi dengan rata-rata skor angket 68,57 atau 91,42% dari skor ideal. Rata-rata hasil belajar meningkat dari 67,00 menjadi 87,17, dan siswa yang mencapai KKM naik dari 2 menjadi 30 orang dengan N-Gain 0,608 kategori sedang. Uji korelasi memperoleh koefisien 0,095 dengan t hitung 0,506 lebih kecil daripada t tabel 2,048, sehingga H0 diterima. Disimpulkan bahwa penerapan model Jigsaw tergolong sangat tinggi dan hasil belajar kognitif siswa meningkat, tetapi tidak terdapat hubungan yang signifikan antara keduanya. Rendahnya koefisien korelasi diduga berkaitan dengan sempitnya variasi skor angket dan terbatasnya jumlah responden.

Kata Kunci: Jigsaw, Hasil Belajar Kognitif, PAI dan Budi Pekerti.

ABSTRACT

Salsabila (1192020213) 2026. *The Implementation of the Jigsaw Type Cooperative Learning Model and Its Relationship with Students' Cognitive Learning Outcomes in Islamic Religious Education and Character Education at SMA Muhammadiyah 4 Bandung.*

This research is motivated by the low cognitive learning outcomes of students in the Islamic Education and Character Education subjects at SMA Muhammadiyah 4 in Bandung, most of which are still below the Minimum Mastery Criteria of 75. There are many factors that could be causing this. To boost students' interest and enthusiasm to support the learning process, the teachers there have used various teaching models, such as the jigsaw-type cooperative learning model in Islamic Education classes.

This study aims to find out the implementation of the Jigsaw type cooperative model, students' cognitive learning outcomes, and the relationship between the two. (1) Making it easier for students to go through the learning process, especially in encouraging cooperation, discussion, responsibility, and active involvement in understanding the material. (2) Covering the ability to remember, understand, apply, analyze, evaluate, or create according to the learning objectives set. (3) Finding out whether there is a relationship between the use of this model and students' cognitive achievement.

This researcher is based on the idea that the application of the Jigsaw model is quite high and students' cognitive learning outcomes improve, but there is no significant relationship between the two. The low correlation coefficient is suspected to be related to the narrow variation in questionnaire scores and the limited number of respondents.

The study used a quantitative approach with a correlational method on 30 students of class X Science 1. Data was collected through observation, interviews, a 15-item Likert scale questionnaire, and learning outcome tests. Data processing was done using IBM SPSS Statistics version 27 through descriptive analysis, prerequisite tests, as well as product moment correlation tests and t-tests at a 5% significance level.

The research results show that the implementation of the Jigsaw model is considered very high, with an average questionnaire score of 68.57 or 91.42% of the ideal score. The average learning outcomes increased from 67.00 to 87.17, and the number of students meeting the KKM rose from 2 to 30 with an N-Gain of 0.608, which is categorized as medium. The correlation test yielded a coefficient of 0.095 with a calculated t of 0.506, which is smaller than the table t of 2.048, so H0 is accepted. In conclusion, the implementation of the Jigsaw model is considered very high, and student cognitive learning outcomes improved, but there is no significant relationship between the two. The low correlation coefficient is suspected to be related to the narrow variation in questionnaire scores and the limited number of respondents.

Keywords: *Jigsaw, Cognitive Learning Outcomes, PAI and Moral Education.*