

ABSTRACT

Thesis with the title "Application of Jigsaw Cooperative Learning Model To Improve Learning Outcomes Social Sciences (IPS) Grade V MI Darul Ulum Rejosari Wonodadi Blitar" was written by Zuli Fitriyatul Chasanah guided by Anissatul Mufarokah, S.Ag, M.Pd

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One indicator of the low student learning outcomes in social studies students are less active in participating in learning activities. This coupled with the fact that the process of learning in the classroom are applied by teachers still apply the old paradigm, ie applying conventional teaching methods (lectures, discussion, assignment). So do not rule out the possibility of student learning outcomes in social studies, especially in MI Darul Ulum Rejosari Wonodadi Blitar monotonous. To enable students in learning, cooperative learning model jigsaw is appropriate, because this model could encourage students active and mutual help in mastering the subject matter to achieve maximum results.

The problem to be solved in this study, namely (1) How can the application of measures of Jigsaw model of cooperative learning on the subjects of Social Sciences (IPS) on the material Formulation Process Preparation of Independence and the Constitution of the fifth grade students at Darul Ulum MI Rejosari Wonodadi Blitar? (2) How to increase learning outcomes of students after participating in teaching Social Sciences (IPS) on the material Formulation Process Preparation of Independence and the Constitution of the fifth grade students by using cooperative learning model of Jigsaw in Darul Ulum MI Rejosari Wonodadi Blitar?

This type of research used in this research is classroom action research (PTK). The process of this study include: 1) the planning (plan), 2) the implementation phase (act), 3) the stage of observation (Observe), and 4) the stage of reflection (reflection). The technique used in data collection tests, observations, interviews, field remarks, and documentation. The test is used to obtain data on student learning outcomes V class Darul Ulum MI Rejosari Wonodadi Blitar, while observation, interviews, field remarks, and documentation used to collect data about the learning process of IPS, the state of students and teachers, and the student response in the learning process.

Based on research by applying jigsaw cooperative learning model, it can be concluded that learning with the implementation of cooperative learning model jigsaw can be done through several phases: initial, core stage and final stage. With the implementation of cooperative learning model jigsaw can also improve student learning outcomes in social studies. This can be evidenced by the average value of students who originally 44.73 (pre-test), increased to 63.73 (post test cycle I), and increased again to 76.57 (post test cycle II), in addition, an increase in learning outcomes can be seen from mastery learning with minimum completeness criteria (KKM) specified is 70. Evidently the presentation mastery learning pre-test 37.06%, an increase in post test results of the first cycle with a

percentage of 68.12% mastery learning, and increased again the results of post test cycle II with a percentage of 80.41% mastery learning. Thus proving that the application of jigsaw cooperative learning model can improve student learning outcomes in social studies class V in MI Darul Ulum Rejosari Wonodadi Blitar.