

ABSTRACT

Kriswinahyu, Aprilia Dyah. (2026). *Exploring the Perceived Impacts of Podcast Project-Based Learning on Critical Thinking And Jigsaw Technique on Social Awareness And Relationship Skills*. Yogyakarta: English Education Master's Program, Department of Language and Art Language Education, Faculty of Language Teachers Training and Education. Sanata Dharma University.

This thesis presents a critical analysis of two published research articles in journals indexed by SINTA 2 and SINTA 4. This critical analysis is divided into three primary sections, including introduction, methodology, and findings from each study related to enhancing critical thinking skills through podcast-based project learning, as well as the roles of jigsaw technique in facilitating social awareness and relationship skills among master's students in Social-Emotional Learning (SEL) framework.

The rationale of the first study comes from the urgent need for critical thinking skills, which is one of the major competencies included in 21st-century learning. Critical thinking skills are highly sought in the workplace. Unfortunately, in enhancing them, traditional learning methods are no longer relevant. The first student intends to show the potential of an innovative learning model that significantly enhances students' critical thinking skills, specifically by implementing podcast-based project learning within PjBL principles. Besides, the rationale of the second study comes from the limited implementation of SEL in Indonesian higher education. Social and emotional competencies mentioned in SEL are significant to face academic and social challenges. Therefore, this study aims to explore whether the jigsaw technique, which pushes social interaction, could reflect social awareness and relationship skills among master's students.

The first study utilized a sequential explanatory method by asking participation from 57 students in the ALS class. Self-proficiency questionnaires, interviews, and observations were utilized to collect the data, which were then analyzed utilizing inferential statistics and thematic analysis. Next, the second study employed a descriptive qualitative method to investigate the interactions of 19 master's students during the implementation of jigsaw technique. Questionnaires, interviews, and observations were conducted to collect the data, which were then analyzed using thematic analysis to capture the participants' meaningful experiences.

The first study revealed that podcast production in PjBL significantly enhanced students' critical thinking skills through challenging problems, evidence based-thinking, and reflective practice. It is recommended that educators adopt PjBL to enhance students' critical thinking skills in addition to language skills. The second research found that the jigsaw technique facilitated students' social awareness and relationship skills, despite some emerging challenges. Therefore, in adopting jigsaw technique, educators need to provide feedback and guidelines to ensure equal participation in group discussions.

Keywords: jigsaw technique, project-based learning, social and emotional learning

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Tesis ini menyajikan analisis kritis terhadap dua artikel penelitian yang dipublikasikan dalam jurnal yang terindeks SINTA 2 dan SINTA 4. Analisis kritis ini dibagi menjadi tiga bagian utama, mencakup pendahuluan, metodologi, dan temuan dari masing-masing studi terkait peningkatan keterampilan berpikir kritis melalui pembelajaran proyek berbasis *podcast*, serta peran teknik jigsaw dalam memfasilitasi kesadaran sosial dan keterampilan hubungan di antara mahasiswa magister dalam kerangka Pembelajaran Sosial-Emosional (SEL).

Latar belakang studi pertama bermula dari urgensi keterampilan berpikir kritis, yang dianggap sebagai kompetensi kunci dalam pembelajaran abad ke-21. Keterampilan ini juga sangat dihargai di tempat kerja. Namun, metode pembelajaran tradisional belum efektif dalam meningkatkannya. Studi pertama bertujuan untuk mengungkap potensi model pembelajaran inovatif yang secara signifikan meningkatkan keterampilan berpikir kritis mahasiswa dengan mengintegrasikan PjBL melalui produksi *podcast*. Selain itu, studi kedua didasarkan pada terbatasnya implementasi SEL di pendidikan tinggi Indonesia, meskipun kompetensi sosial dan emosional penting untuk menghadapi tantangan akademik dan sosial. Penelitian ini bertujuan untuk menyelidiki apakah teknik jigsaw, yang mendorong interaksi, dapat mencerminkan kesadaran sosial dan keterampilan hubungan.

Penelitian pertama menggunakan metode penelitian campuran, khususnya metode penjelasan sekuensial dengan melibatkan 57 mahasiswa di Kelas ALS. Data dikumpulkan dari kuesioner kemampuan diri, wawancara, dan observasi, yang kemudian dianalisis menggunakan statistik inferensial dan analisis tematik. Kemudian, penelitian kedua menggunakan metode kualitatif deskriptif untuk mengeksplorasi interaksi 19 mahasiswa magister selama pelaksanaan teknik jigsaw. Pengumpulan data dilakukan melalui kuesioner, wawancara, dan observasi. Data tersebut kemudian dianalisis menggunakan analisis tematik.

Penelitian pertama mengungkapkan bahwa pembuatan *podcast* dalam PjBL secara signifikan meningkatkan keterampilan berpikir kritis mahasiswa melalui topik yang menantang, berpikir berbasis bukti, dan praktik reflektif. Para pendidik disarankan untuk mengadopsi PjBL untuk meningkatkan keterampilan berpikir kritis mahasiswa selain keterampilan berbahasa. Penelitian kedua menemukan bahwa teknik jigsaw memfasilitasi kesadaran sosial dan keterampilan hubungan mahasiswa, meskipun terdapat beberapa tantangan yang muncul. Oleh karena itu, dalam mengadopsi teknik Jigsaw, pendidik perlu memberikan umpan balik dan pedoman untuk memastikan partisipasi yang setara dalam diskusi kelompok.

Kata kunci: *jigsaw technique, project-based learning, social and emotional learning*