

ABSTRAK

PENINGKATAN KARAKTER BERTANGGUNG JAWAB DAN HASIL BELAJAR MENGUNAKAN MODEL PEMBELAJARAN KOOPERATIF TIPE JIGSAW MATERI EKOSISTEM KELAS V SD NEGERI BABARSARI

Riki Irawan

Universitas Sanata Dharma

2026

Penelitian ini dilatarbelakangi oleh rendahnya karakter bertanggung jawab dan hasil belajar siswa kelas V SDN Babarsari pada materi ekosistem. Kondisi tersebut teridentifikasi dari hasil wawancara dengan guru mapel, observasi pembelajaran, kuesioner karakter bertanggung jawab dan analisis hasil belajar peserta didik. Oleh karena itu, penelitian ini bertujuan untuk meningkatkan karakter bertanggung jawab dan hasil belajar siswa menggunakan model pembelajaran kooperatif tipe *jigsaw*.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dua siklus, dengan subjek penelitian adalah 28 peserta didik siswa kelas V SDN Babarsari tahun ajaran 2025/2026. Teknik pengumpulan data meliputi observasi, kuesioner karakter bertanggung jawab, tes hasil belajar, dan dokumentasi serta dianalisis secara deskriptif kuantitatif.

Berdasarkan analisis hasil penelitian dapat disimpulkan bahwa: (1) Upaya untuk meningkatkan karakter bertanggung jawab dan hasil belajar dilakukan dengan model Pembelajaran Kooperatif tipe *Jigsaw* dengan langkah-langkah pembelajaran sebagai berikut a) Pembagian kelompok asal, b) Pembagian materi, c) Pembagian kelompok ahli, d) Kegiatan belajar, e) Presentasi kelompok ahli, f) Evaluasi, g) Penutup. (2) Model pembelajaran kooperatif tipe *jigsaw* dapat meningkatkan karakter Bertanggung jawab dan hasil belajar peserta didik. Berdasarkan rata-rata tanggung jawab kondisi awal 50,14 "rendah" siklus I menjadi 64,50 "cukup" siklus II 80,22 "tinggi". Rata-rata hasil belajar peserta didik pada kondisi awal 55,00, siklus I 75,70 dan siklus II menjadi 80,95. (3) Penerapan model pembelajaran kooperatif tipe *jigsaw* terbukti efektif pada penelitian, dilihat berdasarkan N-gain skor yang berada pada klasifikasi "sedang" pada bertanggung jawab sebesar 0,603 dengan persentase 60,3% klasifikasi "cukup efektif" kemudian N-gain skor dengan klasifikasi "sedang" sebesar 0,576 dengan persentase 57,6 % klasifikasi "cukup efektif" pada hasil belajar.

Kata Kunci : Bertanggung Jawab, Hasil Belajar, Model Pembelajaran Kooperatif tipe *Jigsaw*

ABSTRACT

Improving Responsible Character and Learning Outcomes Using the Jigsaw Cooperative Learning Model for Ecosystem Material in Grade 5 at Babarsari Public Elementary School

Riki Irawan

Sanata Dharma University

2026

This study was motivated by the low levels of responsible behavior and learning outcomes among fifth-grade students at SDN Babarsari regarding ecosystem-related material. This condition was identified from interviews with subject teachers, classroom observations, a questionnaire on responsible character, and an analysis of student learning outcomes. Therefore, this study aims to improve students' responsible character and learning outcomes using the jigsaw cooperative learning model.

This study is a two-cycle Classroom Action Research (CAR), with the research subjects being fifth-grade students at SDN Babarsari for the 2025/2026 academic year. Data collection techniques included observation, a responsible character questionnaire, learning outcome tests, and documentation, all analyzed using descriptive quantitative methods.

Based on an analysis of the research results, it can be concluded that: (1) Efforts to improve responsible character and learning outcomes were carried out using the Jigsaw Cooperative Learning Model Jigsaw model, with the following learning steps a) Assignment of home groups, b) Distribution of materials, c) Assignment of expert groups, d) Learning activities, e) Expert group presentations, f) Evaluation, g) Closing. (2) The Jigsaw cooperative learning model can improve students' sense of responsibility and learning outcomes. Based on the average responsibility score, it increased from 50.14 ("low") in Cycle I to 64.50 ("moderate") in Cycle II and 80.22 ("high"). The average student learning achievement score was 55.00 at the beginning, 75.70 in Cycle I, and 80.95 in Cycle II. (3) The application of the jigsaw cooperative learning model proved effective in this study, as evidenced by the N-gain score falling into the "moderate" category for responsibility at 0.603, with 60.3% classified as "moderately effective," and the N-gain score with the "moderate" at 0.576, with 57.6% classified as "fairly effective" in terms of learning outcomes.

Keywords: *Responsibility, Learning Outcomes, Jigsaw Cooperative Learning Model*