

ABSTRAK

**PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE JIGSAW
UNTUK MENINGKATKAN KEAKTIFAN DAN TANGGUNG JAWAB
DALAM KERJA KELOMPOK SISWA KELAS XE 7
SMA NEGERI 8 YOGYAKARTA**

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2026

Penelitian ini bertujuan mengetahui: 1) penerapan model pembelajaran kooperatif tipe Jigsaw di kelas XE 7 SMA Negeri 8 Yogyakarta tahun ajaran 2025/2026; 2) efektivitas penerapan model pembelajaran kooperatif tipe Jigsaw untuk meningkatkan keaktifan dan tanggung jawab kerja kelompok siswa kelas XE 7 SMA Negeri 8 Yogyakarta tahun ajaran 2025/2026. Jenis penelitian adalah penelitian tindakan kelas. Penelitian dilaksanakan pada bulan April sampai dengan Mei 2026. Penelitian diselenggarakan dalam dua siklus tindakan berdasarkan acuan model Kemmis dan McTaggart, yang meliputi tahapan perencanaan, pelaksanaan, observasi, serta refleksi dan evaluasi pada setiap siklusnya. Subjek penelitian ini adalah siswa kelas XE 7 SMA Negeri 8 Yogyakarta T.A 2025/2026 yang berjumlah 37 siswa. Data dikumpulkan melalui wawancara, kuesioner, keaktifan dan tanggung jawab, observasi, dan refleksi. Teknik analisis data adalah kualitatif dan deskriptif kuantitatif.

Hasil penelitian menunjukkan bahwa: 1) penerapan model pembelajaran kooperatif tipe Jigsaw pada siswa kelas XE 7 SMA Negeri 8 Yogyakarta tahun ajaran 2025/2026 terlaksana dengan baik sesuai dengan tahapan penelitian tindakan kelas yaitu perencanaan, pelaksanaan, observasi, refleksi, dan evaluasi; 2) penerapan model pembelajaran kooperatif tipe Jigsaw efektif untuk meningkatkan keaktifan dan tanggung jawab kerja kelompok siswa. Peningkatan keaktifan siswa ditunjukkan dari meningkatnya frekuensi relatif siswa yang berada pada kategori sangat baik (siklus I: sebelum penelitian 45,9% naik menjadi 48,5%; siklus II kenaikannya menjadi 63,9%). Sementara itu, peningkatan tanggung jawab kerja kelompok siswa ditunjukkan oleh meningkatnya frekuensi relatif siswa yang berada pada kategori sangat baik (siklus I: sebelum penelitian 32,4% menjadi 51,5%; pada siklus II naik menjadi 58,3%).

Kata kunci: Pembelajaran kooperatif, Jigsaw, keaktifan siswa, tanggung jawab kerja kelompok.

ABSTRACT

**THE APPLICATION OF THE JIGSAW COOPERATIVE LEARNING MODEL
TO ENHANCE STUDENT ACTIVITY AND RESPONSIBILITY IN GROUP
WORK AMONG STUDENTS IN CLASS XE 7
STATE SENIOR HIGH SCHOOL 8, YOGYAKARTA**

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This study aims to determine: 1) the implementation of the Jigsaw cooperative learning model in Class XE 7 at State Senior High School 8 in Yogyakarta during the 2025/2026 academic year; 2) the effectiveness of implementing the Jigsaw cooperative learning model in enhancing student engagement and group work responsibility in Class XE 7 at State Senior High School 8 in Yogyakarta during the 2025/2026 academic year. This study is a classroom action research. The research was conducted from April to May 2026. It was carried out in two action cycles based on the Kemmis and McTaggart model, which includes the stages of planning, implementation, observation, and reflection and evaluation in each cycle. The subjects of this study were the 37 students in Class XE 7 at State Senior High School 8 Yogyakarta for the 2025/2026 academic year. Data were collected through interviews, questionnaires, assessments of student engagement and responsibility, observations, and reflections. Data analysis techniques included qualitative and descriptive quantitative methods.

The results of the study indicate that: 1) the implementation of the Jigsaw cooperative learning model with students in Class XE 7 at State Senior High School 8 in Yogyakarta during the 2025/2026 academic year was carried out successfully in accordance with the stages of classroom action research, namely planning, implementation, observation, reflection, and evaluation; 2) the implementation of the Jigsaw cooperative learning model was effective in increasing students' active participation and sense of responsibility in group work. The increase in student engagement was demonstrated by the rise in the relative frequency of students in the "very good" category (Cycle I: 45.9% before the study, rising to 48.5%; in Cycle II, the figure rose to 63.9%). Meanwhile, the increase in students' group work responsibility was indicated by the rise in the relative frequency of students in the "very good" category (Cycle I: 32.4% before the study, rising to 51.5%; in Cycle II, it rose to 58.3%).

Keywords: Cooperative learning, Jigsaw, student engagement, group work responsibility.