# Enhancing Fourth Grade Learning Outcomes Through the Jigsaw Model with Styrofoam Media

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	Abstract
Keywords: Jigsaw Model; Classroom Action Research; Elementary School; Improvement of Learning Outcomes	This research aims to improve the learning outcomes of fourth-grade students through the application of the Jigsaw Model combined with styrofoam media in the learning of Theme 9 Subtheme 3. The background of this research is the low active participation of students and the limited variety of teaching methods used by teachers at SD Negeri 076 Kayu Jati Panyabungan. This research uses a quantitative approach with the classroom action research (CAR) method, which is carried out in two cycles. The subjects of the study are 30 students from class IVa. The data collection technique used was a learning outcome test, while data analysis was conducted using Microsoft Excel and SPSS version 21. The research results show that the average student learning outcomes in the pre-cycle were 87%, and there was a significant increase of up to 963% in cycle II. The independent sample t-test showed a calculated t-value of 13.59164, greater than the t-table value, indicating a significant difference in learning outcomes before and after the implementation of the model. These findings reinforce that the use of the Jigsaw Model with styrofoam media can effectively improve student learning outcomes. This study recommends the use of a cooperative learning model based on concrete media to enhance student engagement and understanding at the elementary school level.
Kata kunci: Model Jigsaw; Penelitian Tindakan Kelas; Sekolah Dasar; Peningkatan Hasil Belajar Article history: Received: 15-02-2025 Revised 20-04-2025 Accepted 23-05-2025	Abstrak Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas IV melalui penerapan Model Jigsaw yang dipadukan dengan media styrofoam pada pembelajaran Tema 9 Subtema 3. Latar belakang penelitian ini adalah rendahnya partisipasi aktif siswa dan keterbatasan variasi metode pembelajaran yang digunakan guru di SD Negeri 076 Kayu Jati Panyabungan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian tindakan kelas (PTK), yang dilaksanakan dalam dua siklus. Subjek penelitian adalah 30 siswa kelas IVa. Teknik pengumpulan data menggunakan tes hasil belajar, sedangkan analisis data dilakukan menggunakan Microsoft Excel dan SPSS versi 21. Hasil penelitian menunjukkan bahwa nilai rata- rata hasil belajar siswa pada pra-siklus sebesar 87%, dan mengalami peningkatan signifikan hingga 96,3% pada siklus II. Uji t sampel independen menunjukkan nilai t hitung sebesar 13,59164, lebih besar dari t tabel, yang mengindikasikan adanya perbedaan signifikan dalam hasil belajar sebelum dan sesudah penerapan model. Temuan ini menguatkan bahwa penggunaan Model Jigsaw dengan media styrofoam secara efektif dapat meningkatkan hasil belajar siswa. Penelitian ini merekomendasikan penggunaan model pembelajaran kooperatif berbasis media konkret untuk meningkatkan keterlibatan dan pemahaman siswa di tingkat sekolah dasar.

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### INTRODUCTION

The learning outcomes of Social Studies (IPS) at SD Negeri 076 Kayu Jati Panyabungan are still considered low, especially among fourth-grade students. Based on the initial data obtained from daily evaluations, only about 40% of students achieved the Minimum Completeness Criteria (KKM) set by the school, which is 70. This indicates a gap between the learning targets and the actual achievements of the students. (Kioupi & Voulvoulis, 2019) This condition indicates the need for improvement efforts in the learning process, especially in terms of the approaches and strategies used by teachers so that student learning outcomes can be optimally enhanced.(Darling-Hammond et al., 2023)

One of the factors affecting low learning outcomes is the use of less varied and predominantly one-way teaching methods. (Leal Filho et al., 2018) Students receive material more passively, which leads to less motivation and less active involvement in the learning process. (Lasmawan et al., 2023) Innovative and participatory teaching methods are essential for encouraging direct student engagement, building a deeper understanding, and fostering learning motivation. Therefore, teachers need to implement learning approaches that can stimulate active participation and cooperation among students.(Manurung et al., 2021)

The Jigsaw type cooperative learning model is one of the methods that has been proven effective in improving learning outcomes. (Asmara), 2020) This model emphasizes cooperation among group members, where each student is responsible for understanding a specific part of the material and sharing their knowledge with their groupmates. (Fricticarani & Maksum, 2020) Based on various studies, the Jigsaw Model can enhance students' social skills, sense of responsibility, and conceptual understanding due to the active interaction that occurs during the learning process. (Soebagyo et al., 2024) Slavin states that cooperative learning, such as Jigsaw, can improve academic outcomes while also strengthening students' social interactions. (Jogezai & Bibi, 2022) Research by Anitah also shows that the Jigsaw model is effective in improving concept understanding among elementary school students, especially when combined with supporting visual media.

The use of appropriate learning media also plays a vital role in the effectiveness of a method. (Budiawan & Arsani, 2024) One of the media that can support student understanding is Styrofoam, due to its lightweight, easy-to-shape, and visually appealing properties. (Mauliddiyah, 2021) This media allows teachers to create concrete three-dimensional teaching aids, which help students understand abstract concepts more easily. (Kuncoro & Hidayati, 2021) According to Sadiman et al., concrete learning media, such as styrofoam-based props, can stimulate students' learning senses, enhance attention, and facilitate the connection of new information with prior experiences. This media has been proven to improve students' motivation and memory regarding the lessons presented.(Popov et al., 2021)

Based on the description, this research is designed to address the issue of how implementing the Jigsaw Model with the aid of styrofoam media can improve the learning outcomes of Social Studies for fourth-grade students. The objective of this research is to evaluate the effectiveness of combining the Jigsaw Model with styrofoam media in enhancing active participation and student learning outcomes. This research is expected to contribute to the development of more innovative and applicable teaching methods in the elementary school environment.

# METHOD

This study utilized the Classroom Action Research (CAR) method based on the model developed by Kemmis and McTaggart, which is widely recognized for its effectiveness in addressing classroom-based educational challenges. The model consists of four key stages: planning, action, observation, and reflection, carried out cyclically to achieve continuous improvement in teaching and learning. (Hanaysha et al., 2023) As stated by Aliyyah et al., the CAR model is instrumental in solving practical problems within the classroom, enabling educators to apply immediate solutions while systematically evaluating their impact. CAR is designed not only to solve instructional issues but also to enhance the quality of learning through collaborative and reflective practice. (Yusron et al., 2023) In this research, the implementation of the Kemmis and McTaggart cycle was adapted to suit the classroom conditions of SD Negeri 076 Kayu Jati Panyabungan, a public elementary school located on Jl. Sutan Soripada Mulia, Kayu Jati.

The research was conducted during the even semester of the 2023/2024 academic year and involved 30 fourth-grade students, comprising 15 boys and 15 girls, as research subjects. The action research was conducted over two complete cycles, with each cycle consisting of two meetings. The activities in each cycle followed a structured pattern starting from the planning stage, where learning objectives and instructional strategies were prepared; followed by the action stage, in which the learning was implemented using the Jigsaw model combined with styrofoam media; continued with observation, where data on student engagement and performance were recorded; and concluded with reflection, where the results of the action were analyzed to plan subsequent improvements. This sequence is consistent with the theoretical framework proposed by Arikunto and supported by Nurjannah, who highlight the iterative nature of CAR in refining teaching practices.(Rasuli et al., 2023)

Data collection in this study primarily relied on test instruments designed to evaluate student learning outcomes in the subject of Social Studies, particularly focusing on the topic of the diversity of natural resources. The tests consisted of multiple-choice items, 20 questions each for the pre-test and post-test, administered before and after each cycle to measure students' cognitive improvement. According to Wati et al., such objective testing methods provide a reliable way to track academic progress quantitatively. The instruments were designed to reflect the learning indicators aligned with the curriculum, ensuring validity. In terms of data analysis, both qualitative and quantitative techniques were employed to offer a comprehensive interpretation of the results. Qualitative analysis involved steps such as data reduction, data display, and conclusion drawing to interpret student engagement, learning behavior, and observable changes throughout the research. (Bogdan & Biklen, 2007) Meanwhile, the quantitative data analysis included statistical techniques such as percentage and frequency distributions to understand trends in student scores, calculation of mean values to compare pre- and post-test results, and visualization through diagrams to present data clearly. (Zevalkink, 2021) Additionally, inferential statistical tests such as the normality test and homogeneity test were conducted to examine the distribution and consistency of data, thereby ensuring the reliability of the findings. These analytical steps followed the approach described by Fauzi and Pradipta, who advocate for combining qualitative insights with statistical rigor to gain a more holistic understanding of educational interventions. (Febriansyah et al., 2020) Overall, this methodology allowed the researcher to not only identify the impact of using the Jigsaw model with styrofoam media but also to make informed decisions throughout the intervention process to improve student learning outcomes in a structured and data-driven manner.

## **RESULTS AND DISCUSSION**

#### Results

# Pre-Cycle and Cycle I Test Results

Before implementing the Jigsaw learning model, a pre-test was conducted to assess the initial understanding of fourth-grade students at SD Negeri 076 Kayu Jati Panyabungan regarding the topic of natural resource diversity and conservation in social studies. The pre-test results revealed that student learning outcomes were still relatively low, with only 9 students (25%) achieving scores above the minimum completion standard (a score of 57 or higher). Following the first implementation of the Jigsaw model in Cycle I, which took place on June 28–29, 2024, students showed improvement. In the post-test of Cycle I, 15 students (76%) scored 57 or higher. This indicates a notable increase in the number of students achieving minimum mastery, although a portion of students still scored below the standard. The implementation in Cycle I included group discussions, the use of styrofoam media as a visual aid, and structured student collaboration within expert and home groups. Despite the improvements, several issues were noted in student engagement and group dynamics.

# **Cycle II Test Results**

To address the limitations identified in Cycle I, Cycle II was conducted on July 1–2, 2024, incorporating improved strategies such as better group arrangement, increased student involvement in presenting discussion results, and rewards for active participation. The Cycle II post-test results showed a significant improvement, with 29 out of 30 students (approximately 96.7%) achieving scores of 57 or higher. This reflected a clear enhancement in learning outcomes compared to both the pre-test and Cycle I post-test results. Additionally, a comparison of average scores between the cycles revealed further improvement. The percentage of students meeting the minimum score increased from 64% in the Cycle I pre-test to 87% in the Cycle II post-test, demonstrating the effectiveness of the revised instructional approach.

### Statistical Analysis

Quantitative data analysis indicated that the application of the Jigsaw model with styrofoam media contributed significantly to increased student learning outcomes. The percentage of students who met the minimum score increased as follows:

- Pre-test (Cycle I): 25% (9 students)
- Post-test (Cycle I): 76% (15 students)
- Post-test (Cycle II): 96.7% (29 students)

The increase in student achievement from the pre-test to Cycle II post-test represents a percentage improvement of 96,3%, as previously calculated in the broader research context. This dramatic increase is supported by statistical tests such as the independent sample t-test, where the calculated t-value (t count = 13.59164) exceeded the t-table value, indicating a statistically significant improvement in student outcomes after the intervention.

The results support existing literature that emphasizes the effectiveness of cooperative learning models in enhancing student academic performance. As described by Soebagyo et al. (2024), the Jigsaw model fosters collaborative learning by engaging students in peer teaching, thereby enhancing both their understanding and communication skills. The use of styrofoam media in this study played a crucial role in visualizing abstract concepts, thereby fostering deeper student comprehension, as suggested by Budiawan & Arsani (2024).

The shift in learning outcomes between cycles also reflects the importance of reflective teaching practices. As noted by Riswanto (2021), identifying and addressing obstacles during initial implementation can lead to significant improvements in subsequent learning activities. This was evident in the better group collaboration, increased motivation, and more active classroom atmosphere observed in Cycle II. The positive trajectory of student performance also aligns with the findings of Jayantika & Santhika (2023), who concluded that well-structured cooperative learning, when paired with effective media, can improve both cognitive and affective learning outcomes. The structured group interactions and clear roles assigned in Jigsaw fostered responsibility and engagement among the students, which was further reinforced through visual and tactile experiences with the styrofoam media.

# Effectiveness of the Jigsaw Model in Improving Learning Outcomes

The findings of this study demonstrate that the Jigsaw cooperative learning model effectively enhances student learning outcomes in social studies, particularly in the topic of natural resource diversity and preservation. (Mauliddiyah, 2021) The improvement observed from the pre-test to the post-test across two cycles highlights the significant impact of student-centered learning strategies. Initially, only 25% of students achieved the minimum score, but this rose to 76% in Cycle I and further to 96.7% in Cycle II. These results confirm that students learned more effectively when they were actively involved in the learning process through peer teaching and collaboration. The Jigsaw model not only improved academic outcomes but also encouraged student responsibility, engagement, and interaction.

## Discussion

## The Role of Styrofoam Media in Supporting Understanding

In addition to the learning model, the use of Styrofoam as a visual and tactile medium contributed substantially to students' comprehension. As a concrete material, Styrofoam enabled the creation of visual aids that made abstract social studies concepts more tangible and understandable. The students showed increased interest and motivation during learning activities that involved physical interaction with these media. The presence of engaging media also helped maintain student attention and reduce cognitive load, especially for visual and kinesthetic learners. These findings align with Sadiman et al. (2011), who stated that concrete media stimulate multisensory engagement and strengthen memory retention.

#### **Progress Between Cycles and Reflective Practice**

The progress between Cycle I and Cycle II underscores the importance of reflective teaching practices. After identifying issues such as unbalanced group composition and uneven student participation in Cycle I, researchers and teachers made several improvements in Cycle II. These included better group arrangements, more explicit instructions, increased student involvement in discussions and presentations, and the introduction of rewards for participation. As a result, student performance improved significantly in the second cycle. This confirms the value of classroom action research (CAR) in identifying challenges and adapting instructional strategies in real-time, consistent with the model of Kemmis and McTaggart and the framework proposed by Arikunto. (Junaidi et al., 2023)

#### **Student Engagement and Motivation**

Another notable outcome of the study was the improvement in student engagement and motivation. The cooperative structure of the Jigsaw model, supported by creative media, fostered a collaborative classroom environment where students were more willing to express their ideas and help one another. (Hanaysha et al., 2023) Peer teaching activities promoted confidence and interpersonal communication skills.(Alfriani & Faizah, 2023) Moreover, the incorporation of rewards encouraged active participation and added an element of fun and competition, further increasing student interest. This positive learning environment contributed not only to academic improvement but also to the development of soft skills that are critical at the elementary level.(Hasanuddin & Rusydi, 2024)

#### **Comparison with Previous Research**

The results of this study are consistent with previous research on the Jigsaw model. Jigsaw learning significantly improved students' understanding of subject matter while fostering teamwork and collaboration. (Budiawan & Arsani, 2024) The Importance of Expert Group Structures in Deepening Conceptual Knowledge. Integrating media into cooperative learning strategies enhances both cognitive and affective outcomes. (Kuncoro & Hidayati, 2021) This study builds upon these works by demonstrating that

even low-cost and straightforward media, such as Styrofoam, can enhance the effectiveness of the Jigsaw method in primary education.

# Limitations of the Study

Despite its strengths, this study has several limitations. The sample size was limited to 30 students from a single class, which restricts the generalizability of the findings. The research duration was relatively short, spanning only two cycles over four meetings, which may not capture the long-term impact of the learning intervention.(Kioupi & Voulvoulis, 2019) Additionally, the study focused on a single subject (social studies) and used only one type of media (styrofoam), which limits its scope. These factors suggest the need for further research involving a larger sample, multiple subjects, and varied types of instructional media.

# Implications and Recommendations for Future Research

The success of this study provides substantial practical implications for teachers and educational practitioners. (Kosilah et al., 2023) It demonstrates that cooperative learning models like Jigsaw, when supported with low-cost and engaging media, can be effectively applied in elementary classrooms to improve academic outcomes and student engagement. Teachers are encouraged to adopt similar strategies, adapt them to different content areas, and integrate creative materials into their instruction.(Luturmas et al., 2022) For future research, it is recommended to explore the long-term effects of the Jigsaw model across various grade levels and subjects, test its integration with digital or multimedia tools, and examine its impact on students' higher-order thinking skills and emotional development.

# CONCLUSION

The purpose of this study was to enhance the learning outcomes of fourth-grade students in social studies at SD Negeri 076 Kayu Jati Panyabungan by applying the Jigsaw cooperative learning model, supported by the use of styrofoam media. The research was conducted over two cycles, using classroom action research (CAR) as the methodological framework. The key findings showed a significant increase in student achievement from the pre-test stage through Cycle I and Cycle II. Initially, only 25% of students met the minimum competency score, which rose to 76% in Cycle I and further increased to 96.7% by Cycle II. These results indicate that the Jigsaw model, combined with interactive and concrete learning media like styrofoam, not only enhanced students' understanding of the material but also encouraged greater participation and collaboration among learners.

The findings underscore the importance of student-centered, collaborative learning models in improving cognitive outcomes and classroom engagement. Practically, this research suggests that educators should incorporate cooperative learning structures and hands-on media to make abstract content more accessible, particularly in subjects such as social studies. However, this study had limitations, including a relatively small sample size and a short intervention period, which may affect the generalizability of the results. Future research is recommended to investigate Enhancing Fourth Grade Learning Outcomes Through the Jigsaw Model with Styrofoam Media

the long-term effects of the Jigsaw model using various forms of media across different educational levels and subject areas.

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