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Improving Student Learning Outcomes Through the Jigsaw-Type Cooperative Learning Model in PPKn Subjects for Grade IX Students at SMP Negeri 1 Lion

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Abstract : *This study aims to improve student learning outcomes in Pancasila and Civic Education (PPKn) through the implementation of the Jigsaw cooperative learning model. The primary problem addressed in this research is the low academic achievement of ninth-grade students at SMP Negeri 1 Lion, where initial data revealed that only 36.7% of students reached the mastery level. This study employed Classroom Action Research (CAR) conducted in two cycles, comprising planning, action, observation, and reflection stages. The Jigsaw model was implemented by organizing students into "home groups" and "expert groups" to foster collaborative learning responsibility. The results indicated a significant improvement in each cycle; in Cycle I, learning outcomes began to rise, and by Cycle II, classical mastery reached 86.67%, exceeding the 80% success indicator. Beyond the cognitive aspect, student learning activities developed rapidly, characterized by increased participation in discussions and improved self-confidence. Based on these findings, it is recommended that PPKn teachers adopt the Jigsaw model as an innovative solution to create an active and effective learning environment.*

Keywords : *Learning Outcomes, PPKn, Jigsaw, Classroom Action Research.*

INTRODUCTION

In essence, education is a process of transformation of knowledge and attitudes born from human interaction with the educational environment. Given the importance of the role of education for self-development, the state provides legal guarantees through Article 31 paragraph 1 of the 1945 Constitution. Referring to the National Education System Law No. 20 of 2003, education is seen as a planned effort to build a learning atmosphere that empowers students. Through this process, it is hoped that a generation will emerge that is not only intelligent and technically skilled, but also has spiritual strength, a strong personality, and noble morals.(Law of the Republic of Indonesia No.20, 2003).

School institutions are an inseparable element of the education system. Etymologically, the term school has its roots in Latin (*skhhole, scola, scolae*, or *Skhola*) which means free time (Abdullah, 2011). In the initial concept, school was seen as a leisure time activity for children in between their play time

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

to deepen basic skills such as literacy, numeracy, and understanding moral and aesthetic values. However, in the juridical context in Indonesia, referring to Law No. 2 of 1989, schools are defined more formally as educational units that have a continuous level in organizing instructional or teaching and learning processes.(Law No.2, 1989).

In the education system, curriculum and teachers are two components that are closely related to each other (Nurhadi, 2026). The curriculum acts as a strategic plan and operational guideline in the teaching and learning process (Elisa, 2018). Without a curriculum, the education process will not have an orderly framework, so that curriculum innovation and adaptation are inevitable in improving the quality of national education.(Jeflin & Afriansyah, 2020).

On the other hand, teachers act as the main actors who realize the curriculum in the classroom. Referring to the law on Teachers and Lecturers, the essence of teachers lies in their professionalism in carrying out teaching, training, and assessment functions in primary to secondary education. More broadly, educators in Indonesia are understood as education personnel with various special skills who collectively participate in educating the nation's life according to the mandate of the national education system. (Law of the Republic of Indonesia No.14, 2005).

In the curriculum, it is closely related to the learning process. The teaching and learning process, in this case, the process of transferring knowledge from teachers and students

According to (Syah M, 2008). The learning process is a stage of cognitive, affective and psychomotor behavior changes that occur in students. Shah also said that the changes that occurred were positive, which meant that they were oriented towards a more advanced direction than the previous situation. This is in line with the opinion (Baharuddin dan Wahyuni, E. N., 2007) The learning process is a series of activities that occur in the neural center of the individual who learns. The learning process can only be observed if there is a change in behavior that is different from before. These behaviors are cognitive, affective and psychomotor.

A group of people who carry out the learning process is called a student or learner. (Undang-Undang RI No.20, 2003). Regarding the National Education System, Article 1 paragraph 4 states that students are members of society who try to develop their potential through the learning process available at certain paths, levels, and types of education.

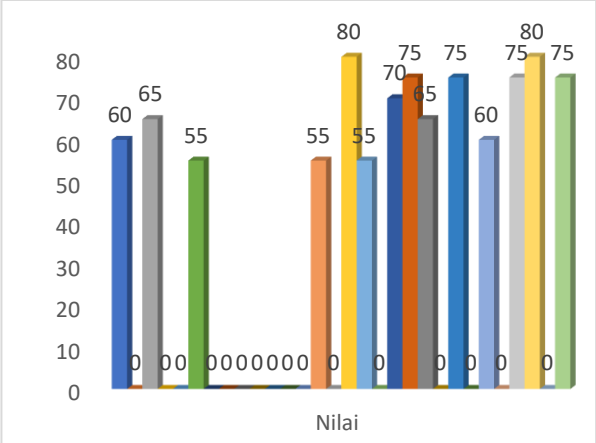
Learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process in educational units and include cognitive, affective, and psychomotor skills (Wulandari, 2021).

Initial observations at SMP Negeri 1 Lion revealed that there is a gap between the expected learning process and the reality in the classroom. PPKn learning in the school is still

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

dominated by the *teacher-centered* method, which focuses on listening and note-taking activities. The lack of use of innovative learning media results in a monotonous learning atmosphere, so that students lose interest in being actively involved in class dynamics.

The phenomenon seen in the field shows that students tend to be silent when given the opportunity to ask questions and often lose focus when the teacher gives explanations, which then leads to a disturbance of class order. This passive attitude not only hinders students' critical thinking skills during group discussions, but also weakens their confidence in completing independent tasks. As a result, indicators of learning success classically show results that are far from the minimum standard. The low condition of PPKn learning outcomes in class IX is empirically proven through the following semester score acquisition table.



Based on the table above, only 11 students (36.7%) are included in the completeness category, while apart from that, 19 students (63.4%) are not included in the completeness category. This means that the main problem that occurs at Lion State Junior High School is a problem that occurs due to the lack of a teacher's ability to apply various learning theories in a lesson, or the ability to choose and apply effective and efficient teaching methods which results in very poor learning outcomes from students. Then the next problem, namely problems related to the learning method presented by a teacher in a learning process is still far from effective, because of a teacher's mistake in applying learning methods that make the atmosphere in the classroom boring, and less serious so that students/students are less active in learning (Nurhadi, 2026).

METHODS

This research uses the design of Classroom Action Research (PTK), which is reflective research that is cyclical and carried out by educators to solve learning problems through repeated real actions, so that the improvement process is carried out in a sustainable manner through the stages of planning, implementing actions, observation, and reflection (Tampubolon, 2014). PTK was chosen because it is directly oriented to efforts to improve the quality of learning as well as empower teachers in overcoming learning problems in the classroom systematically and contextually (Muslich, 2014).

This research was carried out at Lion State Junior High School with a total of 30 even-semester grade IX students, consisting of 16 female students and 14 male students, with heterogeneous academic ability characteristics

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

(high, medium, and low) as well as the socioeconomic background of middle-to-lower families, where most of the parents work as farmers, traders, and laborers, and have a tendency to provide less assistance to study at home. The research variables are focused on improving student learning outcomes through the application of a jigsaw-type cooperative learning model in PPKn subjects, which includes input variables in the form of teacher readiness, teaching materials, learning resources, evaluation procedures, and learning environment; process variables that include the way teachers explain the material, questioning skills, and student activities in observing, asking, gathering information, associating, and communicating; as well as output variables that are shown through students' curiosity, ability to complete tasks, and learning evaluation results.

The class action research procedure is carried out in a repetitive cycle consisting of planning, action implementation, observation, and reflection stages (Arikunto, Suharsimi, 2014), where at the planning stage the researcher conducts licensing, coordination with PPKn teachers, initial observation, problem identification, and preparation of learning tools and evaluation instruments; the stage of implementation of actions includes preliminary activities, the implementation of jigsaw group discussions, the development of materials through LKPD, and the conclusion of learning; The observation and evaluation stage is carried out through systematic observation of teacher and student activities and the implementation of evaluations at the end of learning to measure student absorption (Suharsaputra, 2012), Meanwhile, the analysis and reflection stage is carried out by analyzing observation data and learning outcomes descriptively to assess the effectiveness of actions and determine sustainability to the next cycle if the expected

The data collection techniques in this study include observation of teacher and student activities using observation sheets in the form of checklists filled out by observers, as well as written tests in the form of post-tests at the end of the action to determine students' understanding and completeness of learning. The data was analyzed quantitatively by calculating the average grade of the class and the percentage of student learning completeness using a predetermined formula, then categorized based on the criteria of the student's learning success rate, where the application of the jigsaw-type cooperative learning model was declared effective if the learning completeness was achieved.

To find the average score, simply add up each score divided by the number of students who have the score. From the above statement, the formula used to support the class average is as follows:

$X = \int^{\times} N$

Description:

x : Class average

N : Total test scores of students

Σx: Number of students taking the test

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

The percentage of student completeness is calculated using the formula: P = ˣ 100%

P = ∫ˣ 100%

Description:

P : Percentage of student completeness

∫ˣ: Total student score

N : Many students.

Table 3. 1 Criteria for Student Learning Success Rate

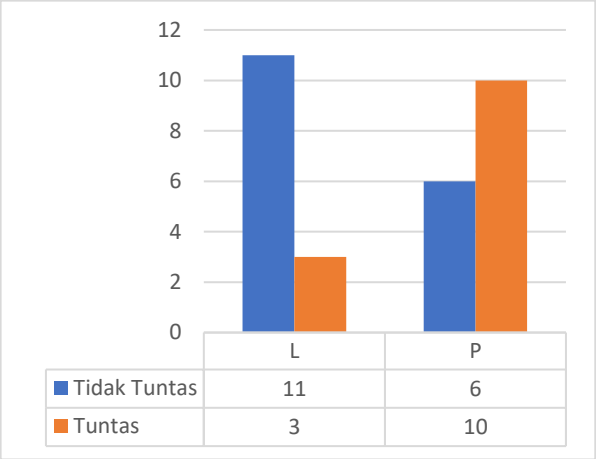
Success Rate %	Categories
90%-100%	Very High
80%-89%	Height
65%-79%	Enough
55%-69%	Low
0%-54%	Very Low

Source: Zainal Aqib, 2009.

RESULTS AND DISCUSSION

Student learning outcomes through a jigsaw-type cooperative learning model.

The implementation of learning at the first meeting of Cycle I began from the planning stage by preparing learning tools such as lesson plans, LKPD, and evaluation instruments for the Meaning of State Defense material, which were then implemented through a Jigsaw-type cooperative learning model. In its implementation, the researcher directs students to learn collaboratively through the division of the origin group and the expert group to explore the material independently before being evaluated through formative tests. Based on the results of the monitoring and evaluation, the success rate of students in Cycle I shows that the classical indicators of learning completeness have not been fully achieved, where a comparison between the number of completed and incomplete students in more detail can be seen in the graph below.



Graphic Drawing 1. PI Results (Cycle I)

Source. (Processed data, 2025)

Student learning outcomes in Cycle I showed achievements measured using an objective test of 20 numbers with the KKM standard of 70. Based on the data from the results of Post *Test* I, out of a total of 30 students, it was recorded that 17 students (56.67%) had achieved completeness, while 13 students (43.34%) had not met the completeness criteria with an average class score of 64.5. Referring to Zainal Aqib's criteria, the classical completeness rate of 56.67% is included in the Medium category. This achievement shows that the learning outcomes of students classically have not met the target of success indicators set by the researcher of 80%, so the research needs to be continued to the next cycle.

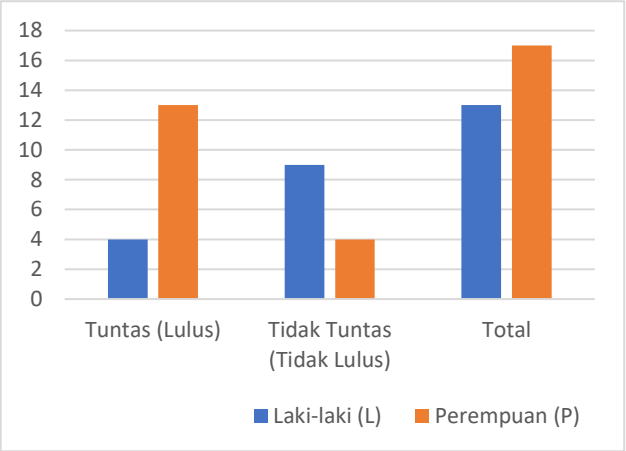
Findings in the field identified that 13 students who had not completed the project had

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

difficulty mastering the material of the Struggle to Defend the Republic of Indonesia. This is due to the large number of details of historical events, such as the Battles of Surabaya, Ambarawa, and Semarang, which demand a strong memory of the chronology, figures, and locations. In addition to the complexity of the material, based on the results of analysis and reflection between researchers and observers, several technical obstacles were found in the learning process. The researcher felt that they had not been optimal in mastering the classroom and explaining the material, while from the student side, rowdy behavior and lack of cooperation in the group were still found. As an effort to improve, the researcher provides remedial and reinforcement of material for students who have not completed and designs more effective learning strategies to be applied in Cycle II to achieve the expected completeness target.

Meeting Results 2 (Cycle I)

The activities at the Second Meeting of Cycle I began with the planning stage which included the preparation of the RPP for the Struggle to Defend the Republic of Indonesia, the preparation of LKPD, textbooks, as well as observation and evaluation instruments for learning outcomes. In the implementation stage, the researcher again applied a Jigsaw-type cooperative learning model which began with preliminary activities in the form of perception and motivation, followed by core activities where students worked in origin groups and expert groups to explore physical struggle materials such as the Surabaya Incident to the Battle of Ambarawa. The learning series was closed with individual evaluation, drawing joint conclusions, and providing motivation to students. Through the monitoring and evaluation stage using formative tests, the researcher measured the extent of the success rate of the action at this second meeting, where data on the comparison of student learning completeness classically can be seen through the graph below.



Graphic Drawing 1. PI Results (Cycle II)
Source. (Processed data, 2025)

Meeting II of Cycle I, student learning outcomes were measured using an objective test instrument of 20 questions with a weight of 5 per number, where students were declared to meet the KKM if they reached a minimum score of 70. Based on the results of the evaluation, it was recorded that as many as 21 students (70%) had achieved learning completion, while 9 students (30%) were declared incomplete, with an average class score of 65.5. Referring to the classification of learning completeness according to Zainal Aqib, this classical achievement of 70% is included in the High

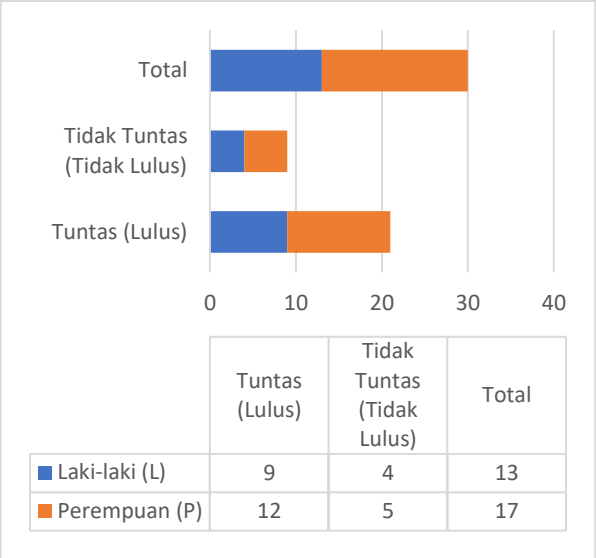
Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

category. However, these results have not met the success indicator set by the researcher of 80%, so the research needs to be continued to the next cycle.

Based on the analysis of the distribution of scores, there were 1 student (3.34%) with very high criteria, 9 students (30%) with high criteria, 11 students (36.66%) with medium criteria, 8 students (26.66%) with low criteria, and 1 student (3.34%) with very low criteria. Nine students who have not been fully identified have difficulties in understanding the material on the Legal Basis of State Defense, especially Article 27 paragraph (3), Article 30 of the 1945 Constitution, and Law No. 3 of 2002. The main obstacles found are the language of the legal text which is formal and long so that it is difficult for students to understand, as well as the lack of students' ability to relate these articles to daily life.

After the learning process is completed, the researcher and the observer teacher reflect to find weaknesses that need to be corrected. From the researcher's side, it was found that the explanation of the material was still unclear so that there were some students who did not fully understand. From the student side, there was still a noise when the material was explained which disturbed the concentration of other students. As a follow-up, the researcher provided remedial in the form of re-explanations with concrete examples and interactive quizzes for students who have not completed so that they can achieve KKM scores in the next cycle.

Session I (Cycle II)



	Tuntas (Lulus)	Tidak Tuntas (Tidak Lulus)	Total
Laki-laki (L)	9	4	13
Perempuan (P)	12	5	17

The activities at the First Meeting of Cycle II began with a planning stage that focused on improving actions based on the constraints in the previous cycle, including the preparation of a new lesson plan regarding the Spirit and Commitment of Unity and National Unity material, rearrangement of group composition, and designing more effective classroom management. In the implementation stage, the researcher implemented a Jigsaw-type cooperative learning model with a time allocation of 2 x 40 minutes, which involved the active participation of students in the origin group and the expert group to explore the aspect of national defense in accordance with Article 30 Paragraph 1 of the 1945 Constitution of the Republic of Indonesia. This series of actions ended with closing activities in the form of individual evaluation, motivation, and collective conclusion drawn. Through the monitoring and evaluation stage carried out with observers, the researcher measured the level of learning success through formative tests

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

to see a significant improvement in student learning outcomes, where the comparison of completeness can be seen in the graph below.

Graphic Drawing 1. PII Results (Cycle I)

Source. (Processed data, 2025)

Based on the results of the evaluation at Meeting II of Cycle I, the success rate of students was measured using an objective test instrument of 20 questions with a weight of 5 per question, where the Minimum Completeness Criteria (KKM) was set at a score of 70. The results of the formative test showed a significant improvement compared to the previous meeting. Of the total 30 students, as many as 21 students (70%) have reached the complete category, while the other 9 students (30%) are declared incomplete, with an average class score of 65.5.

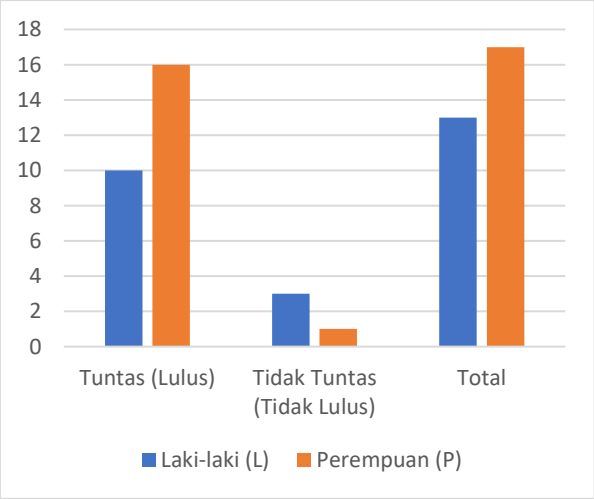
If analyzed based on the success criteria according to Zainal Aqib (2009), the classical completeness of 70% is included in the High category. In detail, the distribution of students' abilities was spread across several levels: 1 student (3.34%) was at the very high criterion, 9 students (30%) were in the high criteria, 11 students (36.66%) were medium-standard, 8 students (26.66%) were in the low criteria, and 1 student (3.34%) was in the very low criteria. Although it is in the high category, this achievement has not met the success indicator set by the researcher of 80%, so actions need to be continued to the next cycle.

Findings in the field identified that 9 students who had not completed the course of the State Defense Law had difficulty mastering the material on the Basic Law of State Defense, especially regarding Article 27 paragraph (3), Article 30 of the 1945 Constitution, and Law No. 3 of 2002. The main obstacle for students lies in the difficulty of understanding the legal text which is formal and theoretical in nature, making it difficult to relate to the reality of daily life.

Results of Meeting I (Cycle II)

The activities at Meeting II Cycle II began with the planning stage which was a refinement of the previous meeting, including the preparation of lesson plans on the Manifestation of State Defense in Various Aspects of Life, rearrangement of the composition of the study group, and the consolidation of classroom management and evaluation instruments. In the implementation stage, the researcher consistently applies a Jigsaw-type cooperative learning model in which students collaboratively delve into national defense materials from ideological, political, economic, and socio-cultural aspects through the mechanism of origin groups and expert groups. This series of actions ends with individual evaluation, motivation, and conclusion of the material together to ensure that students' understanding has been maximized. Through the final monitoring and evaluation stage carried out by the researcher and observers, the effectiveness of the action in this closing cycle is measured through formative tests to determine the level of student learning success classically, the results of which can be clearly seen in the graph below.

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi



Graphic Drawing 1. PII Results (Cycle II)
Source. (Processed data, 2025)

In the final stage of this research, namely Meeting II Cycle II, student learning outcomes were measured using an objective test instrument of 20 questions with the KKM standard of 70. Based on the data obtained, the students' learning outcomes showed a very significant increase and reached the highest point during the study. Of the total 30 students, 26 students (86.67%) have reached the complete category, while only 4 students (13.33%) have not completed, with the average class score jumping to 78.17.

In accordance with the criteria for success rate according to Zainal Aqib (2009), the classical completeness of 86.67% is categorized as Very High. The distribution of student scores at this stage showed an even quality: 6 students (20%) were in the very high category, 9 students (30%) were in the high category, and 11 students (36.67%) were in the medium category. There are only 4 students in the low category left (13.33%) and the very low category no longer exists. With the achievement of 86.67%, the success indicator set by the researcher of 80% has been exceeded and meets the school's KKM standards.

Findings in the field showed that the 4 students who had not completed it were caused by a lack of focus and attention during the process of explaining the material, so they tended to memorize without understanding the substance of the material of the realization of defending the country in depth. As a final solution, the researcher applies *a peer teaching* strategy in which students who are complete help colleagues who do not understand, as well as conduct special question and answer sessions to raise their grades to reach KKM standards.

Discussion Cycle I

1. Meeting I

We can see in table 4.4 of the 30 students in the first cycle of meeting 1 (Post Test) which was completed amounting to 13 people with a percentage of 43.34%. The number of students who did not complete was 17 people or with a percentage of 56.67%. With an average class score of 60.34.So the completeness of student learning classically in the first cycle (Post Test) is 43.34%. And it can be seen in table 4.5 There are no students who have very high criteria, students who have high criteria 1 student (3.34%), who have medium criteria amount to 12 students (40%), while 12 students have low criteria (40%), and 5 (16.66%) students who have very low criteria.

2. Meeting II

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

Of the 30 students in the first cycle of Meeting II (Post Test) who were completed, there were 17 people with a percentage of 56.67%. The number of students who did not complete was 13 people or with a percentage of 43.34%. With an average class score of 63.87. So the completeness of classical student learning in the first cycle of Meeting II (Post Test) is 56.67% From these results, it can be concluded that the completeness of classical learning in cycle I (Post Test 1) of 56.67% is classified as moderate. However, the student learning outcomes in the first cycle of the Second Meeting have not been able to reach the classically complete stage that has been set, which is 80%. Based on this, the researcher will take action again to be able to improve student learning outcomes in the material of the Meaning of State Defense, namely Making a Learning Implementation Plan (RPP) that is different from cycle I with the material, namely the Spirit and Commitment of National Unity and Unity in Filling and Defending the Republic of Indonesia, then changing different groups from cycle 1.

1. Discussion of cycle II

a) Meeting I

Based on table 4.10 above, it can be seen that from 30 students in cycle II meeting 1 (Post Test II), the students who completed were 21 people or with a percentage of 70% and the students who did not complete were 9 people or with a percentage of 30%. With an average class score of 65.5. So the completeness of student learning classically in the second cycle of Meeting I (Post Test) is 70% The following will be explained the percentage of completeness of student learning outcomes in the second cycle of Meeting I (Post Test). Furthermore, students who have very high criteria are 1 student (3.34%), students who have high criteria are 9 students (30%), those who have medium criteria are 11 students (36.66%), while students who have low criteria are 8 students (26.66%) and students who have very low criteria are 1 student (3.34%), this is evidenced by table 4.11.

b) Meeting II

Based on table 4.13 above, it can be seen that from 30 students in cycle II (Post Test II), 26 students completed or with a percentage of 86.67% and students who did not complete 4 people or with a percentage of 13.33%. With an average class score of 78.17. So the completeness of student learning classically in cycle II (Pos Test II) is 86.67%. Based on table 4.14 above, we can see that there are students who have high or very low assessment criteria. Students who have very high criteria are 6 students (20%), students who have high criteria are 9 students (30%), those who have medium criteria are 11 students (36.67%), while students who have low criteria are 4 students (13.33%) and very low are none. From the results of the explanation above, it can be concluded that the completeness of classical learning in cycle II (Pos Test II),

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

which is 86.67%, is classified as very high. This shows that the classical student learning results in the second cycle, which is 86.67%, have reached the completeness of the learning outcomes that have been determined by the researcher, namely 80% or in other words, have been successful and have reached the KKM score that has been made by the school, student learning outcomes have increased, therefore, the research is considered sufficient until cycle II.

2. Comparison of Pre-Cycle, Cycle I and Cycle II

Table 1 Comparison of Pre-Cycle, Cycle 1 and Cycle II Completeness

Remarks	Pre Cycles	Cycle I		Cycle II	
		P1	P2	P1	P2
Incomplete	63,4%	56,67%	43,34%	30%	13,33
Conclusion	36,7%	43,34%	56,67%	70%	86,67%

Source: Data processed by Researchers, 2025

Based on the table above, the pre-cycle score that is included in the completeness category only consists of 11 students (36.7%) while other than that, 19 students (63.4%) are not included in the completeness category. In cycle 1, Meeting 1 can be seen from 30 students in cycle I (Post Test) who completed 13 people with a percentage (43.34%) and the remaining 17 students did not complete with a percentage (56.67%). In the first cycle of Meeting II, the students who completed were 21 people or with a percentage of 70% and the students who did not complete were 9 people or with a percentage of 30%. And in the second cycle of the second meeting, 17 students completed with a percentage of 56.67%. The number of students who did not complete was 13 people or with a percentage of 43.34%). Meanwhile, in the second cycle of the first meeting of 30 students in the second cycle (Post Test), the students who completed were 26 people or with a percentage of 86.67% and the students who did not complete were 4 people or with a percentage of 13.33%. That means there is an increase in student learning outcomes from Pre-Cycle to Cycle 1 meeting I by 6.64%, from cycle 1 meeting 1 to cycle I meeting II student learning outcomes increased by 13.33%. Meanwhile, from cycle 1 meeting II to cycle II meeting I there was an increase in student learning outcomes by 13.33% and from Cycle II meeting 1 to Cycle II meeting II there was an increase in student learning outcomes by 16.67%.

The above findings can be compared with several theories, that learning outcomes are the ability of students to receive and process information in the form of main ideas that are expressed in the form of instruction that is delivered in an instructional manner (Tumulo, 2022). Learning Outcomes are that when a person has learned, there will be a change in behavior in that person, for example from not knowing to knowing, and from not

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

understanding to understanding (Ahmadiyanto, 2016). Sudjana stated that learning outcomes are the abilities that students have after they have their learning experience (Sudjana, 2017). Student learning outcomes are the abilities that children acquire after going through learning activities, learning itself is a process of someone who strives to obtain a form of behavior change that is relatively settled (Susanto, 2013).

Student learning outcomes are considered good if the grades obtained are also good, or reach or exceed the Minimum Completeness Criteria (KKM) set by the school. According to (Fitriani, 2016) Learning outcomes are the abilities that students have after receiving learning experiences, all student learning outcomes are the process of learning and teaching interactions.

Learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills (Wulandari, 2021). According to (Mustakim, 2020) Learning outcomes are everything achieved by students with certain assessments that have been set by the curriculum of previous educational institutions. (Slameto, 2013) said that learning outcomes are overall behavior change, not just one aspect of human potential. This means that the learning outcomes categorized by education experts as mentioned above are not seen in a fragmentary or separate manner, but comprehensively.

According to (Oemar Hamalik, 2019) Learning outcomes are the overall measurement activities (data and information collection), processing, interpretation and consideration to make decisions about the level of learning outcomes achieved by students after carrying out teaching and learning activities in an effort to achieve the learning objectives that have been set. (Pulungan, 2017) Learning outcomes are a specific statement expressed in behavior and appearance that is manifested in the form of writing to describe the expected learning outcomes.

According to (Lufri, 2020) "Learning outcomes are patterns of actions, values, understanding, attitudes, appreciation, abilities and skills". (Sri Wahyuni, 2020) "Learning outcomes are the results that have been achieved by a person after carrying out learning activities which include cognitive, affective and psychomotor aspects that can be expressed with symbols, numbers, letters, and sentences that can reflect the quality of individual activities in a certain process". According to (Rusmono, 2017) Learning outcomes are changes in individual behavior that include the cognitive, affective, and psychomotor domains, these behavioral changes are obtained after students complete their learning programs through interaction with various learning resources and learning environments.

Learning outcomes are often referred to as scholastic achievement or academic achievement, which is all skills and results achieved through the teaching and learning

Volume 4, Issue 1, March 2026
Pages: 52-67
ISSN: 3031-9978/ URL
https://jp.iregway.com/index.php/polahi

process in schools which are expressed with numbers or values based on learning outcome tests (Sutrisno, 2021). Based on some of the definitions above, it can be concluded that learning outcomes are a change in overall behavior and abilities possessed by students after the teaching and learning process.

A significant increase in classical completeness from pre-cycle (36.7%) to reaching the peak in Cycle II Meeting II (86.67%) empirically proves the theory that learning outcomes are relatively permanent and comprehensive behavioral changes after going through a structured learning experience. This surge in learning outcomes shows that the application of the *Jigsaw model* is able to change students' conditions from "not knowing to know" through the process of receiving and processing information on the main ideas of PPKn material in an effective instructional manner. The success of 26 students exceeding KKM 70 is in line with the view of experts that learning outcomes include the acquisition of competencies in the cognitive, affective, and psychomotor domains which are manifested in the form of real academic performance. Thus, the achievement of the 80% completeness target confirms that dynamic teaching-learning interaction through the origin group and experts has succeeded in optimizing students' academic skills and creating patterns of actions and positive attitudes in understanding the material of the realization of national defense as a whole.

CONCLUSION

Based on the results of class action research carried out in grade IX of SMP Negeri 1 Lion, it can be concluded that the application of the Jigsaw-type cooperative learning model is effective in increasing learning outcomes, activeness, and positive responses of students in PPKn subjects. This is evidenced by a significant and gradual increase in learning completeness, starting from the pre-cycle stage of 36.7% (11 people), increased in Cycle I Meeting I to 43.34% (13 people) and Meeting II to 56.67% (17 people), until reaching its peak in Cycle II Meeting I of 70% (21 people) and Meeting II which reached 86.67% (26 people). In addition to increasing academic scores beyond KKM 70, the use of this model has also succeeded in creating a more dynamic classroom atmosphere where students become more active in asking questions, discussing, and being able to build good cooperation according to the principle of positive interdependence. The students' overwhelmingly positive responses showed that the Jigsaw model not only makes it easier to understand complex material, but also increases learning motivation through fun group interactions.

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