



Effectiveness of Jigsaw Cooperative Learning Model on Communication Skills of Elementary School Students: SLR

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Abstract

This study examines the effectiveness of jigsaw type cooperative learning model in improving communication skills of elementary school students. This study aims to describe the effect of jigsaw type cooperative learning model on communication skills based on systematic literature review. The research method used is Systematic Literature Review with secondary data sourced from various literature studies. The research stages include data collection, data analysis, and conclusion drawing. The results showed that out of 7 relevant journal articles, the jigsaw model can effectively improve the communication skills of elementary school students. The conclusion of this study is that the Jigsaw Type Cooperative Learning Model shows significant effectiveness in improving the communication skills of elementary school students.

1. Introduction

The 21st century has made communication an essential skill for students in primary school. Communication is an essential ability to interact effectively, both orally and in writing. According to Husnan (2014), one of the important skill characteristics for the 21st century era is learning and innovation. Someone who has the willingness to learn and innovate is usually able to generate new ideas in their work and has effective communication skills. According to a 2011 report from the National Education Association (NEA), communication was identified as one of the key elements in the teaching-learning process. NEA also noted that students who lack effective communication skills tend to have difficulties in analyzing, processing, and using information appropriately (Nursaban et al, 2020).

Today's learning process is faced with a significant challenge, namely the gap between the subject matter and its application in real life. This, as observed by Untari (2022), stems from the lack of creativity and innovation in the learning models applied by teachers. Therefore, the urgency to train communication skills from an early age is essential. Saeful (2022) emphasizes the importance of fostering communication skills through active interaction between teachers and students, as well as between students themselves, especially in the school environment. One of the factors supporting communication skills is interaction. Interaction between students is very important because it allows them to develop communication skills. Through this interaction, students can exchange information and learning concepts.

Idris Apandi (2018) argues that learning is an essential vehicle for developing students' collaboration and communication skills. Group learning with a cooperative approach is one of the effective methods to foster these skills. The application of this method instills the values of collaboration and cooperation between students in completing tasks. This fosters a sense of belonging, responsibility, and care for fellow group members. However, to achieve these goals, choosing the right learning model is key. The selected pedagogical approach should prioritize active student engagement. However, in practice, student involvement in the learning process is often insufficient, which is caused by the teacher's approach that is less interesting and less motivating. Teachers tend to dominate the learning process without giving students the opportunity to express freely according to their interests and concepts (Sukarni, 2022). Whereas learning models are needed to improve the communication skills of elementary school students.

The National Education Guidelines (Mas'ula et al., 2023) emphasize the importance of teacher competence in developing innovative, creative, and responsive learning methods. In this context, the jigsaw cooperative learning model, as proposed by Roger (1992, in Huda, 2012), offers significant potential in improving students' communication skills. The jigsaw model facilitates the exchange of information and ideas between students, both orally and in writing. This is in line with the definition of the jigsaw model described by Huda (2012), where the class is divided into small diverse groups and learning materials are distributed evenly between groups. Each team member has the responsibility to learn a specific topic, and then they share their knowledge with other team members in the "expert" and "origin" groups. The structure of this jigsaw learning model encourages interaction and collaboration between students, so they are encouraged to communicate effectively to achieve shared learning goals. Their oral and written communication skills are honed through discussions, presentations and other group activities.

Several prior studies have investigated the impact of the jigsaw cooperative learning model on students' communication abilities. Saeful (2022) observed that the implementation of cooperative learning strategies with jigsaw techniques for students of class VII A SMPN 1 Cikancung led to an enhancement in collaboration and communication skills in learning the concept of Life Organization System. Widyastuti (2015) also revealed a significant difference in the increase in mathematical communication skills of students who participated in jigsaw type cooperative learning compared to ordinary learning. This finding was reinforced by Almara (2018) who stated that the jigsaw method was able to improve junior high school students' communication skills through expert group and home group discussions, which in turn improved students' understanding of learning materials.

Previous research has consistently shown the positive effect of the jigsaw type Cooperative Learning Model in improving students' communication skills at various levels of education. However, in-depth studies related to the impact of jigsaw MPK in elementary schools (SD) are still relatively limited. Therefore, this research endeavors to provide a comprehensive elucidation of the implementation of the jigsaw cooperative learning model on the communication skills of elementary students through a literature review.. Through the literature review, this research is expected to identify the effect of the jigsaw Cooperative Learning Model in improving the communication skills of elementary school students comprehensively. The anticipated outcomes of this study are to contribute to the development of pedagogical approaches that are efficacious and responsive to the contemporary learning demands and challenges, particularly at the elementary school level.

2. Method

This investigation employed a systematic literature review (SLR) methodology to evaluate the efficacy of the jigsaw cooperative learning model in enhancing the communication abilities of elementary school students. The selection of the SLR method is based on its suitability with the purpose of the research, which is to deeply analyze the relevant literature related to the topic. The data for this research was collected from various sources of secondary literature studies, such as scientific journals, articles, and books. The selection of data sources was done selectively based on predetermined criteria, including information accuracy, data novelty, and source credibility. These selection criteria were applied to ensure the quality and relevance of the data used in the research.

This research was structured into three primary phases: data collection, data analysis, and conclusion formulation (Juandi & Tamur, 2020). The data collection technique was carried out by collecting data from electronic journals, namely Google Scholar, within the last 10 years that are relevant to the research topic. The data obtained from the literature study was then analyzed using the content analysis method. This method is used to extract data relevant to the research objectives from the texts in the literature study sources. In the analysis process, focus is given to the identification of various themes that emerge from the texts, with the aim of exploring the meaning and implications of these themes for the research being conducted. In the final stage, the results of the data analysis will be interpreted and conclusions drawn regarding the effectiveness of the jigsaw type cooperative learning model in improving the communication skills of elementary school students.

3. Results and Discussion

3.1. Results and Discussion

A systematic literature review was conducted to synthesize the existing body of research on the effectiveness of the Jigsaw Cooperative Learning Model in promoting communication skills among elementary students. Seven studies were included in the analysis, providing a comprehensive overview of the topic. The findings from these studies were systematically coded and analyzed to identify common themes and patterns.

The results of this review consistently demonstrate the positive impact of the Jigsaw model on students' communication skills. By engaging students in collaborative learning activities, the Jigsaw model provides opportunities for students to practice active listening, speaking, and critical thinking. This review contributes to the existing literature by providing a more nuanced understanding of the mechanisms through which the Jigsaw model enhances communication skills. Additionally, this review highlights the need for further research to explore the long-term effects of the Jigsaw model on students' communication abilities and to investigate the factors that contribute to the success of the Jigsaw model in different educational contexts.

Supporting the development of elementary school students requires communication skills as an essential aspect of their scope of life. Good communication skills not only help students to convey ideas clearly, but also enable them to build healthy social relationships, solve problems, and create a collaborative learning environment. In today's digital age where social interactions are increasingly complex and technology dominates, communication skills are becoming a key skill needed to succeed in the real world. Good communication skills need to be practiced early on in children, for example in elementary school students. School is a place for students to expand their range of interactions with the outside world. In order for students' interactions to go well, they need to have several abilities and skills, one of which is communication skills. Therefore, it is important for educators to facilitate the development of students' communication skills through effective learning.

In the realm of education, cooperative learning models receive the spotlight due to their potential to optimize social interaction, active student participation, and achievement of learning outcomes. One of the popular cooperative learning models is the Jigsaw Type Cooperative Learning Model. This model is based on collaboration between students in groups to achieve predetermined learning objectives. This model places emphasis on group work, where students are divided into expert and home teams. Through collaboration in teams, students are invited to discuss, exchange ideas, and convey information to their group mates.

A review of various scientific journals shows consistency of findings indicating the effectiveness of the Jigsaw Cooperative Learning Model in improving the communication skills of elementary school students. The effectiveness of implementing the Jigsaw Cooperative Learning Model is evidenced by various studies that show significant improvements in students' communication skills. The evidence is manifested in the increase in the average score of communication skills, students' activeness in asking questions to classmates and teachers without hesitation, and students' courage in expressing their opinions. These findings confirm that the Jigsaw Learning Model is able to improve communication skills, especially in the context of interpersonal communication (Rizki et al., 2019). By using the Jigsaw learning approach, students will try to expand their knowledge, which requires them to be actively involved in group discussions. Students' involvement in the discussion will encourage them to be able to communicate (Widyastuti, 2017).

In addition to communication skills, there are several findings that show other benefits of the effectiveness of implementing the jigsaw learning model, namely increased learning outcomes and learning achievement in different subjects such as mathematics, social science, and religious education as well as increased collaboration skills. Jigsaw-type cooperative learning involves students in discussion and problem solving related to learning materials so that it will increase students' understanding in depth and contextually (Anitra, 2021). Some studies highlight the improvement of collaboration skills because the jigsaw model requires cooperation in a compact group so that learning objectives can be achieved.

Although this systematic literature review research has provided a comprehensive picture of the effectiveness of implementing the jigsaw type cooperative learning model in improving elementary school students' communication skills, several limitations need to be considered. First, this research is limited to secondary analysis of existing data, making it impossible to directly observe the process of mutual communication between educators and students in the learning environment. This may provide an incomplete picture of how jigsaw-type cooperative learning is implemented and how students interact in actual learning. Secondly, the limited availability of literature sources means that not all relevant aspects and variables can be identified and analyzed. This may result in a less comprehensive and accurate conclusion about the effectiveness of the jigsaw cooperative learning model.

Therefore, further research that combines the literature study approach with other research methods, such as direct observation in the classroom, in order to gain a deeper understanding of the effectiveness of the implementation of the jigsaw cooperative learning model for students. Through these observations, we can obtain richer and more contextualized data on how the jigsaw cooperative learning model is implemented, how students interact, and how this learning model affects their communication skills.

Analysis of the research data shows that the jigsaw cooperative learning model has significant potential to improve elementary school students' communication skills. This is supported by empirical evidence showing an increase in the average score of communication skills, an increase in students' questioning activities, and an increase in students' courage in expressing their opinions. The findings have important practical implications for the primary education setting.

First, it is important for schools and teachers to implement the jigsaw cooperative learning model consistently in teaching and learning activities (Hasil et al., 2013). This can be done through following the available guidelines and training, as well as by conducting regular evaluation and reflection on the implementation of this learning model. Second, teachers need to have a deep understanding of the characteristics of primary school students and how the jigsaw cooperative learning model can be adapted to meet their needs and learning styles. This can be achieved through literature study, attending training, and collaborating with other teachers. Therefore, cooperative learning models emerge as highly effective strategies for enhancing the communicative abilities of elementary school students.

3.2. Conclusion

From the analysis of the data that has been presented, it can be concluded that the Jigsaw Type Cooperative Learning Model is proven to be effective in significantly improving the communication skills of elementary school students. This finding supports the importance of implementing cooperative learning models to improve important aspects such as students' communication skills. In addition, the findings also highlight that the effectiveness of this model is not only limited to improving individual skills, but also improving learning outcomes, learning achievement, and strengthening collaboration between students in the learning environment.

The importance of consistency and effectiveness in the application of the jigsaw type cooperative learning model emphasizes the need for further research of this model, especially integrated with other methods in order to obtain effectiveness results from the perceptions of teachers, students, and the latest educational conditions. In addition, it requires training for teachers and adjustments to the individual needs of students in implementing this model further. Thus, the cooperative learning model can be a very useful approach in improving the communication skills of elementary school students with good management and adapted to the relevant educational context.

Author Contributions

Anandha Noviyanti Putri: Conceptualization, Writing - Original draft preparation and editing.
Candra Utama: Methodology, Writing - Reviewing

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Declaration of Conflicting Interests

Declarations of interest: none

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