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The Effect of the Jigsaw-Type Cooperative Learning Model on Grade VII Students' Conceptual Understanding in Social Studies at SMP Negeri 2 Silo, Jember, Academic Year 2024/2025

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Abstract
The main issue in the learning process at SMP Negeri 2 Silo is the teacher-centered approach, which still heavily relies on traditional learning models, particularly in Social Studies subjects. This condition leads to student boredom and negatively impacts their conceptual understanding. To address this problem, the researcher proposes the use of the jigsaw-type cooperative learning model as a solution to improve students' conceptual understanding in Social Studies. This study aims to describe the effect of the jigsaw-type cooperative learning model on the conceptual understanding abilities of seventh-grade students in Social Studies at SMP Negeri 2 Silo, Jember, in the 2024/2025 academic year. The research employed a quantitative approach with an experimental design. The population consisted of all seventh-grade students, with purposive sampling used to select the samples. Class VII-B was assigned as the experimental group, and Class VII-A as the control group, each comprising 29 students. The instrument used to collect data was a conceptual understanding questionnaire. The results of the analysis show that the jigsaw-type cooperative learning model has a significant effect on students' conceptual understanding. This is evidenced by a significance value of 0.000, which is less than the probability threshold of 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In conclusion, the jigsaw-type cooperative learning model has a significant positive effect on improving the conceptual understanding of Social Studies among seventh-grade students at SMP Negeri 2 Silo, Jember, in the 2024/2025 academic year.
Keywords: Cooperative Learning Model, Jigsaw, Social Studies

Abstrak
Permasalahan utama dalam proses pembelajaran di SMP Negeri 2 Silo adalah dominannya peran guru sebagai pusat pembelajaran dengan penerapan model pembelajaran tradisional, khususnya pada mata pelajaran Ilmu Pengetahuan Sosial (IPS). Hal ini menyebabkan siswa merasa jenuh dan berdampak pada rendahnya pemahaman konsep yang diperoleh. Untuk mengatasi permasalahan tersebut, peneliti menawarkan solusi melalui penerapan model pembelajaran kooperatif tipe jigsaw sebagai upaya meningkatkan kemampuan pemahaman konsep siswa dalam pembelajaran IPS. Penelitian ini bertujuan untuk mendeskripsikan pengaruh model pembelajaran kooperatif tipe jigsaw terhadap kemampuan pemahaman konsep siswa pada mata pelajaran IPS kelas VII di SMP Negeri 2 Silo Jember Tahun Pelajaran 2024/2025. Pendekatan yang digunakan adalah pendekatan kuantitatif dengan jenis penelitian eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas VII, dengan teknik pengambilan sampel menggunakan purposive sampling. Sampel terdiri dari kelas VII-B sebagai kelas eksperimen dan kelas VII-A sebagai kelas kontrol, masing-masing berjumlah 29 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah angket pemahaman konsep siswa. Hasil analisis menunjukkan bahwa terdapat pengaruh yang signifikan dari penerapan model pembelajaran kooperatif tipe jigsaw terhadap kemampuan pemahaman konsep siswa. Hal ini dibuktikan dengan nilai signifikansi sebesar 0,000 yang lebih kecil dari probabilitas 0,05. Dengan demikian, hipotesis nihil (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Artinya, penerapan model pembelajaran kooperatif tipe jigsaw berpengaruh secara signifikan terhadap peningkatan kemampuan pemahaman konsep mata pelajaran IPS siswa kelas VII di SMP Negeri 2 Silo Jember Tahun Pelajaran 2024/2025.
Kata Kunci: Model Pembelajaran Kooperatif, Jigsaw, Ilmu Pengetahuan Sosial

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Introduction

Teaching is a way of preparing learning experiences for students. In other words, teachers teach by guiding, helping, and directing students to have learning experiences. (Nazirin, 2018) Permendiknas No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Learning is a process of learning and teaching. Schools and teachers are free to develop the curriculum in implementing learning. Implementing an independent curriculum demands a paradigm shift in education and learning. Paradigm changes in teaching and learning must also be followed by teachers responsible for organizing school learning. (Nasution, 2017) One of the changes in the learning paradigm is the orientation of learning, which was originally teacher-centred (teacher-centred) switching and centred on students (student-centred); the methodology, which was initially more dominated by expository, changed to participatory, and the approach which was initially more textual turned into contextual. All these changes are intended to improve the quality of education, both in terms of educational processes and outcomes. Learning is about concepts, theories, facts and applications in everyday life. (Aryani et al., 2021)

Studying social studies (IPS) is crucial for students when dealing with various societal problems. Effective and meaningful social studies learning will develop the potential of students to be sensitive to social issues that exist in society. Students often consider Social studies subjects difficult because the material presented is complex and requires a deep understanding. Social studies is a broad subject, including history, geography, economics, and sociology. The learning material is composed of simple things that are memorized and understood and complex material that requires deeper analysis and application in everyday life. (Aryani et al., 2021)

A deep understanding of social studies concepts is essential for students, especially at the basic education level. Well-understood concepts can help students remember information and apply it in everyday life. Concept understanding can be measured through several indicators, such as students' ability to interpret, classify, and summarize information. (Niandy Adeliawati et al., 2020) Concept understanding helps students see the links between fields in real life, for example, how economic factors can affect social and environmental aspects in the surrounding environment. (Ferawati et al., 2023)

We often see that in the learning process, especially in social studies subjects, the material is delivered unpleasantly, and the teacher does not provide new ideas to students. As a result, students feel bored and do not focus on learning. One way that can be used in the teaching and learning process is to use a fun learning model. "A good teacher is a fun teacher," as this can motivate learners to improve their understanding of the material. (Nurhasanah, 2019) Teachers must be wise in determining an appropriate learning model to create a conducive classroom situation and conditions so that the teaching and learning process can occur as expected. Conventional learning models or lecture methods are learning models or techniques still popularly used by teachers in the learning process, especially in social studies subjects where more text material will feel very dull. So, it requires a learning model that uses other methods besides lectures. Using less interesting learning models can cause students to feel bored and unfocused while learning. (Fathurrohman, 2015) This is supported by research conducted by Jamiati in Kusmawati. (Kusmawati, 2022) In line with research conducted by Ummi Aisyah Siregar, conventional learning or lectures have not been able to lead to a good level of understanding of concepts; students are passive in learning because learning is teacher-centred which will result in the development of low student concept understanding abilities, low understanding of concepts one of the causes is monotonous learning without providing opportunities for students to develop their knowledge, indicators of student concept understanding are lack of response to teacher explanations by not submitting statements or questions about the material being given. (Siregar, 2023)

One of the alternatives for overcoming these problems is by implementing a student-centred learning process, namely cooperative learning, which is a learning model with several students as members of small groups with different levels of ability. Cooperative learning models are very diverse, one of which is the jigsaw-type cooperative learning model. (Isjoni, 2007)

Jigsaw The cooperative learning model is a learning model where students are divided into several small groups of 4-6 students. There is the formation of origin and expert groups, and each group member is responsible for learning and teaching a specific part of the learning material to other group members. (Rosyidah, 2016) This model not only encourages a deep understanding of the material but also develops social and communication skills among students. (Paramida et al., 2024)

Based on the results of observations and interviews that researchers have conducted, the jigsaw-type cooperative learning model is an alternative to overcome the problems that exist in the SMP Negeri 2 Silo school, which in the learning process uses the celndelrung model or conventional learning model, which makes students passive and bored in class so that it has an impact on their concept understanding. The Jigsaw-type

cooperative learning model was chosen because it has various advantages in improving students' concept understanding. This model places students as the centre of learning (student-centred), where they learn actively by searching, understanding, and explaining specific parts of the material to their group mates. This activity trains deep understanding and encourages individual and social responsibility because each student acts as an expert in the task or material that the student must master and teach. In addition, Jigsaw trains explanation skills, which is one of the indicators of concept understanding. With this method of learning while teaching, students' absorption of the task or material increases significantly. This model is also very suitable for social studies subjects with a vast material range.

Based on the phenomena and problems described above, researchers are interested in conducting research with the title "The Effect of Jigsaw Type Cooperative Learning Model on the Ability to Understand the Concepts of Social Studies Subjects of Class VII Students at SMP Negeri 2 Silo Jember in the 2024/2025 School Year".

Literature review

1. *The title of this research is "The Effect of Jigsaw Type Cooperative Learning Model on Improving Student Learning Outcomes at SMA Negeri 1 Biluhu". This research was conducted by Rahayu R. Ahmad, Radia Hafid, Agil Bahsoan, Rosman Ilato, Sudirman, and Fatmawaty Damiti. In 2023(Ahmad et al., 2023). This study aims to determine the influence between two variables, namely the jigsaw-type cooperative learning model variable and the student learning outcomes variable. This research used a quantitative approach with an ex-post factor research method. The subjects in this study were XI social studies class students at SMA Negeri 1 Biluhu. This research amounted to 62 respondents. This research shows that the jigsaw-type cooperative learning model positively improves student learning outcomes in economic subjects in class XI social studies at SMA Negeri 1 Biluhu. The positive result shows that applying the jigsaw-type cooperative learning model well can improve students' learning ability and outcomes. The influence on students' learning ability in Economics class XI IPS SMA Negeri 1 Biluhu with a large influence of 88.5%. At the same time, the remaining 11.5% is influenced by other variables not examined in this study.*
2. *The title of this research is "The Effect of Using the Jigsaw Type Cooperative Learning Model on Increasing Students' Mathematical Concept Understanding Ability". Mia Kusmawati, Poppy Anggraeni, and Nandang Kusnandar conducted this research. In 2022. (Kusmawati, 2022) This study aims to determine the improvement of students' mathematical concept understanding ability by using the jigsaw-type cooperative learning model. This research is quantitative research with experimental research methods. The intended research subjects were fifth-grade students of SDN Gudang Kopi II, South Sumedang District, Sumedang Regency. Based on data processing, it shows that there is an influence and increase in the ability to understand students' mathematical concepts. This can be seen from the results of the t-test calculation, with α = 5% obtained count = 4.905 and table = 1.7613. Thus, using jigsaw-type cooperative learning improves the ability to understand mathematical concepts of fifth-grade students of SDN Gudang Kopi II, South Sumedang District, Sumedang Regency.*
3. *The title of this research is "The Effect of Jigsaw Type Cooperative Learning Model on Social Science Learning Outcomes in Elementary School Students". This research was conducted by Nurul Hakiki, Kaharuddin, and Yusran Rahmat in 2022. (Wahyuni & Rahmiati, 2022) The main objective of this study was to examine the impact of the Jigsaw-type cooperative learning model on Social Studies learning outcomes. This research used a pre-experimental design, specifically a pseudo-experimental design, and a quantitative approach. The subjects of this research were fifth-grade students of SDN 148 Bonto Bulaeng, Bulukumba Regency. The findings revealed a significant increase in students' social studies learning outcomes after applying the Jigsaw cooperative learning model. Initially, the average pretest score was 59, which increased to an average post-test score of 83. T-test analysis further confirmed the positive effect of the Jigsaw model on learning outcomes, with a significance value of 0.010, which is below the alpha value of 0.05 (0.010 < 0.05). Thus, this study concludes that learning the Jigsaw-type cooperative model significantly improves students' grade V social studies learning outcomes, leading to rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a).*
4. *The title of this research is "The Use of Jigsaw Type Cooperative Learning Model on Students' Concept Understanding Ability". This research was conducted by Darmawan Harefa et al. In 2022. (Harefa et al., 2022) This study aims to determine how the Jigsaw-type cooperative learning model affects students' concept understanding ability. This research used a quantitative approach with a quasi-experimental method. The subjects in the study were class VIII students of SMP Negeri 2 Amandraya, which amounted to 56 people. The research sample was selected using the total sampling technique. The research samples were class VIII-A as an experimental class with 30 students and class VIII-B as a control class with 26 students. The research findings showed that the jigsaw-type cooperative learning model influenced students' concept understanding ability and improved students' understanding of their learning problems and ability to solve problems. Based on the results of the study, the jigsaw-type cooperative learning model affects students' concept understanding ability.*

5. *The title of this research is "The Effect of the Jigsaw Type Cooperative Learning Model on Concept Understanding and Critical Thinking Skills of Grade V Students of SD Negeri 101090 Gunung Tua in Indonesian Language Subjects in the 2022/2023 School Year". Ummi Aisyah Siregar conducted this research. In 2022. (Siregar, 2023) This study aims to (1) know students' concept understanding level after jigsaw-type cooperative learning. (2) to know the students' thinking skills level after jigsaw-type cooperative learning. (3) to know the effect of the jigsaw-type learning method on concept understanding ability. (4) to know the effect of the jigsaw learning method on critical thinking skills. This research uses a quantitative approach, with the type of experimental research used being quasi-experimental. The research subjects consisted of 65 students. The sample was taken from the subject population of 33 students of class Va (control group) and 32 students of class Vb (experimental group). The results showed that the jigsaw method had a significant effect on the understanding of concepts and thinking skills of grade V students of SDN 101090 Gunung Tua in Indonesian language subjects. The activity of concept understanding and thinking skills of experimental class students reached very high criteria, while the control class only reached sufficient criteria. The average post-test score of the experimental group was better than the control group. The mean post-test of the experimental group was 72.15, and the mean post-test of the control group was 64.21. This shows that the gain index <g> of the experimental group was 74.25 (high) while <g> of the control group was 64.72 (medium). The t-test results show the count value (2.474) > table (1.992), which means that the Jigsaw method affects Indonesian learning outcomes and the Sig. (2 -tailed) < 0.05, which is 0.028. These results provide a conclusion that there is a significant difference between the learning outcomes of the experimental class and the control class.*

Method

This study uses a quantitative approach, with the type of experimental research; the experimental research method is research that tries to find a causal relationship between the independent and dependent variables. The research design used in this study is Quasi-Experimental with a Nonequivalent Control Group Design type. The population in this study were all students of class VII SMP Negeri 2 Silo Jember consisting of 5 classes with a total of 146 students. As for the sample of this study using the purposive sampling sampling technique, the sample is determined based on consideration and consultation with the social studies teacher in grade VII. This sample is more willing to participate in this study, and it has the same academic ability. So, there are two classes as samples: class VII B, which is an experimental class, and class VII A, which is a control class.

The data collection techniques used in this research are observation, questionnaire (Questionnaire), and documentation. The first data collection instrument is observation carried out with learning activities in the classroom, which requires making teaching modules. Where later, the social studies teacher was a researcher observer. The second questionnaire (Questionnaire) is a combination questionnaire (closed and open questionnaire). The questionnaire has a total of 25 questions, with the scoring of each question in the questionnaire with the correct question scored "1" and the wrong question "0". The third is documentation, which is the instrument used in the documentation, which is a checklist.

To analyze the data, researchers used the instrument validity test and reliability test as an instrument validity test. For the prerequisite test, the normality test and the hypothesis were tested using simple linear regression.

Results & Discussion

Result/Findings

The low understanding of concepts obtained by students is one of the most important problems in the learning process, and a solution must be found. Before the researchers conducted the research, the researchers conducted observations and interviews with the seventh-grade social studies teacher and students. So, from the results of these observations and interviews, there is a problem regarding the low understanding of concepts obtained by students. The researcher found a solution to increase the understanding of the concept of these students, namely by applying a learning model that includes students in the learning process; students have their own responsibility regarding the discussion subchapters obtained; this learning model is one type of cooperative learning model, namely the jigsaw type cooperative learning model. The researcher applied this jigsaw-type cooperative learning model in class VII B at SMP Negeri 2 Silo, which amounted to 29 students.

In the learning process, educators use LKPD in the learning process; educators divide students into six groups of 4-5 group members each. The first learning activity is that the educator forms a group (group of origin) heterogeneously; after that, the educator presents the material and provides LKPD, which contains four questions. Furthermore, students who are divided between groups divide the tasks of each group member. After that, the educator forms a new group (expert group) with the same part of the task and will gather into an expert group where this group will focus more on studying the same task, exchanging opinions on the same task and discussing to find an answer. In this study, four meetings were conducted. In the first meeting, the educator delivered the learning material, namely the material on the potential of natural resources, and the second meeting

gave treatment, namely applying the jigsaw-type cooperative learning model using LKPD. In the third meeting, the educator conducted a summative assessment of the material on the potential of natural resources and distributed questionnaires on students' concept understanding, which was continued at the fourth meeting.

The time allocation in each meeting is three lesson hours, and each lesson hour is 40 minutes, so one meeting takes 120 minutes, which is divided on Tuesday into 1 lesson hour and 2 lesson hours on Wednesday. Students' concept understanding questionnaires totalling 25 essay questions were given to students to measure the extent of concept understanding abilities obtained by students. To provide answers to the formulation of the problem, researchers conducted statistical tests through data analysis using SPSS 26 for Windows. This study intends to determine the effect of the jigsaw-type cooperative learning model on the ability to understand the concept of social studies subject VII grade students at SMP Negeri 2 Silo Jember in the 2024/2025 academic year. The students' concept understanding questionnaire is the value that will be observed to find out how much of the concept understanding ability students have obtained.

Test of Validity and Reliability

The following is stated how to test the validity of the instrument that will be used for research. Namely, there is a construct validity test, content validity test, and external validity test. As for this study, researchers used the Construct Validity Test (Construct Validity) to test the validity of the construct, and expert opinion (Judgement experts) can be used. In this case, after the instrument is constructed about the aspects to be measured based on specific theories, then it is consulted with experts. Experts are asked for their opinions about the instrument that has been prepared. In this case, it is likely that the experts will make decisions regarding whether the instrument can be used without improvement, whether there are improvements and may be completely overhauled, and the Content Validity Test (Suryabrata, 2008). For the reliability test, the researcher used Cronbach's Alpha. An instrument is said to be reliable if the Cronbach Alpha coefficient > 0.7, and vice versa if the Cronbach Alpha coefficient < 0.7, then the instrument is said to be unreliable. (Prasetyo, 2005)

Table 1. Validity Test Results

Question Item	r_{hitung}	$r_{tabel\ 5\ \%}$ $N = 29$	Description
P1	0,534	0,367	VALID
P2	0,396	0,367	VALID
P3	0,490	0,367	VALID
P4	0,393	0,367	VALID
P5	0,517	0,367	VALID
P6	0,470	0,367	VALID
P7	0,707	0,367	VALID
P8	0,677	0,367	VALID
P9	0,615	0,367	VALID
P10	0,632	0,367	VALID
P11	0,736	0,367	VALID
P12	0,767	0,367	VALID
P13	0,684	0,367	VALID
P14	0,714	0,367	VALID
P15	0,791	0,367	VALID
P16	0,762	0,367	VALID
P17	0,841	0,367	VALID
P18	0,831	0,367	VALID
P19	0,780	0,367	VALID
P20	0,808	0,367	VALID
P21	0,734	0,367	VALID
P22	0,661	0,367	VALID
P23	0,696	0,367	VALID
P24	0,659	0,367	VALID
P25	0,696	0,367	VALID

Table 2. Reliability Test Results

Instrumen	*Cronbach's Alpha*	*N of Item*
Student Concept Understanding Questionnaire	0,949	25

Based on the calculation results of Table 1 and Table 2 above, the acquisition of SPSS 26 output for Windows data validity test 25 questionnaire questions of students' concept understanding has a validity greater than a table of 0.367. The 25 questionnaire items for understanding this concept are feasible to use in this study. The Cronbach's Alpha value is 0.949, as shown in Table 2. This value shows that Cronbach's Alpha value is more prominent than the specified Cronbach's Alpha base value, which is 0.7. So, the questionnaire instrument used to measure the cognitive student concept understanding ability variable can be said to be reliable and feasible to use because the value of Cronbach's Alpha is greater than 0.7.

A normality test is a type of test that must be carried out to determine whether the data obtained in the study is normally distributed or not. (Hikmawati, 2017) To test the normality of the data, you can use the Kolmogorov Smirnow test with the help of SPSS 26.0 for Windows.

Table 3. Normality Test Results

Class	*Sig*	*α*	Description
Experiment	0,162	0,05	Normally Distributed
Control	0,649	0,05	Normally Distributed

Based on Table 3 above, there is an effect of the jigsaw-type cooperative learning model on the ability to understand students' concepts in social studies subjects; it is stated that both are typically distributed, as seen from the questionnaire score of understanding the concepts of the experimental class and control class. The experimental class obtained a significance value of 0.162, which was greater than the significance value of 0.05, and the control class obtained a significance value of 0.649, where this value was greater than the significance value of 0.05. The acquisition of the data above shows that there is an influence of the jigsaw-type cooperative learning model on students' concept understanding ability in social studies subjects; both have an influence and relationship, so in the test tested with the Kolmogorov Smirnov test, both are typically distributed.

In the hypothesis test, researchers used a simple linear regression test, which was seen from the ANOVA table (Anava or Analysis of variance. The purpose of simple linear regression analysis is to test the effect of one independent variable on the dependent variable. (Subana, 2000) In testing simple linear regression seen from the ANOVA table using the software needed as support, one of the SPSS 26 for Windows programs.

Table 4. Simple Linear Regression Test Results

Variables	*Fhit*	*df*	*α*	*Sig.*	Decision	Conclusion
Student Concept Understanding	18.247	56	0,05	0,000	H_0 is rejected, and H_a is accepted	There is a significant influence

Based on Table 4 above, the simple linear regression test data seen from the ANOVA table assisted by SPSS 26 for Windows can be concluded that there is an influence of the jigsaw-type cooperative learning model on students' concept understanding ability in social studies subjects seen from the calculated F value of 18,247 with a significance level of 0.000 < 0.05. So, there is an influence between the jigsaw-type cooperative learning model and students' concept understanding ability in social studies subjects. So, there is an influence between the jigsaw-type cooperative learning model and students' concept understanding ability in social studies subjects. So that H_a (Alternative Hypothesis) There is an effect of the jigsaw type cooperative learning model on students' concept understanding ability in social studies class VII at SMP Negeri 2 Silo in the 2024/2025 academic year can be accepted, the researcher's assumption can be accepted, and H_0 (Nihil Hypothesis) is rejected.

Discussion

Based on the results of the simple linear regression test seen from the ANOVA table, it proves that the jigsaw-type cooperative learning model influences the ability to understand the concept of social studies subject VII grade students at SMP Negeri 2 Silo Jember in the 2024/2025 academic year. The effect of the jigsaw-type cooperative learning model denoted by X and on the ability to understand concepts denoted by Y obtained a

significance value of 0.000 < 0.05 so that the effect of H_0 was rejected, H_a was accepted, and the researcher's assumptions could be accepted. In line with the opinion expressed by I.B.P. Angga Putra et al. (Putra, 2018), The jigsaw type cooperative learning model affects the concept understanding ability with the data obtained. Namely, the concept understanding of students with the jigsaw-type cooperative learning model is highly qualified (N-gain = 0.74). There are also differences in the concept understanding of students who learn with the jigsaw-type cooperative learning model and the direct learning model ($F = 18.063$, $p < 0.05$). Students who learn with the jigsaw-type cooperative learning model have a higher concept understanding.

According to Tiya Yuda Hananingsih, Ach. Amiruddin and Juarti (Hananingsih et al., 2018), using the jigsaw-type cooperative learning model, significantly impacts the ability to understand concepts, with the initial data acquisition of 72.22%. It increased by 2.68%, so the average obtained was 74.16%. Then, after the use in the second cycle, it increased by 6.29%, so the average was 78.83%. Judging from the results of this study, the jigsaw-type cooperative learning model significantly affects the ability to understand concepts, with a note that not all students are suitable for learning with the jigsaw-type cooperative learning model.

The Jigsaw learning model is one of the cooperative learning models that emphasizes cooperation between students in small groups to understand a concept more deeply. In this model, each group member is responsible for learning and explaining a specific part of the material to other members. The advantages of the jigsaw-type cooperative learning model allow students to act as teachers for their peers. When students have to explain a concept to others, they will understand the material better because they must master the learning content. Each student in the group is responsible for learning and explaining different parts of the material. This prevents students from being passive listeners and encourages active engagement in learning. Difficult materials can be divided into smaller parts that are easier to understand. With this division, each student can focus on one part of the material before integrating it into the group. (Handayani et al., 2022)

Research Fenti Widiyana, Muhammad Idris, and Erfan Ramadhani (Widiyana et al., 2022) state that the jigsaw-type cooperative learning model has an effect on students' conceptual understanding ability where this research supports the research conducted by the researcher. Based on the research results, this jigsaw-type cooperative learning model is effective for students' understanding of social studies learning with an average value of the experimental class post-test results of 86.0, superior to the control class post-test results of 78.8. The t-test that was carried out after the action obtained results with significant values. Thus, the significance value (2-tailed) of the t-test results obtained a value of 0.000, which is smaller than 0.025 (0.000 <0.025). From these data, it was found that the jigsaw-type cooperative learning model is effectively applied in social studies learning and can improve students' understanding of the learning process in the classroom. Also in line with research conducted by Moh Sutomo (Sutomo, 2018), where the results of the study showed a significant difference in learning outcomes between groups of learners using jigsaw learning strategies and groups of learners using traditional learning secondly, there was a difference in learning outcomes between groups with high social skills and groups of learners with low social skills, thirdly there was a significant interaction between the implementation of cooperative learning strategies (Jigsaw and traditional) with the level of social skills (high and low) on learning outcomes. So from this, the jigsaw-type cooperative learning model affects the learning process in the classroom because it can improve learning outcomes, social skills, and students' understanding of concepts.

Research Habryanto Abdullah (Abdullah, 2024) states that with various advantages possessed by the jigsaw-type cooperative learning model, it has proven effective in improving student's understanding of social studies concepts in Junior High Schools (SMP). The study results indicate that cooperative learning models such as Jigsaw can significantly improve the understanding of social studies concepts. These models support the exchange of ideas, in-depth discussions, and better reflection among students. This is an important factor in a more supportive and interactive learning process, which can provide better opportunities for students to understand abstract and complex concepts in social studies subjects. However, this study also identified one of the challenges in implementing the jigsaw-type cooperative learning model: the need for more time in preparation and implementation.

Conclusion

Based on the discussion and the results of the research conducted by the researcher, it can be concluded that there is a significant influence between the jigsaw cooperative learning model on the ability to understand the concept of social studies subjects of grade VII students at SMP Negeri 2 Silo Jember in the 2024/2025 academic year, as evidenced by a significance value of 0.000 < probability 0.05. So, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Judging from the results of the questionnaire that has been distributed, there is a difference between the control class and the experimental class, where the

experimental class obtained an average score of 86.07 higher than the control class 71.71 because, in the jigsaw learning process, students are encouraged to interact and discuss with peers in groups. This process allows them to understand the concept better because there is an exchange of information, clarification of ideas, and deeper learning. In this model, each student is also responsible for understanding a specific part of the material and then explaining it to their teammates. This increases the active involvement of students, which theoretically can improve their understanding of the concept.

Based on the discussion and research results conducted by the researcher as described above, the researcher has put forward several suggestions. First, teachers can use more varied learning models more often, not just conventional learning models. With the use of more varied learning models, it can be used as an alternative to improve students' understanding of concepts, especially in social studies. Second, there needs to be a more effective study group so that each student plays an active role and gets maximum benefit from the learning model. Third, teachers are advised to provide more intensive guidance to students who have difficulty understanding the material so that they can follow the learning well.

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