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Improving Collaboration Ability Through the Jigsaw Type Cooperative Learning Model for Early Age Children 5-6 Years at the Pembina Muara Bulian State Kindergarten, Batanghari Regency, Jambi Province

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Abstract: This research aims to examine children's cooperative abilities using the jigsaw type cooperative learning model in early childhood at the Pembina Muara Bulian State Kindergarten, Batanghari Regency, Jambi Province. Collaboration referred to in this research is an interaction or relationship between students and teachers or between students and other students in order to achieve learning goals. This type of research is Classroom Action Research (CAR), which is a method where a group of people can organize circumstances in which they can take lessons from their own experiences and make those lessons available to others. Where the teacher is the implementer of learning while the researcher is the observer. This research design uses the Kemmis and Mc Taggart model. This research is in the odd semester 2023/2024, namely in February. The subjects of this research were students at the Pembina Muara Bulian State Kindergarten, consisting of 15 people. The object of research is students' cooperation abilities. Data collection techniques use observation, interviews, questionnaires and documentation. The data was analyzed descriptively and presented in the form of tables and graphs. The results of the research showed that there was an increase in children's cooperation through the pre-cycle with a percentage of 44.44%, an increase of 0.9% in cycle 1 to 45.37% and when carried out in cycle 2 it increased by 17.09% in cycle 2 to 62.46% and when done in cycle 3 it increases by 21.24% in cycle 3 to 83.70%. With the increase in the percentage of children's social development to achieve success of more than 80% in the very well developed category, the process of improving the cooperation of children aged 5-6 years through the jigsaw type cooperative learning model has been completed and achieved the target.

Keywords: Jigsaw Type Cooperative Learning Model, Cooperative Ability.

Abstrak: Penelitian ini bertujuan untuk mengkaji kemampuan kerjasama anak dengan menggunakan model pembelajaran kooperatif tipe jigsaw pada anak usia dini di Taman Kanak-kanak Negeri Pembina Muara Bulian Kabupaten Batanghari Provinsi Jambi. Kerjasama yang dimaksud dalam penelitian ini adalah interaksi atau hubungan antara siswa

dengan guru atau antara siswa dengan siswa lainnya dalam rangka mencapai tujuan pembelajaran. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK), yaitu suatu metode dimana sekelompok orang dapat mengorganisasikan keadaan dimana mereka dapat mengambil pelajaran dari pengalaman mereka sendiri dan membuat pelajaran itu tersedia bagi orang lain. Dimana guru sebagai pelaksana pembelajaran sedangkan peneliti sebagai pengamat. Desain penelitian ini menggunakan model Kemmis dan Mc Taggart. Penelitian ini dilaksanakan pada semester ganjil 2023/2024 yaitu pada bulan Februari. Subjek penelitian ini adalah siswa di TK Negeri Pembina Muara Bulian yang berjumlah 15 orang. Objek penelitian adalah kemampuan kerjasama siswa. Teknik pengumpulan data menggunakan observasi, wawancara, kuesioner dan dokumentasi. Data dianalisis secara deskriptif dan disajikan dalam bentuk tabel dan grafik. Hasil penelitian menunjukkan bahwa terjadi peningkatan kerjasama anak melalui pra siklus dengan persentase 44,44%, meningkat 0,9% pada siklus 1 menjadi 45,37% dan ketika dilakukan siklus 2 meningkat 17,09% pada siklus 2 menjadi 62,46% dan ketika dilakukan siklus 3 meningkat 21,24% pada siklus 3 menjadi 83,70%. Dengan adanya peningkatan prosentase perkembangan sosial anak hingga mencapai keberhasilan lebih dari 80% dengan kategori berkembang sangat baik, maka proses peningkatan kerjasama anak usia 5-6 tahun melalui model pembelajaran kooperatif tipe jigsaw telah selesai dan mencapai target.

Kata Kunci: Model Pembelajaran Kooperatif Tipe Jigsaw, Kemampuan Kooperatif.

INTRODUCTION

Early childhood education practices involve learning-focused activities designed for play. Even though it seems very challenging there are still people who often doubt or demand justification about the value of play for a child considering that the importance of play is recognized. While children do not have to justify their need for food or water, adults who think that play has no place in learning and development often question children's need to move and play.

Three seemingly independent but actually interrelated socialization processes are necessary for children to become capable members of society. According to Hurlock. The first involves learning appropriate social behavior, the second involves learning appropriate social roles, and the third involves forming social attitudes or behavior towards other people and social activities in society.

Research that concentrates more on children's cooperative skills includes these skills as part of children's social-emotional intelligence. Because it is human nature as a social creature, the ability to cooperate is very important for children because it will influence how they adapt to society. In the Qur'an, Surah Al- Maidah: 2 reads:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدَاوَانِ

Meaning: "And please help you in doing good deeds and piety, and do not help you in committing sins and enmity. And fear Allah, verily, Allah is very severe in punishment. (Al-Maidah: 2)

This idealized picture of children's cooperative skills at ages 5 to 6 naturally conflicts with actual facts about a number of features of early childhood. Egocentricity in early childhood needs to be paid attention to because it needs to be encouraged gradually so that it can be reduced through various stimulations and activities that can educate early childhood development skills.

One of the skills needed to interact or behave socially is the ability to work together. Children learn how to work cooperatively the faster the more opportunities they have to do so. It's important to start teaching children how to cooperate from a young age because cooperation allows children to practice social and emotional skills such as sharing.

Collaboration requires mutual trust, open communication, like each other, and the ability to draw conclusions from different views in order to develop well. so that children can learn teamwork and shared responsibility from an early age. This is shown by children's desire to play and chat with their friends, even if only with close friends, while conversing with other friends only when necessary.

From the results of observations made at one of the Muara In kindergartens, namely the Pembina State Kindergarten, there is still a lack of children's cooperation. This can be seen from class B which has a total of 15 children. Only 4 children or 26.7% were still unable to complete the task in groups, 11 children or 73.3% were still unable to complete the task in groups. Then, based on the results of the interview with the teacher, it was stated that when the teacher gave the task of making a house out of cardboard, it consisted of 4-5 children. only some group members can work together, but the rest of the children are still selfish and don't listen to the opinions of their group friends. This can be seen when children complete their group assignment of making a house out of cardboard. There are some children who still find it difficult to share and often struggle with sticking and cutting. In the Pembina Muara Bulian State Kindergarten, the teacher only uses the lecture method, direct practice, and then also uses the play method, but the jigsaw or group method is not fully implemented in the Pembina Muara Bulian State Kindergarten, so that early childhood collaboration is not running optimally, so Children's social life does not develop well.

According to the findings of an interview with the Pembina Muara Bulian State Kindergarten class teacher on February 20 2023, the teacher said that he had tried to improve students' ability to collaborate by instilling and building the principles of cooperation in early students, but had not been successful. Cooperative learning is currently one of the teaching methods that can be used to increase children's cooperation.

The cooperative learning model is a series of learning carried out by students in certain groups to achieve the learning objectives that have been formulated. Meanwhile, according to Suprijono , cooperative learning is a type of group work including forms of activities that are guided and directed by the teacher. This cooperative learning prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning goals.

Here the author presents the results of the pre-cycle assessment of the level of cooperation of early childhood children 5-6 years old at the Pembina Muara Bulian State Kindergarten, Batanghari Regency:

NO	Student's name	CHILD DEVELOPMENT ACHIEVEMENT LEVEL INDICATORS										
		Indi 1	Indi 2	Indi 3	Indi 4	Indi 5	Indi 6	Indi 7	Indi 8	Indi 9	Indi 10	%
1	AD	2	1	1	1	1	2	1	2	2	13	36.1 %
2	AT	2	1	2	1	1	2	1	2	2	14	38.8 %
3	ATQ	2	1	2	2	1	1	1	2	2	14	38.8 %
4	AYY	4	3	3	3	2	1	1	2	1	20	55.5 %
5	IN	2	2	3	2	1	1	2	2	2	17	47.2 %
6	FAR	2	1	2	1	1	2	2	2	1	14	38.8 %
7	FAT	2	1	2	1	1	1	1	2	1	12	33.3 %
8	GA	1	1	1	1	1	2	2	2	1	12	33.3 %
9	IH	2	2	2	1	1	2	2	2	1	15	41.6 %
10	IL	3	2	2	2	2	2	1	2	2	18	50%
11	IV	2	1	1	1	1	2	1	3	2	14	38.8 %
12	NY	3	2	3	1	2	2	2	2	2	19	52.7 %
13	QA	3	1	2	2	1	2	1	2	1	15	41.6 %

14	R.A	4	3	3	2	2	2	2	2	2	22	61.1 %
15	ZI	3	3	3	2	2	2	2	2	2	21	58.3 %
AMOUNT		37	25	32	23	20	26	22	31	24		
%		66.66	41.66	53.33	38.33	33.33	43.33	36.33	51.66	40		
KET		B S H	M B	B S H	M B	M B	M B	M B	B S H	M B		

Table 1.1 Data on the level of cooperation of young children aged 5-6 years during the pre-cycle

Based on the table above, it can be seen that there are no children who are included in the very well developed (BSB) category. Children are still in the category of starting to develop (MB) and developing according to expectations (BSH). It can be seen from observations of 15 children in increasing cooperation with 7 indicators, 4 children are in the Developing According to Expectations (BSH) category and 11 children are still in the Starting to Develop (MB) category.

The problem formulation in this research is as follows:

1. How do children collaborate before using the jigsaw type cooperative learning model at the Pembina Muara Bulian State Kindergarten, Batanghari Regency, Jambi Province?
2. How do children collaborate after using the jigsaw cooperative learning model at the Pembina Muara Bulian Kindergarten, Batanghari Regency?
3. Can Jigsaw Type Cooperative Learning improve children's cooperation in the Pembina Muara Bulian Kindergarten, Batanghari Regency?

LITERATURE REVIEW

The Jigsaw Type Cooperative learning model according to Lie is a cooperative learning paradigm that emphasizes student group activities in the form of small groups. Students learn collaboratively in these groups, which typically have four to six members, while developing healthy dependency and independence. Along with studying the content provided, students must be prepared to teach their group about the subject. In the Jigsaw model, student activity is required (student centered), so that the home group and expert group are divided into small groups consisting of 3-5 people.

So, to learn assigned content, students must collaborate with each other. To help each other with their assigned learning topics, members of several teams with the same topic gather to discuss (expert teams). Students leave expert group meetings and return to their teams or groups to convey what they have learned to other members of their teams or groups.

The following steps are involved in practicing the jigsaw cooperative learning model:

- a) The main topic of the lesson is broken down into several parts or subtopics by the teacher. For example, the subject of a novel is broken down into plot, characters, setting, and theme.
- b) The teacher offers an introduction to the topic that will be discussed at that day's meeting before the subtopic is given. A topic can be written on the board by the teacher, who can then test their knowledge of the topic.
- c) The class is divided into several groups.

- d) Student/member 1 receives the first section/subtopic, followed by Student/member 2 for the second section/subtopic, and so on.
- e) Students are then instructed to read and work on the sections or subtopics that relate to them.
- f) Once finished, students take part in peer conversations. Teachers can share incomplete fairy tales with each student, especially for reading activities. Students read passages to guess the content of the story.
- g) A debate on the subject may follow this exercise. These discussions can take place in small groups or with the whole class.

Cooperative education has the following advantages:

- a) Students' moral character and social skills can develop due to cooperation, which gives them more opportunities to interact with their peers.
- b) Educate children about how to obtain various knowledge and information themselves, either through lecturers, friends, study materials, or other sources.
- c) Increase students' capacity to work cooperatively with others in the group.
- d) Creating open and accepting individuals who teach students to always be proactive and imaginative in developing their analysis.
- e) Believe that group study sessions are a good indicator of student cooperation. Group study sessions will have various benefits. This advantage shows the existence of cooperative principles.

There are several benefits of the jigsaw type cooperative learning model:

- a) Students can focus more on the educational process.
- b) Makes the teacher's job easier because the team of subject experts has explained the curriculum to their colleagues.
- c) Achieving a more uniform distribution of material mastery can be done in a shorter time.

By using this teaching strategy, students can learn to speak and argue more actively.

Increased Collaboration Capabilities. According to Thomas and Johnson, grouping takes the form of cooperation among living things as we know them. The classroom is a fantastic place for the development of group dynamics. Collaboration can help remove mental blocks caused by limited knowledge and limited perspectives. You have a better chance of realizing your own strengths and weaknesses, learning to respect others, listening with an open mind, and coming up with amicable solutions as a result. Working in small groups will allow individuals to overcome various challenges, work freely and responsibly, rely on the knowledge or advice of each group member, trust others, express opinions, and make decisions. From the many points of view expressed above, it can be concluded that student collaboration can be interpreted as an interaction or relationship between students and teachers or between students and other students in order to achieve learning goals. A partnership based on mutual respect, attention, support and encouragement will help in achieving learning goals. Learning goals include changing behavior, increasing understanding, and learning new information.

The benefits of group learning include the formation of closeness and togetherness, as well as the ability to understand and support each other. Collaborative learning will reduce the negative effects of competitiveness and improve interpersonal skills, conflict resolution, academic achievement, and positive school attitudes. The benefits of cooperation refer to an agreement between two or more people who are mutually beneficial and provide contributions or roles that are in accordance with the abilities and potential of each party, in order to produce proportional profits or losses, namely in accordance with the responsibilities and strengths of each party.

Early Childhood Education (PAUD)

Early childhood education (PAUD) is the first formal educational environment that specifically encourages growth and development, including spiritual, cognitive, physical-motor, social-emotional, linguistic and creative aspects. Social-emotional aspects require additional focus because both children and adults are social creatures who depend on others.

Indicators of social development include effective cooperation, healthy competition, everyone's readiness to contribute, interest in being accepted by the environment, sympathy, empathy, trustworthiness, friendship, desire, benefits for others, imitation, and effective attachment behavior.

METHODS

Type of research

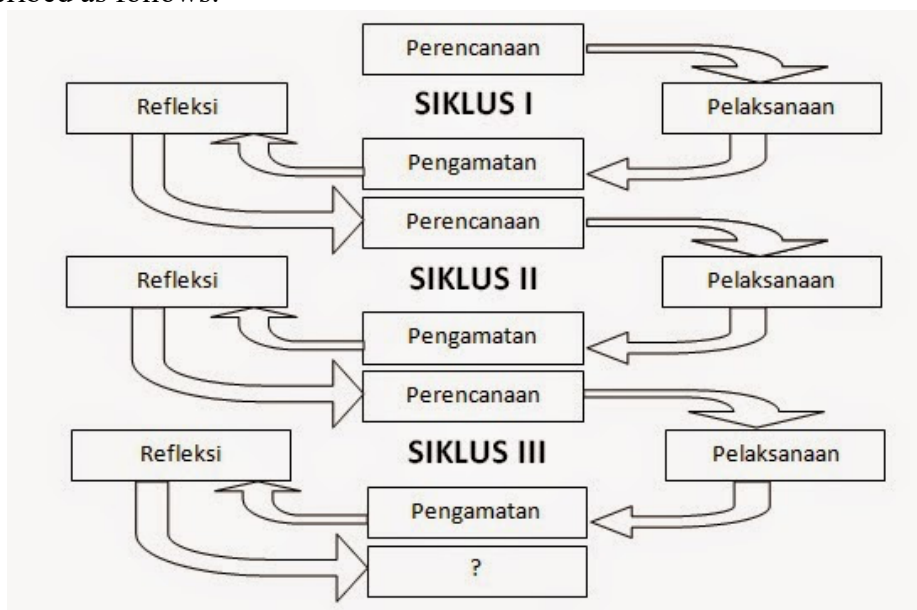
Action research, also referred to as classroom action research, is the name given to this kind of research that uses Kemmis and Taggart's methods. This study aims to offer a rational justification for how to improve children's cooperation skills. Researchers try to understand and describe what the research subject understands and describes.

The words "action research" or "class action research" come from English. Action research, is all the buzzword. Action research is a method by which a group of people can organize circumstances in which they can draw lessons from their own experiences and make those lessons available to others. Action research can actually be carried out both individually and in groups. To improve the quality of their work, it is hoped that they will be able to replicate or make this experience available to others.

PTK focuses more on the classroom or the learning process that takes place there rather than input tools (syllabus, lesson plans, resources, etc.) or class output (learning outcomes). PTK must focus or see what is happening in the classroom. In PTK, a class is a group of students (students) who are involved in learning that occurs outside the locked classroom, such as when students go on field trips, apply their knowledge for use in laboratories, workshops, at home, or elsewhere, or when students are completing assignments at school or at home.

The Kemmis & McTaggart model is the most well-known and frequently used model in classroom action research (CAR), although there are actually other models that can be used. The four steps (and their iterations) of the CAR model are depicted in the accompanying diagram.

Described as follows:



Data Types and Sources

The data source in this research is the children of the Pembina Muara Bulian State Kindergarten, Batanghari Regency, who are the research samples. estuary Bulian State Kindergarten supervisors, teacher and staff data, student conditions, and school administrator data were included in this research. All of this information constitutes knowledge and the information at the time it was recorded was obtained in the field to support the construction of knowledge and knowledge. Audit data is data that is known or believed to exist. What is known is what happened as something that happened in reality (visual evidence from research). The data used is primary data, namely data collected directly without interaction and secondary data is data obtained indirectly by researchers.

Data Collection Techniques

Researchers use various techniques to collect information in the field, including observation, interviews, and documentation.

- **Observation**

The activity of paying attention to an object while using all the senses is called observation, or simply observation. Children's activities during jigsaw-based counting practice at Pembina Murara Bulian Kindergarten, Batanghari Regency can be seen from this observation approach. To record information about children's actions seen during learning, teachers and researchers fill out observation sheets.

- **Interview**

Dialogue is carried out by an interviewer, often known as an interview or oral questionnaire, to obtain information from the party being interviewed. To observe children's active participation in post-learning tasks, interviews were conducted.

- **Questionnaire/Questionnaire**

A questionnaire is a written collection of questions designed to elicit information from respondents, such as first-hand accounts or topics they are familiar with. The author's classroom action research involves closed-ended questionnaires that offer teachers or research partners a range of specific responses as options. The checklist technique uses four scales, including:

- a) BB (Undeveloped): if a child does this, it must be guided or modeled by the teacher.
- b) MB (Starting to Develop): Even if students complete their assignments, the teacher still needs to remind or help them.
- c) BSH (Developing According to Expectations): if the child can do it reliably and independently without needing to be calmed or modeled by the teacher.
- d) BSB (Very Well Developing): If the child can do tasks on his own and can help his peers who are still working towards the required level of development.

- **Documentation**

Documentation is the process of collecting data through examining important documents that prove the accuracy of information or through written notes, archives, books, legal theory, and other sources related to research questions. In this investigation, researchers also used cameras to record field notes, RPPM, and RPPH and continue learning.

Data analysis technique

Quantitative data analysis refers to evaluative research with the goal of determining how closely appropriate variables comply with established benchmarks. Without analysis, or processing and interpretation, the data obtained will not have any value. Therefore, analyzing and interpreting data is a crucial stage in CAR. Management and interpretation of data with the

aim of collecting information that varies according to its function so that it has its own meaning and meaning that is in accordance with the research objectives is a data analysis process.

Quantitative Data on Increasing collaboration, especially the number of activities carried out by teachers is determined by quantitative data analysis. To see progress or success in PAUD collaboration by applying the Jigsaw Type Cooperative Learning Model that has been given in each learning cycle, quantitative data was obtained from the PAUD observation sheet for this research.

If all indicators of success for children's literacy growth can meet the requirements of 80% of the total number of children, then the success level of this classroom action research is said to be successful.

86%-100%-4- Excellent

76%-85%-3-Good

60%-75%-2-Enough

55%-59% -1= Less

<54% =0=Very Less

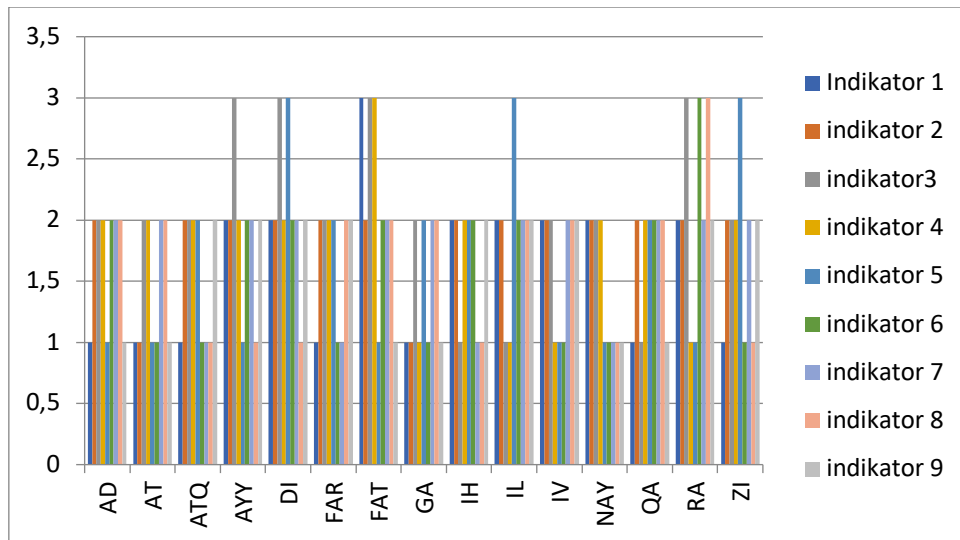
Meanwhile, the collaboration analysis data in this research was carried out to find out whether there has been an increase in collaboration between early childhood children in order to fulfill the ideals or goals related to this increase. According to cooperation theory, a learner is considered successful if they are able to complete at least 80% of all objectives. A class is said to have increased if it reaches 80% of total enrollment.

RESULTS AND DISCUSSION

Cycle 1

In cycle 1 there was no significant improvement as per the researcher's target, where in detail at the first meeting of cycle 1 on **indicator 1** there were 7 children who were in the Not Yet Developing (BB) category, 7 children who were in the Starting to Develop (MB) category and 1 child which is in the Developing as Expected (BSH) category. In **indicator 2**, there are 2 children in the Starting Not Yet Developing (BB) category, 13 children in the Starting to Develop (MB) category. In **Indicator 3** there are 3 children in the Not Yet Developing (BB) category, 8 children in the Starting to Develop (MB) category and 4 children in the Developing According to Expectations (BSH) category. In **Indicator 4** there are 4 children in the Not Yet Developing (BB) category, 10 children in the Starting to Develop (MB) category and 1 child in the Developing According to Expectations (BSH) category. In **Indicator 5** there are 7 children in the Not Yet Developing (BB) category, 5 children in the Starting to Develop (MB) category and 3 children in the Developing According to Expectations (BSH) category. In **Indicator 6** there are 7 children in the Not Yet Developing (BB) category, 7 children in the Starting to Develop (MB) category and 1 child in the Developing According to Expectations (BSH) category. In **Indicator 7** there are 4 children in the Not Yet Developing (BB) category, 11 children in the Starting to Develop (MB) category. In **Indicator 8** there are 6 children in the Not Yet Developing (BB) category, 8 children in the Starting to Develop (MB) category and 1 child in the Developing According to Expectations (BSH) category. In **Indicator 9** there are 6 children in the Not Yet Developing (BB) category, 9 children in the Starting to Develop (MB) category.

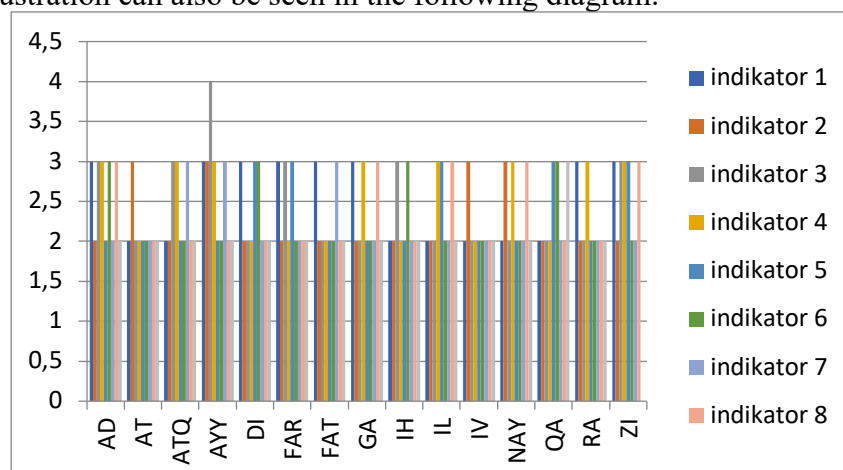
This illustration can also be seen in the following diagram:



Cycle 2

It is starting to show that there is a significant increase as per the researchers' target, where in detail at the first meeting of cycle 2 on **indicator 1** there were 7 children who were in the Starting to Develop (MB) category and 8 children who were in the Developing as Expected (BSH) category. In **indicator 2** there are 11 children who are in the Starting to Develop (MB) category and 4 children who are in the Developing According to Expectations (BSH) category. In **indicator 3**, there are 9 children who are in the Starting to Develop (MB) category, 5 children who are in the Developing according to Expectations (BSH) category and 1 child who is in the Very Well Developing (BSB) category. In **indicator 4** there are 7 children who are in the Starting to Develop (MB) category and 8 children who are in the Developing According to Expectations (BSH) category. In **indicator 5** there are 10 children who are in the Starting to Develop (MB) category and 5 children are in the Developing According to Expectations (BSH) category. In **indicator 6** there are 11 children who are in the Starting to Develop (MB) category, 4 children are in the Developing According to Expectations (BSH) category. In **indicator 7** there are 12 children who are in the Starting to Develop (MB) category, 3 children are in the Developing According to Expectations (BSH) category. In **indicator 8** there are 10 children who are in the Starting to Develop (MB) category and 5 children who are in the Developing According to Expectations (BSH) category. In **indicator 9**, 14 children are in the Starting to Develop (MB) category and 1 child is in the Developing According to Expectations (BSH) category.

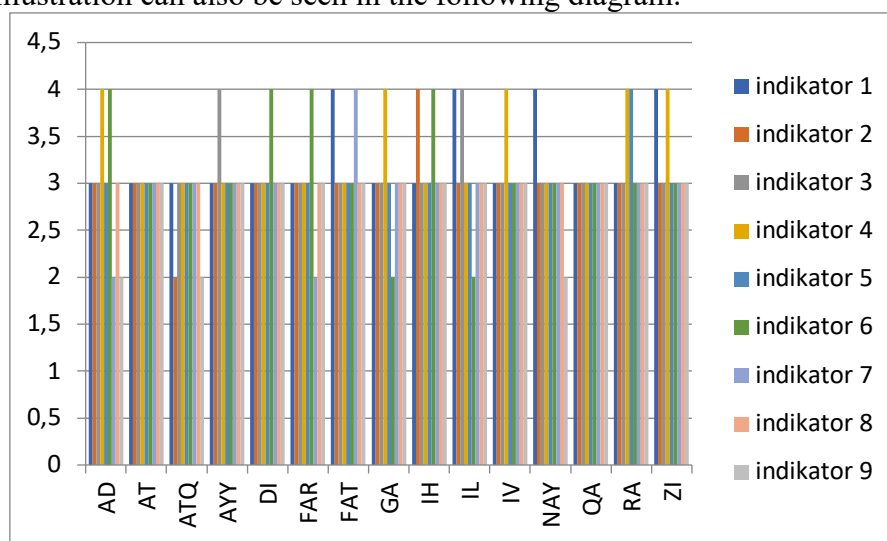
This illustration can also be seen in the following diagram:



Cycle 3

There is an improvement from the previous cycle. Where in detail at the first meeting of cycle 3 in **indicator 1** there were 11 children who were in the Developing according to Expectations (BSH) category and 4 children who were in the Very Well Developing (BSB) category. In **indicator 2**, there is 1 child who is in the Starting to Develop (MB) category, 13 children who are in the Developing According to Expectations (BSH) category and 1 child is in the Very Well Developing (BSB) category. In **indicator 3** there are 13 children who are in the Developing according to Expectations (BSH) category and 2 children who are in the Very Well Developing (BSB) category. In **indicator 4** there are 10 children who are in the Developing according to Expectations (BSH) category and 5 children who are in the Very Well Developing (BSB) category. In **indicator 5**, there are 14 children in the Developing According to Expectations (BSH) category and 1 child is in the Very Well Developing (BSB) category. In **indicator 6**, 2 children are in the Starting to Develop (MB) category, 9 children are in the Developing According to Expectations (BSH) category and 4 children are in the Very Well Developing (BSB) category. In **indicator 7** there are 2 children who are in the Starting to Develop (MB) category, 12 children who are in the Developing according to Expectations (BSH) category and 1 child is in the Very Well Developing (BSB) category. In **indicator 8** there are 15 children who are in the Developing according to Expectations (BSH) category. On **indicator 9** is present 3 children are in the Starting to Develop (MB) category and 12 children are in the Developing According to Expectations (BSH) category.

This illustration can also be seen in the following diagram:



The average increase in cooperation between 5-6 years old children at the Pembina Muara Bulian Kindergarten, Batanghari Regency for each child from pre-cycle to cycle 3. In detail, it can be seen as follows:

Name	precycle	Cycle 1	Cycle 2	Cycle 3
AD	36.1%	42.5%	65.7%	82.4%
AT	38.8%	43.5%	56.4%	80.5%
ATQ	38.8%	43.5%	58.3%	79.6%
AYY	55.5%	49.0%	68.5%	86.1%
IN	47.2%	48.1%	63.8%	81.4%
FAR	38.8%	54.3%	61.1%	87%
FAT	33.3%	43.5%	62%	85.1%

GA	33.3%	42.5%	62.9%	81.4%
IH	41.6%	50%	62.9%	84.2%
IL	50%	44.4%	62%	81.4%
IV	38.8%	48.1%	61.1%	86.1%
NAY	52.7%	40.7%	62%	85.1%
QA	41.6%	42.5%	61.1%	83.3%
R.A	61.1%	50.9%	61.1%	87%
ZI	58.3%	44.4%	67.5%	84.2%

Based on the table above, it can be seen that the results of the researcher's observations starting from pre-cycle, cycle 1, cycle 2 and cycle 3 experienced very /good improvements.

CONCLUSION

The results of classroom action research on improving the cooperation of children aged 5-6 years through the jigsaw type cooperative learning model in the Pembina Muara Bulian state kindergarten, Batanghari district, Jambi province for the 2023/2024 academic year are as follows:

First, before taking action in each development cycle towards the cooperation of children aged 5-6 years at the Pembina Muara Bulian State Kindergarten, Batanghari Regency, it had not yet developed optimally according to the target.

Second, after carrying out action research from cycle 1 to cycle 3, we can see a very good increase in the cooperation of early childhood children 5-6 years old at the Pembina Muara Bulian Kindergarten, Batanghari Regency.

Third, through the jigsaw type cooperative learning model, it turns out that it can increase the cooperation of children aged 5-6 years in the Pembina Muara Bulian State Kindergarten, Batanghari Regency. It can be seen from the results of children's achievements from pre-cycle to cycle 3 which continue to increase.

Thus, it can be said that the jigsaw type cooperative learning model can improve the cooperation of young children aged 5-6 years. Based on the data analysis carried out in this classroom action research, it can be seen from the observation sheet in each cycle which is based on each observation indicator. So the results of the analysis carried out stated that there was an increase in children's cooperation through the pre-cycle with a percentage of 44.44%, an increase of 0.9% in cycle 1 to 45.37% and when carried out in cycle 2 it increased by 17.09% in cycle 2 to 62.46% and when done in cycle 3 it increased by 21.24% in cycle 3 to 83.70%. With the increase in the percentage of children's social development to achieve success of more than 80% in the very well developed category, the process of improving the cooperation of children aged 5-6 years through the jigsaw type cooperative learning model has been completed and achieved the target.

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