

Aisyah Oktaviani. 2025. Analisis Model Pembelajaran Kooperatif Tipe Jigsaw Pada Interaksi Positif Anak Usia 5-6 Tahun. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing : Eriqa Pratiwi, S.Pd., M.Pd.

ABSTRAK

Perkembangan interaksi sosial anak usia dini merupakan aspek penting yang perlu dibina sejak dini melalui pendekatan pembelajaran yang tepat. Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran kooperatif tipe Jigsaw dalam meningkatkan interaksi sosial positif anak usia 5–6 tahun di PAUD Anna Husada Bangkalan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan dokumentasi. Informan penelitian terdiri dari dua guru kelas B yang aktif menerapkan model Jigsaw selama proses pembelajaran. Hasil penelitian menunjukkan bahwa penerapan model Jigsaw mampu mendorong anak untuk lebih aktif berkomunikasi, bekerja sama, berbagi tugas, serta menunjukkan empati dan dukungan terhadap teman sekelompoknya. Anak-anak yang semula cenderung pendiam menjadi lebih terbuka dan percaya diri. Guru berperan penting sebagai fasilitator yang memberikan pendampingan sesuai kebutuhan anak. Kendala yang muncul seperti ketidakpercayaan diri anak dapat diatasi dengan pendekatan bertahap dan penguatan positif. Simpulan dari penelitian ini menunjukkan bahwa model Jigsaw efektif digunakan dalam pembelajaran PAUD untuk meningkatkan kualitas interaksi sosial anak, serta layak diterapkan secara lebih luas dengan penyesuaian kontekstual.

Kata Kunci: *Model Jigsaw; Interaksi Positif; Anak Usia Dini; Pembelajaran Kooperatif, PAUD.*

Aisyah Oktaviani. 2025. Analysis of the Jigsaw Type Cooperative Learning Model on Positive Interaction of 5-6 Year Old Children. Thesis, Early Childhood Education Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Trunojoyo Madura. Supervisor: Eriqa Pratiwi, S.Pd., M.Pd.

ABSTRACT

The development of social interaction in early childhood is an important aspect that needs to be fostered from an early age through an appropriate learning approach. This study aims to analyze the application of the Jigsaw cooperative learning model in improving positive social interactions in children aged 5–6 years at Anna Husada Early Childhood Education (PAUD) in Bangkalan. This study used a descriptive qualitative approach with data collection techniques in the form of observation, in-depth interviews, and documentation. The research informants consisted of two class B teachers who actively implemented the Jigsaw model during the learning process. The results showed that the application of the Jigsaw model was able to encourage children to be more active in communicating, working together, sharing tasks, and showing empathy and support for their group mates. Children who were previously quiet became more open and confident. Teachers play an important role as facilitators who provide guidance according to the children's needs. Obstacles that arise, such as children's lack of self-confidence, can be overcome with a gradual approach and positive reinforcement. The conclusion of this study shows that the Jigsaw model is effective for use in PAUD learning to improve the quality of children's social interactions and is worthy of wider application with contextual adjustments.

Keywords: *Jigsaw Model; Positive Interaction; Early Childhood; Cooperative Learning, ECD.*