

Improving Story Writing Skills through Jigsaw Cooperative Learning in Indonesian Language Classes

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Article info	Abstract
<p>Article History Recieved: 07/03/2026 Revised: 01/04/2026 Accepted: 28/04/2026</p>	<p><i>This study aims to examines the implementation of the Jigsaw-type cooperative learning model in Indonesian language learning through active learning strategies to improve the story writing skills of fifth-grade students at MIS Nurul Ilmi, Bima City. The novelty of this research lies in the integration of the Jigsaw cooperative learning model with active learning strategies to strengthen students' participation and creativity in story writing activities in elementary classrooms. This research employed a qualitative approach involving one Indonesian language teacher and 23 fifth-grade students selected based on their participation in the learning process. Data were collected through classroom observations, interviews, and documentation. The data analysis was conducted using qualitative procedures, including data reduction, coding, categorization, and interpretation, while data validity was strengthened through source and technique triangulation. The findings show that the implementation of the Jigsaw cooperative learning model combined with active learning strategies creates an interactive and collaborative learning environment. Students become more active in discussing ideas, organizing story structures, and expressing their creativity in writing. Consequently, this learning approach contributes to improving students' story writing skills and learning engagement in Indonesian language classes.</i></p> <p>Keywords: <i>Jigsaw Cooperative Learning, Active Learning Strategy, Story Writing Skills.</i></p>
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	<p style="text-align: center;">Abstrak</p> <p>Penelitian ini bertujuan untuk mengkaji implementasi model pembelajaran kooperatif tipe Jigsaw dalam pembelajaran Bahasa Indonesia melalui strategi pembelajaran aktif untuk meningkatkan kemampuan menulis cerita siswa kelas 5 di MIS Nurul Ilmi, Kota Bima. Kebaruan penelitian ini terletak pada integrasi model pembelajaran kooperatif Jigsaw dengan strategi pembelajaran aktif untuk memperkuat partisipasi dan kreativitas siswa dalam kegiatan menulis cerita di kelas-kelas sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif yang melibatkan satu guru Bahasa Indonesia dan 23 siswa kelas 5 yang berpartisipasi dalam proses pembelajaran. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi. Analisis data dilakukan menggunakan prosedur kualitatif, termasuk reduksi data, pengkodean, kategorisasi, dan interpretasi, sedangkan validitas data diperkuat melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa implementasi model pembelajaran kooperatif Jigsaw yang dikombinasikan dengan strategi pembelajaran aktif menciptakan lingkungan belajar yang lebih interaktif dan kolaboratif. Siswa secara aktif mendiskusikan ide, menyusun struktur cerita, dan mengekspresikan kreativitas mereka dalam menulis. Akibatnya, pendekatan ini berkontribusi pada peningkatan kemampuan menulis cerita.</p> <p>Kata Kunci: Pembelajaran kooperatif jigsaw, Strategi Pembelajaran Aktif, Kemampuan Menulis Cerita</p>

INTRODUCTION

Writing skills are an essential component of Indonesian language learning at the elementary school level. Through writing activities, students are able to express ideas, develop imagination, and organize thoughts in a structured form (Palupi et al., 2023). In particular, story writing activities can encourage students to develop creativity, narrative skills, and the ability to communicate ideas effectively. However, in classroom practice many students still experience difficulties in generating ideas, organizing story structures, and expressing their thoughts in written form (Arfani & Iskarim, 2023).

Preliminary observations conducted in class V of MIS Nurul Ilmi Kota Bima indicate that students' story writing skills remain relatively low. Several students experience difficulties in determining story themes, arranging story elements, and developing coherent narratives (Gustiana et al., 2023). In addition, the learning process is still largely teacher-centered, where students tend to receive explanations rather than actively participate in learning activities. This condition reduces students' opportunities to explore ideas collaboratively and limits their engagement in writing activities. To address these challenges, the learning process needs to involve strategies that encourage active student participation and collaboration (Pramana et al., 2023).

One learning approach that can support this objective is the cooperative learning model, particularly the Jigsaw type. The Jigsaw cooperative learning model encourages students to work in groups, share information, and take responsibility for mastering and explaining certain parts of the learning material to their peers (Ambawani et al., 2024). When combined with active learning strategies, this model can create a more interactive learning environment in which students actively discuss ideas, collaborate with peers, and construct knowledge together. Previous studies have shown that cooperative learning and active learning strategies can positively influence students' learning outcomes and classroom participation (Dana et al., 2023).

However, most of these studies focus primarily on quantitative measurements of learning achievement. Research that qualitatively examines how the integration of the Jigsaw cooperative learning model and active learning strategies supports the development of students' story writing skills, particularly in Indonesian language learning at the elementary school level, remains limited (Leslie et al., 2022). This indicates a research gap that requires further exploration, especially in specific educational contexts.

Therefore, this study aims to analyze the implementation of the Jigsaw-type cooperative learning model in Indonesian language learning through active learning strategies to improve the story writing skills of fifth-grade students at MIS Nurul Ilmi Kota Bima. This research employs a qualitative approach involving one Indonesian language teacher and 23 students in class V. The novelty of this study lies in its qualitative analysis of the learning process, focusing on student interaction, collaborative activities, and the development of story writing skills within the context of elementary Indonesian language learning.

METHODS

Research Design and Participants

This study employed Classroom Action Research (CAR) to improve students' story writing skills through the implementation of the Jigsaw-type cooperative learning model combined with active learning strategies in Indonesian language learning. CAR was chosen because it allows researchers to identify classroom learning problems and implement instructional improvements through reflective cycles. The research followed the stages of planning, action, observation, and reflection, conducted in two cycles. The study was conducted at MIS Nurul Ilmi Kota Bima. The participants consisted of 23 fifth-grade students who participated in Indonesian language learning activities. The participants were selected using total sampling, as all students in the class were involved in the research. Ethical considerations were maintained by obtaining permission from the school principal and the classroom teacher, and students' identities were kept confidential. The research was conducted during regular classroom learning activities.

Instruments and Data Collection Procedures

The instruments used in this study included observation sheets, interview guides, and writing assessments. Observation sheets were used to record students' participation and collaboration during the learning process. Interviews were conducted with the teacher and several students to obtain additional information about the implementation of the learning model. Writing assessments were used to evaluate students' story writing skills based on aspects such as idea development, structure, and coherence. Data collection followed the stages of Classroom Action Research. In the planning stage, lesson plans and learning materials based on the Jigsaw model and active learning strategies were prepared. In the action stage, the learning model was implemented in classroom activities. During the observation stage, student participation and learning processes were recorded. Finally, in the reflection stage, the researcher evaluated the results of each cycle to determine improvements for the next cycle.

Data Analysis Techniques and Ethical Considerations

Data were analyzed using qualitative analysis techniques, including data reduction, coding, categorization, and interpretation. To ensure the credibility of the findings, triangulation of data sources and methods was applied by comparing data obtained from observations, interviews, and documentation. Ethical principles were maintained throughout the research by ensuring confidentiality, anonymity, and responsible data use. Institutional permission from the school was obtained prior to the study, and all collected data were used solely for academic research purposes in accordance with the ethical standards required by JIES: Journal of Islamic Education Students.

RESULTS AND DISCUSSION

Results

This study examined the implementation of the Jigsaw-type cooperative learning model through active learning strategies to improve students' story writing skills in Indonesian language learning at MIS Nurul Ilmi Kota Bima. The research was conducted through two cycles of Classroom Action Research consisting of planning, action, observation, and reflection stages. The findings highlight both the improvement of students' writing performance and changes in classroom interaction during the learning process. In the initial stage of Cycle I, the learning process began with the formation of small groups where each student was responsible for understanding and explaining a particular part of the learning material related to story writing elements.



Figure 1. Students' Interaction During Jigsaw Cooperative Learning Discussion in Indonesian Language Class

The observation results showed that the Jigsaw learning structure began to encourage interaction among students, although several students still appeared hesitant to express their ideas during group discussions. Some students relied on more active peers when organizing story ideas. Field observation notes indicated that collaborative discussion helped students generate ideas more easily than when working individually. During the learning process, the teacher encouraged students to exchange ideas and organize story elements such as characters, settings, and plot structure. One observation note recorded that *“several students began to actively discuss their story ideas and ask their peers for suggestions before writing their narratives.”*

This indicates that cooperative interaction started to create a supportive learning environment for developing writing ideas. However, the reflection of Cycle I revealed that not all students were equally involved in the discussion process. Some students still lacked confidence in expressing their ideas. Based on this reflection, improvements were made in Cycle II by strengthening active learning strategies, encouraging equal participation in each group, and providing clearer guidance regarding story structure. In Cycle II, students demonstrated significantly higher engagement during learning activities. Group discussions became more active, and students were more confident in presenting their story ideas.



Figure 2. Classroom Observation of Student Interaction During Jigsaw Group Discussion in Cycle I

Observation results showed that students began to collaborate more effectively and help each other organize narratives. For instance, one student stated during a classroom interaction, *“It is easier to write stories when we discuss ideas together with friends.”* This statement reflects how collaborative learning activities helped students develop ideas and overcome difficulties in writing tasks. The teacher also reported positive changes in students’ learning participation. During the reflection stage, the teacher explained that *“students appeared more enthusiastic and actively participated in discussions compared to previous lessons.”* This observation suggests that the integration of cooperative learning and active learning strategies created a more engaging classroom environment. The improvement in students’ story writing skills across the research cycles is presented in Table 1.

Tabel 1. Improvement of Students’ Story Writing Skills Across Research Cycles

No	Research Stage	Average Score	Category
1	Pre-Action	65	Fair
2	Cycle I	72	Good
3	Cycle II	82	Very Good

Table 1 shows a gradual improvement in students’ writing performance across the research stages. The average score increased from 65 in the pre-action stage to 72 in Cycle I, and further improved to 82 in Cycle II. This improvement indicates that the implementation of the Jigsaw cooperative learning model through active learning strategies had a positive impact on students’ ability to develop ideas, organize story structures, and produce coherent narratives. From an interpretative perspective, the improvement in writing performance can be linked to the collaborative structure of the Jigsaw learning model. Through group discussions, students were encouraged to share ideas and construct knowledge collectively. This interaction not only supported the development of story ideas but also helped students understand narrative structure more clearly.

In addition, active learning strategies encouraged students to participate directly in the learning process rather than passively receiving information from the teacher. The findings also indicate that collaborative learning activities can enhance students’ motivation and confidence in writing tasks. When students are given opportunities to

discuss ideas and receive feedback from peers, they become more willing to express their thoughts in written form. This suggests that the combination of cooperative learning and active learning strategies can create a more supportive environment for developing writing skills in elementary school students. Overall, the results demonstrate that the implementation of the Jigsaw-type cooperative learning model through active learning strategies not only improves students' story writing skills but also fosters active participation, collaboration, and creativity in the learning process. These findings highlight the importance of using interactive learning approaches to support the development of writing competence in Indonesian language education at the elementary level.

Discussion

The findings of this study demonstrate that the implementation of the Jigsaw-type cooperative learning model combined with active learning strategies contributes significantly to improving students' story writing skills in Indonesian language learning (Demina et al., 2022). The improvement observed in students' writing performance indicates that collaborative learning structures can create meaningful opportunities for students to develop ideas, organize narrative structures, and express their thoughts more effectively. Rather than simply improving scores, the learning process encouraged students to participate actively in discussions, exchange ideas, and collaboratively construct story narratives (Suprihatin et al., 2023).

This finding highlights that cooperative learning does not only influence learning outcomes but also transforms the learning process into a more interactive and student-centered experience. The effectiveness of the Jigsaw learning model can be explained through its collaborative structure, where each student has a specific responsibility within the group (Triwahyuningtyas & Sesanti, 2023). Such learning structures encourage interdependence among students and promote active engagement in the learning process. In the context of writing instruction, collaborative interaction enables students to generate ideas collectively and refine their understanding of story elements such as characters, settings, and plot development (Nanor et al., 2024).

This finding is consistent with the argument that cooperative learning improves both academic performance and social interaction among students (Johnson & Johnson, 2017). Similarly, research by Gillies (2016) emphasizes that cooperative learning environments encourage students to communicate ideas and develop deeper understanding through peer interaction (Evangelou, 2023). The integration of active learning strategies further strengthened the impact of the Jigsaw model in this study. Active learning encourages students to participate directly in the learning process through discussion, exploration, and collaborative problem-solving. In writing instruction, such engagement allows students to actively construct knowledge rather than passively receiving information from the teacher (Sudarsono & Astutik, 2024).

Previous studies have also shown that active learning strategies significantly enhance student engagement and improve learning outcomes in various educational

contexts (Noor & Agoestanto, 2023). Therefore, the combination of cooperative learning and active learning strategies provides a powerful pedagogical approach to support the development of students' writing skills. From a theoretical perspective, this study contributes to the development of student-centered learning approaches in language education (Nugraheni et al., 2022). The findings reinforce the theoretical assumption that writing skills can be improved through collaborative knowledge construction and interactive learning environments. In particular, the integration of cooperative learning and active learning strategies supports constructivist learning theory, which emphasizes that knowledge is actively built through social interaction and meaningful learning experiences (Al-Wadi, 2023).

Thus, this study extends previous research by demonstrating how cooperative learning structures can be effectively applied to improve story writing skills in elementary Indonesian language education. In addition to its theoretical contribution, this study also provides practical implications for teachers and educators (Putera et al., 2022). The results suggest that teachers should consider using interactive learning models that promote collaboration and active participation in the classroom (Ahmad & Zainal, 2023). By implementing cooperative learning strategies such as the Jigsaw model, teachers can create learning environments that encourage creativity, communication, and critical thinking among students. These skills are essential not only for language learning but also for broader educational development. Nevertheless, this study has several limitations that should be acknowledged. The research was conducted in a single classroom with a relatively small number of participants, which may limit the generalizability of the findings. In addition, the study focused specifically on story writing skills within Indonesian language learning, so the findings may not fully represent other aspects of language competence (Neal et al., 2022).

Despite these limitations, the study provides valuable insights into the effectiveness of collaborative learning approaches in improving students' writing abilities. Future research is recommended to explore the integration of cooperative learning models with more advanced learning approaches such as deep learning pedagogy (Aritonang & Simanjorang, 2024). Deep learning emphasizes critical thinking, conceptual understanding, and meaningful learning experiences that go beyond surface-level knowledge acquisition. Investigating the combination of cooperative learning and deep learning approaches in broader educational contexts may provide deeper insights into how interactive learning strategies can enhance students' creativity, critical thinking, and literacy skills across different subjects and educational levels. Overall, this study contributes to the growing body of research emphasizing the importance of collaborative and active learning approaches in improving students' writing competence (Abidah et al., 2022). The implementation of the Jigsaw cooperative learning model through active learning strategies demonstrates its potential to enhance students' engagement, collaboration, and narrative writing skills in elementary education.

CONCLUSION

This study aimed to examine the implementation of the Jigsaw-type cooperative learning model through active learning strategies in improving students' story writing skills in Indonesian language learning at MIS Nurul Ilmi Kota Bima. The findings show that the application of the Jigsaw cooperative learning model was able to increase students' participation, collaboration, and engagement during the learning process. Through structured group discussions and shared responsibilities among students, the learning activities encouraged students to exchange ideas, understand story elements more clearly, and develop their narratives more systematically. As a result, students' story writing skills improved across the cycles of classroom action research. The implementation of cooperative learning combined with active learning strategies also created a more interactive and student-centered learning environment. This approach allowed students to actively construct knowledge, develop creativity in storytelling, and build confidence in expressing their ideas in written form. However, this study has several limitations that need to be acknowledged. First, the research was conducted only in one school, namely MIS Nurul Ilmi Kota Bima, with a limited number of participants, which may restrict the generalization of the findings to other educational contexts. Second, the use of Classroom Action Research (PTK) emphasizes improvement within a specific classroom setting, meaning that the results are contextual and closely related to the particular learning environment in which the study was conducted.

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