



ANALYSIS OF STUDENTS' READING MASTERY USING THE JIGSAW TYPE COOPERATIVE LEARNING MODEL ASSISTED BY PUZZLE GAME MEDIA

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ABSTRACT

This study examines elementary school students' reading skill mastery through the implementation of the Jigsaw cooperative learning model integrated with puzzle-based game media. Adopting a qualitative research paradigm with a descriptive approach, the study seeks to provide an in-depth portrayal of both the instructional process and the learning outcomes of reading activities conducted in the classroom. The participants consisted of fourth-grade students from a public elementary school in Palembang City. Data were gathered through classroom observations, semi-structured interviews, and questionnaires administered throughout the learning process. The findings reveal that the Jigsaw cooperative learning model, when supported by puzzle game media, effectively enhances students' reading comprehension abilities, particularly in drawing conclusions, retelling texts, and responding to comprehension questions. Furthermore, peer interaction inherent in the Jigsaw learning process facilitates deeper understanding of textual content, while the use of puzzle game media creates a more engaging and enjoyable learning atmosphere. Overall, the results suggest that interactive and collaborative instructional strategies can contribute positively to the development of reading skills among elementary school learners.

Keywords: *Reading comprehension level skills, jigsaw type cooperative learning model, puzzle games.*

1. INTRODUCTION

Education represents a deliberate and systematic endeavor aimed at shaping individual behavior, expanding knowledge, and enriching life experiences in order to foster greater maturity in both cognitive and affective domains through structured teaching and training processes. In line with this perspective, Law No. 20 of 2003 on the National Education System, Article 1, defines education as a conscious and planned effort to create a learning environment and learning process that enables learners to actively develop their potential, including

spiritual strength, self-regulation, personality, intelligence, moral values, and practical skills necessary for personal, social, national, and civic life. Through education, individuals are empowered to enhance their emotional, intellectual, and psychomotor capacities, which are essential for holistic human development.

Learning activities serve as a primary mechanism for improving these competencies and may take place individually or collaboratively through the utilization of various learning resources. Learning itself can be understood as a

Vol 9, No 1 (2026): ESTEEM

process of behavioral transformation resulting from the interaction between stimuli and responses (Robert, 2024; Fadilah et al., 2023; Sujati et al., 2023). Consequently, education is not merely concerned with the acquisition of knowledge, but also with the development of skills, attitudes, and behavioral change to achieve optimal learning outcomes. Within the school context, learning is systematically designed by teachers to stimulate creative thinking, enhance students' cognitive abilities, and facilitate the construction of new knowledge.

Reading is a fundamental skill through which learners acquire information from written texts in order to comprehend the author's intended meaning (Wulandari et al., 2022; National Reading Panel, 2022; Pratt, 2020). Through reading activities, students are able to develop a wide range of linguistic and cognitive competencies. Harianto (2020) describes reading ability as a complex cognitive process involving comprehension, narration, and interpretation of written symbols, which integrates visual perception, eye movement, internal speech, and memory. Based on this understanding, reading competence is a crucial skill that students must master (Torky & Ahmed, 2025; Sari & Wardhani, 2020; Mukaramah et al., 2020). Therefore, at the elementary school level, reading ability becomes one of the most essential learning outcomes emphasized in the educational process.

One instructional approach that has demonstrated effectiveness in improving reading skills is the Jigsaw cooperative learning model. This model is a collaborative learning strategy in which students work in small, heterogeneous groups to share responsibility for mastering different segments of the learning material. Through structured peer interaction, students actively contribute to and construct collective understanding. The implementation of the Jigsaw cooperative learning model has been shown to enhance students' interest in reading and significantly improve reading

comprehension, particularly among elementary school learners. Compared to traditional teacher-centered approaches, students engaged in Jigsaw learning tend to exhibit greater progress in understanding texts, as the model promotes active participation, accountability, and meaningful interaction.

To further support the effectiveness of the Jigsaw model, instructional media in the form of puzzle games can be integrated into the learning process. Puzzle game media serve as an engaging learning aid that stimulates students' curiosity and motivation while reinforcing reading comprehension skills. Empirical evidence supports this integration. Anggraini, Murniviyanti, and Pratama (2022) reported that the use of puzzle game media within the Jigsaw learning framework enabled students to effectively master vocabulary through small-group collaboration consisting of four to five learners per group. Their findings indicate that puzzle-based learning media provide substantial benefits in enhancing reading skills, learning interest, and motivation. In addition to supporting phonics and vocabulary development, puzzle games create a more interactive and enjoyable learning environment, thereby increasing instructional effectiveness.

Further supporting evidence is provided by Raudhatul Jannah (2024), whose study revealed that students' reading abilities improved significantly when interactive learning models and instructional media were employed. Such approaches facilitated faster comprehension and accelerated the development of reading skills. Similarly, Islami, Nulhakim, and Suhandoko (2024) found that the use of learning media with direct engagement features had a positive impact on students' reading interest, which in turn contributed to improved reading proficiency. These findings collectively underscore the pivotal role of interactive learning models and instructional media in fostering students' interest in reading and

Vol 9, No 1 (2026): ESTEEM

strengthening their reading skills at the elementary education level.

2. LITERATURE REVIEW***Reading Skills***

Reading ability refers to an individual's capacity to comprehend, interpret, and construct meaning from written texts effectively (Setiawan et al., 2023). This ability encompasses several essential skills, including reading fluently and efficiently, understanding textual content, identifying relevant information, and integrating ideas across different sections of a text (Setiawan et al., 2023; Jaya et al., 2025). These skills enable readers not only to decode written symbols but also to engage in higher-order thinking processes that support meaningful comprehension.

From a theoretical perspective, Tarigan defines reading as an active process undertaken to obtain messages conveyed by the author through written language (Uyun & Rohmah, 2024; Jaya et al., 2025b; Tarigan, 2021). Similarly, Nugraha views reading as a process of knowledge transformation achieved through observing and understanding written information presented in books or instructional texts (Risnawati, 2020). Synthesizing these perspectives, reading ability can be understood as a complex skill involving speed, comprehension, and interpretation, as well as an active cognitive process through which readers acquire messages and construct new knowledge from written materials.

The objectives of developing reading skills extend beyond basic comprehension. Reading plays a crucial role in enhancing learners' critical thinking, analytical abilities, and effective communication skills (Nurhasanah, 2023). Additionally, reading instruction aims to strengthen students' capacity to understand textual meaning accurately and deeply, thereby supporting overall literacy development (Anggraeni et

al., 2023). As emphasized by Sari Puspita and Pratiwi Ayu (2024), strong reading skills contribute significantly to improved academic achievement by broadening students' knowledge base and deepening their conceptual understanding across subject areas.

The benefits of reading skills are multifaceted. Regular reading activities provide students with access to diverse information and new insights, which enrich their learning experiences (Simamora et al., 2024). Gray and Rogers further assert that reading supports personal development, fosters interest in specific fields of knowledge, and enhances intellectual growth (Sugiarti, n.d.). Likewise, Sartika highlights that reading sharpens cognitive abilities, strengthens intellectual capacity, and broadens individuals' perspectives (Fidratul Husnah et al., 2024). These benefits underscore the importance of cultivating strong reading habits from an early educational stage.

In this study, reading skill indicators are focused on reading comprehension abilities as proposed by Fauziah et al. (2023), which include students' ability to draw conclusions from texts, retell the content of readings, and answer comprehension questions accurately. These indicators reflect key dimensions of reading comprehension that are essential for measuring students' mastery of reading skills at the elementary school level.

Jigsaw Type Cooperative Learning Model

The Jigsaw Cooperative Learning Model is one method that can be applied in classroom learning because this model is interesting for students so that they can do activities that are not boring while training all aspects of their intelligence. In the jigsaw technique, students are grouped into small groups of 5 people each. Each group receives information that discusses one of the topics

Vol 9, No 1 (2026): ESTEEM

of the learning material. From the data provided for each group, each member must study different aspects of the data. The Jigsaw cooperative learning model is a learning design in which students carry out learning activities through collaboration with other students in a group to achieve learning goals (Ngatmini et al., 2025; Isgiarno et al., 2020; Wulandari, 2020). Then the Jigsaw Cooperative Learning Model is a learning method that encourages students to take turns to provide answers to questions in groups (Jacobs & Chau, 2021).

Puzzle Games Media

Puzzle game media is a learning media in the form of a game of arranging pieces of images or symbols into one whole. Puzzle media is a tool in the form of learning media to help support a learning process by utilizing Puzzle media. Learning media is a means or tool used to support the learning and teaching process. This media can be of various types, both in physical and digital forms, which aim to deepen the understanding and involvement of students (Romadon & Maryam, 2019) Although the tools in this puzzle game media emphasize aspects of learning such as including certain learning materials.

According to Lusiana (2018) in Ira Puspita Sari (2023) Puzzle games are games to complete missions in the form of placing two images with the correct shape and placing the correct spelling of words from the specified image.

The benefits of this puzzle game media are to develop students' psychomotor skills, solve problems, train students' patience and concentration, add enthusiasm for learning, and also increase students' creativity in the learning process.

The purpose of the puzzle game media is to develop students' cognitive and language abilities. Because, with this puzzle game, it has a positive effect on the cognitive development and language abilities of

students. In addition, with this puzzle game, it also increases students' interest and motivation to read (Danang, et.al 2023). In addition, with this puzzle game media, it can also improve students' basic reading skills, and with this puzzle game media, students' vocabulary understanding can also increase (Danang, et.al 2023).

3. METHODS

This study employed a qualitative research approach, which emphasizes the researcher as the primary instrument in determining the research focus, selecting data sources, collecting and analyzing data, interpreting findings, and drawing conclusions (Sugiyono, 2023). Qualitative research aims to generate rich descriptive data in the form of words rather than numerical data. To obtain in-depth and comprehensive information, data were collected through multiple techniques, including observation, interviews, and questionnaires.

A descriptive method was adopted to explore and portray phenomena occurring naturally in the learning process (Rustamana et al., 2024). Through this qualitative descriptive approach, the study examined elementary school students' reading skill mastery as developed through the implementation of the Jigsaw cooperative learning model supported by puzzle game media. This method enabled the researcher to analyze students' reading comprehension in authentic classroom settings.

The data sources in this study consisted of both primary and secondary data. Primary data were obtained directly from students and teachers through field observations, structured interviews, and questionnaire responses, while secondary data were derived from relevant documents and supporting literature. Data collection was conducted using direct observation, in which participants were informed of the research activities to ensure transparency and ethical

Vol 9, No 1 (2026): ESTEEM

considerations (Sugiyono, 2023). Structured interviews were utilized to gather specific information, employing predetermined questions to ensure consistency and clarity of responses.

Questionnaires were administered as a complementary data collection tool using a closed-ended format based on a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree. This instrument was designed to capture students' perceptions and attitudes toward the learning process.

To ensure data validity, triangulation techniques were applied by cross-verifying data obtained from different sources and collection methods (Sugiyono, 2023). Data analysis followed three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on relevant information, while data presentation was conducted primarily in narrative form to facilitate interpretation (Miles & Huberman, as cited in Sugiyono, 2023). Finally, conclusions were drawn through continuous verification, ensuring that the findings were supported by strong and consistent evidence and contributed new insights into reading skill development through cooperative and media-assisted learning.

4. RESULTS AND DISCUSSION

Data Analysis

Data Reduction Observation

In observation data reduction, some information is removed to simplify the report and only present the important parts of the observations made.

Here is a more detailed explanation along with the reasons for the data reduction:

- a) Initial Objective and Motivation Delivery: Description of how the teacher explains the objectives along with the steps of the activity, then the teacher motivates students by

mentioning the existence of compiling texts.

- b) Group Formation: Focuses on dividing students into several groups of 5 people, and the teacher distributes reading text puzzles.
- c) Puzzle Compiling Activity: Focuses on the puzzle compiling process carried out by students.
- d) Presentation and Reflection: Focuses more on how the teacher provides feedback to students and emphasizes the core of the reading content.

The data was reduced to simplify the report and highlight the core of the research. This was done to focus on the core tasks of educators, reduce repetitive information, and clarify the structure of the research.

Interview Data Reduction

From the reduction made, some parts of the more detailed conversation have been simplified. Here is an explanation of the reduced data:

- a) Details of Assessed Reading Skills: Focusing on the level of mastery of elementary school students' reading skills.
- b) Classroom Learning Model: Details of the use of learning models used during the learning process
- c) Classroom Learning Media: Details of the use of student learning media that will be used during the learning process

Reduction is done to understand information by focusing on student involvement, the effectiveness of models and media, and how the classroom atmosphere is, and also removing parts that are personal, or not directly related to the learning process, aiming to be more objective, clear, concise, and relevant to the learning process. From the results of the data reduction, some parts of the student's answers were removed to simplify the report. The following is the reduced data:

Vol 9, No 1 (2026): ESTEEM

- a) Elementary School Students' Reading Skills Mastery: The reduction in this section is the nature that is not necessary for the study such as expression, or the ability to memorize students' readings. This is not important in this study.
- b) Jigsaw Type Cooperative Learning Model: Data reduction in this section is the emotional and "fun" responses of students, therefore what is important as an emotional response is not important in this study.

Reduction is carried out to identify matters relating to experiences, responses, and obstacles faced by students in following the learning process, thus making it easier for researchers to draw conclusions.

Data Presentation**Observation**

Initial Purpose and Motivation Statement	<ul style="list-style-type: none"> The teacher explains the learning objectives and steps of the activity. The teacher motivates students by mentioning the existence of a text-composing game.
Group Formation	<ul style="list-style-type: none"> Students are divided into groups of 5 people. The teacher distributes text in the form of puzzles to each group.
Puzzle Assembling Activity	<ul style="list-style-type: none"> Students actively read and compose text fragments. Activities encourage understanding of text structure and logical thinking skills.
Presentation and Reflection	<ul style="list-style-type: none"> Each group presents their results. The teacher provides feedback and confirms the content of the reading.

The data presented in the table is the result of reduction from observation sources that describe the learning planning of the jigsaw

cooperative learning model. Learning activities are carried out sequentially, starting from the delivery of objectives, formation, activities, to presentations and reflections. In addition, the involvement and enthusiasm of students increased, and there was reinforcement of students' reading skills, due to the reflection carried out by the teacher.

Homeroom Teacher Interview

Student Reading Skills	Students' reading skills are very good but there are still some who have not mastered it.
Learning Models in the Classroom	The use of jigsaw type cooperative learning models, and also using learning models that can help the learning process.
Learning Media in the Classroom	Using learning media that can help improve students' reading skills, such as puzzle game media.

interview implementation data shows that the use of learning models can increase interest and understanding and also the use of effective media in making students more enthusiastic in participating in learning. Furthermore, the level of students' reading skills can also improve by using the right models and media, in addition, the use of certain learning media can also help the learning process run smoothly and achieve learning goals.

Student Questionnaire

No.	Variable	Indicator	Percentage (%)
1.	Elementary School Students' Mastery of Reading Skills	Summarizing Reading Text	90,31
		Retelling Ability	88,12
		Ability to Answer Questions	87,18
2.	Jigsaw Type Cooperative Learning	Group Collaboration	89,68
		Student Interaction	86,87

Vol 9, No 1 (2026): ESTEEM

	Model	and Participation	
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From the student questionnaire data in the table, it can be seen that the percentage level of students in each indicator in the variable of elementary school students' reading skills mastery has a fairly high percentage which can be concluded that students are very good at mastering reading skills. Furthermore, it can be seen from the variable of the jigsaw type cooperative learning model, it can be said that students are also very good at learning carried out using this jigsaw type cooperative learning model, students are able to work together well and also interact and participate in cooperative learning.

Drawing Conclusions

Based on the results of data analysis, analysis of elementary school students' reading skills mastery using the jigsaw cooperative learning model assisted by puzzle game media, it can be concluded that the use of the learning model and media can be used to see the impact, namely the mastery of elementary school students' reading skills which has increased in terms of understanding reading texts, composing correct reading texts, and answering questions from reading texts. The use of the right model and media can improve students' reading skills mastery in terms of understanding, composing, and also answering questions from reading texts given by the teacher, students become quick to understand and students can also interact with different friends. Conversely, if you are wrong in using the learning model and media, students will quickly get bored in participating in learning so that they do not achieve the desired learning objectives.

Discussion**Improving Reading Skills through the Jigsaw Model**

The research results show that the jigsaw type cooperative learning model is able to improve students' reading skills, especially in the following aspects:

- a) Summarizing Reading Texts: 90.31% of students mastered this indicator, which can be concluded that students are very good at mastering this indicator.
- b) Retelling Ability: From the results of the questionnaire and tests conducted, 88.12% of students mastered this indicator, which can be concluded that students mastered it very well.
- c) Ability to Answer Questions: From the results of the questionnaire and tests conducted by the researcher, 87.18% of students were able to master this indicator, which can be concluded that students are very good at mastering the ability to answer questions.

In the Jigsaw model, students are divided into several home groups and expert groups. Each student is responsible for studying one part of the text and then conveying the results of their understanding to members of the home group. This process encourages students to really understand the material before explaining it to friends. Based on observations and interviews and questionnaires, students also appear more focused and motivated to read because the jigsaw cooperative learning model can make students improve their individual learning.

Social Interaction and Strengthening Student Interaction Through Jigsaw Type Cooperative

In the Jigsaw Type Cooperative Learning Model, students are more motivated in the following aspects:

- a) Group Cooperation: In carrying out this group cooperation, students can discuss well with their group

Vol 9, No 1 (2026): ESTEEM

members, as proven by the fact that 89.68% of students can work together with the groups that have been formed.

- b) Student Interaction and Participation: In participating in the learning process, students also interact more with groups very well, namely, 86.87% of students can interact and participate well between students and in participating in learning activities.

This is very important to develop students' social and communication skills, which are also very important in today's students' reading skills. In the interview, the teacher also showed that students became more confident in expressing their opinions after participating in learning using the jigsaw model. Even students who are usually quiet after using this model can become active and brave in participating in the learning process.

5. CONCLUSION AND SUGGESTIONS**Conclusion**

Based on the results of the research that has been conducted on the Analysis of Elementary School Students' Reading Skills Mastery Using the Jigsaw Cooperative Learning Model Assisted by Puzzle Game Media, it can be concluded that the use of the jigsaw cooperative learning model assisted by puzzle game media has an impact on improving students' reading skills mastery. This improvement can be seen from students who can conclude the reading text, and retell what is in the reading text correctly and answer questions according to the reading text given by the teacher, as well as changes in student behavior, namely being more active and not getting bored quickly in the learning process. Questionnaire data shows that students find it easy to understand and can also answer the questions given and students are more enthusiastic and able to follow the learning more actively. With the application of the jigsaw cooperative learning

model assisted by puzzle game media, students' reading skills mastery at the level of understanding can develop more, and through appropriate models and media, students can learn according to their needs. This proves that the need for diverse models and media will have an impact on improving students' reading skills at the level of understanding and can also have a positive impact on students' learning achievements.

Suggestions

Based on the results of the research that has been conducted, the researcher provides the following suggestions:

- a. For Teachers

Teachers are advised to be able to use the jigsaw type cooperative learning model, assisted by technology-based puzzle game media, to further improve the mastery of reading skills of elementary school students. Thus, students can learn according to their needs, so that the level of mastery of reading skills can continue to increase.

- b. For students

Students are expected to be more active and can work together more when participating in cooperative learning. The use of puzzle game media can help students to understand the material more deeply so they can answer questions.

- c. For Schools

The school is expected to provide support in the form of technology facilities and training to understand various models and learning media for the learning process, as well as the use of digital media for teachers. So that the application of technology-based learning and the learning process can vary the learning models used.

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Vol 9, No 1 (2026): ESTEEM

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