ABSTRAK

Kemampuan berpikir kritis merupakan salah satu kemampuan yang penting dimiliki siswa dalam pembelajaran Bahasa Indonesia, khususnya pada materi teks nonfiksi. Berdasarkan hasil observasi awal, kemampuan berpikir kritis siswa kelas V MIN 4 Kota Lhokseumawe masih tergolong rendah sehingga diperlukan model pembelajaran yang mampu melibatkan siswa secara aktif. Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran kooperatif tipe Jigsaw dalam pembelajaran Bahasa Indonesia pada materi teks nonfiksi serta mengetahui bagaimana model tersebut membantu meningkatkan kemampuan berpikir kritis siswa kelas V MIN 4 Kota Lhokseumawe. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif (field research). Subjek penelitian terdiri atas guru dan siswa kelas V MIN 4 Kota Lhokseumawe. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe Jigsaw dilaksanakan melalui pembentukan kelompok asal, kelompok ahli, diskusi, penyampaian hasil diskusi, dan evaluasi pembelajaran. Penerapan model tersebut mampu meningkatkan keaktifan siswa dalam berdiskusi, keberanian menyampaikan pendapat, kemampuan mengajukan pertanyaan, menganalisis informasi, serta menarik kesimpulan berdasarkan materi yang dipelajari. Kemampuan berpikir kritis siswa berkembang pada aspek interpretasi, analisis, evaluasi, inferensi, penjelasan, dan regulasi diri. Meskipun masih terdapat kendala, seperti kurangnya kepercayaan diri dan fokus sebagian siswa, guru dapat mengatasinya melalui arahan dan pendampingan selama proses pembelajaran. Dengan demikian, penerapan model pembelajaran kooperatif tipe Jigsaw dapat membantu meningkatkan kemampuan berpikir kritis siswa kelas V MIN 4 Kota Lhokseumawe pada pembelajaran Bahasa Indonesia materi teks nonfiksi.

Kata kunci: Berpikir Kritis, Bahasa Indonesia, Teks Nonfiksi, Model Pembelajaran Kooperatif Tipe Jigsaw**.**

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ABSTRACT

Critical thinking skills are one of the important abilities that students should develop in Indonesian language learning, especially in nonfiction text materials. However, students' critical thinking skills still need to be improved through learning models that actively involve students in the learning process. This study aims to describe the implementation of the Jigsaw cooperative learning model in Indonesian language learning and to examine how the model helps improve the critical thinking skills of fifth grade students at MIN 4 Lhokseumawe City. This study employed a qualitative approach using. The research subjects consisted of the teacher and fifth grade students of MIN 4 Lhokseumawe City. Data were collected through observation, interviews, and documentation. Data analysis followed the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings revealed that the implementation of the Jigsaw cooperative learning model was carried out through the formation of home groups, expert groups, discussion activities, presentation of discussion results, and learning evaluation. The implementation of the Jigsaw model encouraged students to be more active in discussions, express opinions confidently, ask questions, analyze information, and draw conclusions based on the learning materials. Students' critical thinking skills were reflected in the aspects of interpretation, analysis, evaluation, inference, explanation, and self-regulation, which gradually developed during the learning process. Although several obstacles were found, such as students' lack of self-confidence and limited focus during discussions, the teacher was able to overcome these challenges through guidance and continuous assistance. Therefore, the Jigsaw cooperative learning model can help improve students' critical thinking skills in learning Indonesian nonfiction texts in Grade V of MIN 4 Lhokseumawe City

Keywords: *Critical Thinking Skills, Indonesian Language Learning, Nonfiction Texts, Jigsaw Cooperative Learning Model.*

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