

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan motivasi dan hasil belajar siswa melalui penerapan model pembelajaran *Cooperative Learning tipe Jigsaw* pada mata pelajaran *Housekeeping* di kelas XI Perhotelan 1 SMK Prshanti Nilayam. Penelitian ini dilatar belakangi oleh rendahnya partisipasi, motivasi, dan hasil belajar siswa akibat metode pembelajaran yang masih berpusat pada guru. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan dua siklus yang meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 31 siswa. Teknik pengumpulan data menggunakan tes hasil belajar dan lembar observasi, sedangkan analisis data dilakukan secara deskriptif *persentase*. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar dari 72,9% menjadi 88,9%, serta hasil belajar dari 77,46% menjadi 87,10%. Ketuntasan klasikal juga meningkat dari 16,13% menjadi 100%. Dengan demikian, model pembelajaran *Cooperative Learning tipe Jigsaw* dapat meningkatkan hasil belajar dan Motivasi siswa.

Kata kunci: Cooperative Learning Tipe Jigsaw, hasil belajar, motivasi belajar, *Housekeeping*, Penelitian Tindakan Kelas.

ABSTRACT

This study aimed to enhance students' motivation to learn and academic achievement by implementing the Jigsaw Cooperative Learning model in the housekeeping course for Grade XI Hospitality 1 students at Prshanti Nilayam Vocational High School. The study was conducted in response to low levels of student participation, motivation to learn, and academic achievement, which were primarily attributed to teacher-centered instructional practices. This research employed a Classroom Action Research (CAR) design consisting of two cycles, each comprising the stages of planning, implementation, observation, and reflection. The participants were 31 students. Data were collected using learning achievement tests and observation sheets, and descriptive percentage analysis was employed to analyze them. The findings demonstrated that implementing the Jigsaw Cooperative Learning model significantly improved students' motivation to learn, increasing from 72.9% in the first cycle to 88.9% in the second cycle. Similarly, students' learning achievement improved from 77.46% to 87.10%. In addition, the classical mastery level increased substantially from 16.13% to 100%. These findings suggest that the Jigsaw Cooperative Learning model is an effective instructional strategy for improving students' motivation to learn and academic achievement in the housekeeping course.

Keywords: *Jigsaw Cooperative Learning, learning achievement, learning motivation, Housekeeping, Classroom Action Research.*