

The Impact of Jigsaw and Window-Shopping Cooperative Learning Models on Students' Social Studies Achievement

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ABSTRACT

This study evaluates the impact of Jigsaw and Window Shopping cooperative learning models on students' academic achievement. A quantitative approach with a pretest-posttest design without a control group was used. The sample consisted of 12 students selected from the same population. Data were collected through pretest and posttest scores after implementing each learning model. The Jigsaw model resulted in varying impacts on student achievement, while the Window Shopping model had a positive effect on social studies outcomes for Grade VII students. However, no significant differences were observed between the two models. Both demonstrated comparable effectiveness in enhancing student learning within the research context. These results suggest that both models are similarly useful in educational settings.

INTRODUCTION

Education serves as a cornerstone for enhancing the quality of human resources. It equips students with the knowledge and skills necessary to navigate societal, national, and global challenges effectively. However, a recurring challenge in many educational settings, especially in remote or under-resourced areas, is the limited interaction among students, which often results in diminished social skills, lack of collaboration, and subpar academic achievement. Such is the case at UPT SMPN Satap Pulo Bembe No. 29 in Kepulauan Selayar, Indonesia, where students' engagement in classroom activities remains low. Many students exhibit minimal participation in group discussions, preferring to withdraw or passively rely on their peers to complete tasks. This pattern can be traced back to traditional teaching practices, where learning is often teacher-centered, leaving little room for collaborative, interactive, or student-centered learning approaches. The challenge becomes more acute when compounded by geographical isolation and inadequate resources. Thus, the need for innovative, inclusive, and collaborative learning models becomes paramount to addressing these gaps and fostering improved student outcomes.

The potential of cooperative learning models, such as Jigsaw and Window Shopping, to enhance student engagement and academic achievement. Cooperative learning, as a pedagogical approach, emphasizes group-based activities where students collaborate to achieve shared learning goals. According to Putri and Taufina (2020), cooperative learning methods like Jigsaw foster active student participation and strengthen communication skills through structured group discussions. The Jigsaw model, specifically, has demonstrated efficacy in promoting knowledge sharing, as students take turns teaching their peers within small groups. This approach not only deepens individual understanding but also enhances collective problem-solving skills.

Similarly, the Window Shopping model integrates elements of peer tutoring and creative presentation. As described by Rasidi and Nuruddin (2019), this method encourages students to display their group's work, while peers rotate among the displays to exchange insights and ideas. This dynamic interaction promotes active engagement and ensures that all students gain a comprehensive understanding of the subject matter. Studies by Fadhli (2022) further emphasize the alignment of these models with Indonesia's "Merdeka Belajar" (Freedom to Learn) curriculum, which seeks to create a student-centered learning environment that values creativity, collaboration, and critical thinking.

Despite these promising findings, gaps remain in the empirical evidence, particularly in contexts involving remote and resource-limited schools. While the theoretical benefits of cooperative learning models are well-documented, their practical application in geographically isolated settings, such as Kepulauan Selayar, requires further exploration. Additionally, existing studies often fail to examine the comparative effectiveness of Jigsaw and Window Shopping models when implemented simultaneously within the same educational environment.

The existing body of research underscores the efficacy of cooperative learning models in enhancing student outcomes. However, it falls short of addressing critical contextual factors, such as geographical isolation, limited

educational resources, and the unique socio-cultural dynamics of rural Indonesian schools. Furthermore, while the individual benefits of Jigsaw and Window Shopping models are acknowledged, there is a lack of comparative studies that evaluate their simultaneous application and relative effectiveness in fostering academic achievement and social skills. These gaps highlight the need for a nuanced understanding of how these models function in tandem and their adaptability to diverse educational settings. Addressing these gaps will provide actionable insights for educators in similar contexts and contribute to the broader discourse on effective teaching strategies in under-resourced areas.

This study aims to examine the impact of Jigsaw and Window Shopping cooperative learning models on students' academic achievement in social studies at UPT SMPN Satap Pulo Bembe No. 29. Specifically, the research seeks to assess the individual and combined effectiveness of these models in improving student engagement, collaboration, and learning outcomes. By focusing on a geographically isolated and resource-limited school, the study offers a unique perspective on the adaptability and scalability of cooperative learning approaches in challenging educational environments. This research lies in its dual-focus evaluation of Jigsaw and Window Shopping models, providing a comparative analysis of their respective strengths and limitations. Additionally, the study's emphasis on remote and underprivileged educational settings addresses a critical gap in the literature, offering practical recommendations for educators and policymakers. Ultimately, this research aims to contribute to the ongoing efforts to enhance educational equity, demonstrating that innovative pedagogical approaches can bridge gaps and empower students, regardless of their geographical or socio-economic circumstances.

LITERATURE REVIEW

Cooperative Learning

Cooperative learning combines collaboration and active learning, where students work together in small groups to achieve shared learning goals. According to John & Johnson, cooperative learning involves grouping students into small, diverse teams to collaborate and maximize their abilities while learning from each other. Slavin defines this approach as a teaching model where students work in heterogeneous groups of 4 to 6 members, emphasizing the group's collective success through individual and group contributions. The success of this model depends on each member's participation, encouraging both collaboration and individual accountability.

Cooperative learning stands out as an active learning method, focusing on group activities rather than isolated individual work. Within these groups, students develop critical life skills, including problem-solving, decision-making, logical thinking, effective communication, and teamwork. The aim is to avoid isolating students or fostering unhealthy competition, instead creating an environment where cooperation is key to learning and personal growth. Sholihatin and Rahardjo, as cited in Tukiran Taniredja et al. (2000:12), define cooperative learning as a structured collaboration within groups of two or more members, where the group's success heavily depends on the involvement of

every individual. This system fosters mutual support, where students assist and learn from one another.

Nurulhayati, cited in Rusman (2015:60), emphasizes that cooperative learning engages students in small groups, promoting interaction among members. This method creates a collaborative framework where students learn by working together. From these definitions, it is clear that cooperative learning involves small, heterogeneous groups working collaboratively to solve problems through social interaction. The approach prioritizes teamwork and cooperation to achieve defined learning objectives, ensuring that each member plays an integral role in the group's success.

Several key elements form the foundation of cooperative learning. First, groups consist of students with diverse academic abilities, genders, ethnicities, and cultural backgrounds. This diversity enriches the learning experience, allowing members to learn from varying perspectives. Second, clear rules guide the interactions within each group, fostering mutual respect and constructive collaboration. Third, all group members are encouraged to contribute actively, ensuring collective responsibility for the group's progress. Finally, shared objectives drive the group's efforts, aligning individual contributions toward common goals.

Cooperative learning employs a group assessment system rather than evaluating individuals. Rewards are given to groups that meet or exceed predefined performance criteria, fostering positive interdependence among members. This dynamic promotes individual accountability within the group and strengthens the social and collaborative skills of all participants. Positive interdependence ensures that members motivate one another, collectively striving for success and contributing equally to the group's achievements.

By fostering mutual support and collaborative problem-solving, cooperative learning builds essential social skills and creates inclusive environments. Students not only develop academic competencies but also enhance their interpersonal abilities, preparing them to work effectively in diverse teams. Through cooperative learning, educators aim to cultivate a balanced approach to education that integrates knowledge, skills, and social interaction, ensuring that every student actively participates in the learning process. This structured yet flexible model exemplifies how collaboration can drive academic success and personal growth.

Cooperative Learning Type Jigsaw

The Jigsaw method, initially developed by Elliot Aronson and colleagues at the University of Texas and later adapted by Slavin, involves dividing a class into teams of 4-5 heterogeneous students. Academic material is presented in text form, and each student is responsible for mastering a specific part of the material. Members from different teams who study the same section meet in expert groups to help each other understand the material. They then return to their original teams, known as home teams, to teach what they have learned to their peers. After group discussions, students are individually evaluated on the material. This method is designed to increase students' responsibility for their own

learning and their peers' learning. Students not only learn the material but must also explain and elaborate on it for their group members. In this model, teachers break down large units of information into smaller components and form cooperative learning groups of two or three students. Teachers introduce the topic by writing it on a whiteboard, using PowerPoint, or other media to activate students' cognitive schemas, preparing them for the new lesson.

According to Yuzar, as cited in Isjoni (2009:78), Jigsaw cooperative learning involves small, heterogeneous groups of 5-6 students who work together with positive interdependence and independent responsibility. The process begins with students working on different sections of a topic. Students with the same section gather in expert groups to discuss their material, then return to their home teams to teach their peers. This method fosters communication, shared responsibility, and a deeper understanding of the material. Rusman, cited in Sumyadewi, Wiryana, and Jampel (2014, p.12), emphasizes that the Jigsaw model provides students with opportunities to express opinions, process information, and enhance communication skills while working in groups. Similarly, Trianto and John, as cited in Djabba (2020, p.23), describe the Jigsaw model as a collaborative learning process within small groups that promotes interdependence rather than competition. Trianto, cited in Tejawati Asiwi (2017, p.153), further highlights that cooperative learning aligns with constructivist principles, allowing students to explore and construct knowledge collaboratively for richer learning experiences compared to traditional methods. In summary, the Jigsaw model is a variation of collaborative learning where group members share information, ideas, and skills to collectively enhance their understanding. This method emphasizes teamwork, interdependence, and individual accountability, making it an effective approach for fostering both cognitive and social skills. Through its structured steps, the Jigsaw model allows students to engage in meaningful discussions and collaborative learning experiences that prepare them for real-world challenges.

The implementation of the Jigsaw model involves dividing the class into home teams of 4-6 students with varying abilities, ensuring a balance of skills and backgrounds. Each student is assigned a specific section of the material to study. Students studying the same material join expert groups to discuss and plan how to teach the material to their home teams. This process helps deepen their understanding and prepares them for peer teaching. After expert group discussions, students return to their home teams to share their knowledge. Teachers facilitate discussions within both expert and home groups, ensuring alignment in understanding. Teams then present their findings or a randomly chosen group shares their work to ensure clarity and reinforce learning objectives. Rewards are provided to teams based on their performance, encouraging collaboration and individual progress. Effective preparation and clear instructional materials are crucial for achieving learning objectives.

In the Jigsaw model, learning outcomes are evaluated across multiple dimensions, including academic abilities, teamwork, and social skills. Academic abilities include understanding of material, assessed through tests, quizzes, or oral questions, and problem-solving skills, which evaluate how students apply

their knowledge in complex or real-world scenarios. Presentation skills, which measure the ability to present group findings clearly and effectively, are also emphasized. Teamwork is evaluated by assessing participation in group discussions, role fulfillment, and collaboration skills, examining how well students work together to share information and support each other. Social and communication skills are measured through assessments of clarity in communication, respect for peers' opinions, and conflict resolution abilities.

Engagement and motivation are assessed by tracking students' involvement in learning activities and their motivation to contribute to group success. The final outcomes include individual and group achievements, combining individual test results with group performance, and peer feedback on each member's contribution. By addressing these indicators, teachers gain a comprehensive understanding of students' progress in cognitive, social, and collaborative aspects. The Jigsaw model not only improves academic achievement but also fosters essential interpersonal skills, making it a holistic approach to education.

Cooperative Learning Type Window Shopping

Window Shopping is a cooperative learning model where students actively engage in "shopping" by observing and learning from the work of other groups. This approach fosters collaboration, curiosity, democratic values, and responsibility among students, as noted by Dyan (2021). The model emphasizes group interaction, with students observing the displayed work of their peers and recording insights to share with their group members. Sulistyaratih and Makassar (2021) highlight that the model encourages creativity and interaction, enabling students to explore different perspectives and expand their knowledge. The term "Window Shopping" reflects the process of acquiring knowledge by viewing and understanding others' work while also sharing one's own ideas. According to Ponorogo (2021), this model supports character development, promoting teamwork, confidence, and accountability in students.

The uniqueness of Window Shopping lies in its dynamic structure, where students not only observe but also discuss and document their findings. This interaction enhances their communication and critical thinking skills. Peer-led teaching further increases engagement, as students take on the roles of both learners and educators. The active participation creates a lively classroom atmosphere, breaking traditional passive learning methods. To implement the Window Shopping model, teachers divide students into small groups, assigning each group a specific topic or material. Groups discuss their assigned material and prepare a creative presentation, often displayed on manila paper or similar media. These displays are then set up for other groups to observe. Students move around the classroom, reviewing and noting key points from each group's presentation. Teachers can encourage participation by rewarding active involvement and creativity. This movement-oriented approach helps maintain students' focus while facilitating the exploration of multiple topics in a limited time.

Student learning outcomes in the Window Shopping model can be assessed through several indicators. Engagement in group discussions, as evidenced by active participation and idea-sharing, is a primary measure. Teachers evaluate collaboration by observing how well students work together and support their peers. Material comprehension is assessed through quizzes or oral explanations, testing students' ability to understand and convey the learned material. Social skills, such as communication and feedback, are monitored during interactions. Lastly, achieving learning objectives is evaluated through formative assessments, ensuring that students meet the required competencies. By integrating these indicators, the Window Shopping model effectively enhances both cognitive and social skills, providing a holistic learning experience that benefits all participants.

Learning Outcomes

Learning outcomes are a vital component of the educational process, reflecting the skills and knowledge students gain from their learning experiences. According to Nana Sudjana (2009:3), learning outcomes signify behavioral changes in cognitive, affective, and psychomotor domains. Dimiyati and Mudjiono (2006:3-4) describe these outcomes as the result of interactions between teaching and learning activities. From a teacher's perspective, learning outcomes conclude with evaluation, while for students, they mark the culmination of the learning process. Benjamin S. Bloom (cited in Dimiyati and Mudjiono, 2006:26-27) categorizes cognitive behaviors into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge entails the ability to recall facts, principles, or methods, while comprehension involves grasping meaning. Application includes using principles to address real-world problems, analysis focuses on breaking down structures, and synthesis refers to creating new patterns or programs. These cognitive processes collectively define students' learning achievements.

Learning outcomes are influenced by internal and external factors. Sugihartono et al. (2007:76-77) identify internal factors as those within the individual, such as physical and psychological conditions, while external factors include influences from family, school, and community. Evaluating learning outcomes involves assessing students' cognitive, affective, and psychomotor abilities. Cognitive outcomes focus on knowledge and comprehension, measured through tests, quizzes, or problem-solving tasks. For instance, students' ability to recall information or analyze relationships between concepts reflects their cognitive achievements. Psychomotor outcomes assess skills such as precision, coordination, and practical application, often evaluated through performance tasks or hands-on activities. Affective outcomes, such as discipline, responsibility, and collaboration, are observed through students' behavior and interactions during group tasks.

Effective assessment of learning outcomes requires clear indicators across these domains. Cognitive indicators include students' ability to explain, identify, and analyze concepts. Psychomotor indicators focus on their ability to perform tasks accurately and efficiently, while affective indicators assess behaviors like active collaboration, respect for peers, and accountability. For example, a student

demonstrating discipline in completing assignments, collaborating effectively in a group, and accurately applying learned concepts exemplifies balanced achievement across these domains. Teachers use these indicators to gauge students' overall progress and ensure educational objectives are met comprehensively.

Hypothesis

1. It is suspected that the Jigsaw type cooperative learning model can affect student learning outcomes at UPT SMPN Satap Pulo Bembe No 29 Kep.Selayar.
2. It is suspected that the cooperative learning model of Windows Shopping type can affect student learning outcomes at UPT SMPN Satap Pulo Bembe No. 29 Kep.Selayar
3. It is suspected that there is a simultaneous effect (joint effect) on student learning outcomes at UPT SMPN Satap Pulo Bembe No 29 Kep.Selayar

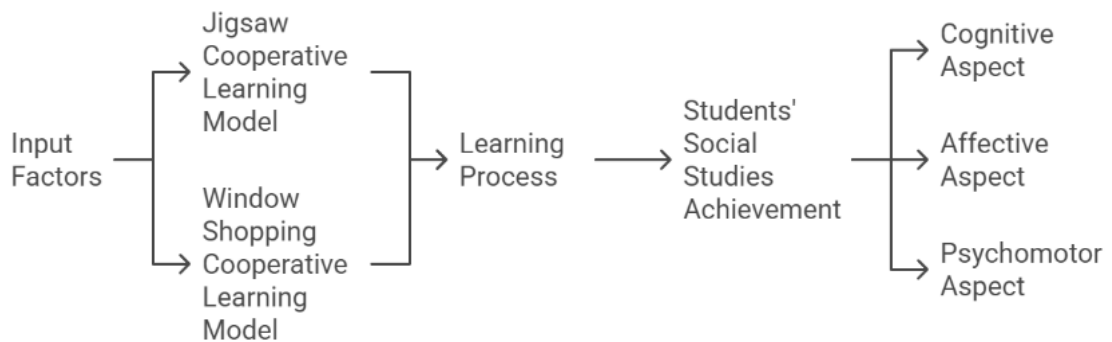


Figure 1. Conceptual Framework

METHODOLOGY

This study was conducted at UPT SMPN SATAP Pulo Bembe No. 29 Kepulauan Selayar, where the researcher teaches daily, ensuring familiarity with the research setting. The research, carried out in the second semester, employed a quantitative approach, emphasizing numerical data analyzed using appropriate statistical methods to examine the influence of cooperative learning models—Jigsaw and Window Shopping—on students' social studies achievement. The study adopted a pretest-posttest design without a control group, identifying the independent variables as Jigsaw and Window Shopping models and the dependent variable as students' cognitive outcomes in social studies. A population of 12 students from Grade VII was used as a saturated sample, meaning all students participated. Data were collected through multiple-choice tests, validated through corrected item-total correlation, with a reliability test employing Cronbach's Alpha. Difficulty level analysis categorized test items for appropriate usage. Hypothesis testing was conducted using t-tests to evaluate individual impacts and F-tests for simultaneous effects, with significance levels set at 0.05. Indicators measured cognitive, psychomotor, and affective aspects, emphasizing concept understanding, collaboration, and responsibility. The research ensured rigor through clear operational definitions and systematic test preparation, including item validation, reliability checks, and analysis of item

difficulty. Results aimed to reveal the effectiveness of the learning models in enhancing students' knowledge and engagement in a remote educational setting.

RESEARCH RESULT

Statistical Data Analysis Results

Table 1 presents the results of the normality test conducted using both the Kolmogorov-Smirnov and Shapiro-Wilk tests for the pretest and posttest scores of students in the Jigsaw and Windows Shopping cooperative learning models. The significance values (Sig.) are displayed to determine whether the data follows a normal distribution. A significance value greater than 0.05 indicates that the data is normally distributed.

Table 1. Normality Test Results for Pretest and Posttest Scores

| Model Type | Kolmogorov-Smirnov Sig. | Shapiro-Wilk Sig. |
|---------------------------|-------------------------|-------------------|
| Pretest Jigsaw | 0.200 | 0.974 |
| Posttest Jigsaw | 0.200 | 0.628 |
| Pretest Windows Shopping | 0.200 | 0.974 |
| Posttest Windows Shopping | 0.200 | 0.164 |

The results in Table 1 indicate that the pretest scores for both the Jigsaw and Windows Shopping models are normally distributed, as all significance values for both Kolmogorov-Smirnov and Shapiro-Wilk tests exceed 0.05 (e.g., 0.200 and 0.974). However, for the posttest scores, the Shapiro-Wilk test shows that the significance values for Jigsaw (0.628) and Windows Shopping (0.164) are below 0.974, suggesting potential deviations from normality. This may imply that the data distribution for posttest scores requires further investigation or alternative statistical methods for analysis.

Table 2 presents the results of the homogeneity of variance test, conducted using Levene's Test to determine whether the variances of the groups being compared are equal. The test was performed based on different statistical measures: mean, median, median with adjusted degrees of freedom, and trimmed mean. A significance value (Sig.) greater than 0.05 indicates that the assumption of homogeneity of variance is met, suggesting that the variances between groups are equal.

Table 2. Homogeneity of Variance Test Results

| Test Type | Levene Statistic | df1 | df2 | Sig. |
|---------------------------------|------------------|-----|--------|-------|
| Based on Mean | 0.023 | 1 | 22.000 | 0.881 |
| Based on Median | 0.046 | 1 | 22.000 | 0.832 |
| Based on Median and Adjusted df | 0.046 | 1 | 21.762 | 0.832 |
| Based on Trimmed Mean | 0.021 | 1 | 22.000 | 0.887 |

The results in Table 2 demonstrate that for all measures (mean, median, median with adjusted degrees of freedom, and trimmed mean), the significance values are greater than 0.05 (e.g., 0.881, 0.832, and 0.887). This indicates that the

assumption of homogeneity of variance is satisfied. Therefore, it can be concluded that the variances between the groups being compared are equal, allowing further statistical analysis that assumes equal variances, such as t-tests or ANOVA, to proceed without concerns about violating this assumption.

Table 3 displays the results of the paired samples t-test conducted to compare students' performance before and after treatment using the Jigsaw and Windows Shopping cooperative learning models. The mean differences, standard deviations, standard errors, t-values, degrees of freedom (df), and two-sided p-values are provided to evaluate whether the changes in performance were statistically significant.

Table 3. Paired Samples Test Results

| Pair | Mean Difference | Std. Deviation | Std. Error Mean | t-value | df | Two-Sided p |
|---|-----------------|----------------|-----------------|---------|----|-------------|
| Pair 1: Before Treatment - After Treatment (Jigsaw) | -2.500 | 11.966 | 3.454 | -0.724 | 11 | 0.484 |
| Pair 2: Before Treatment - After Treatment (Windows Shopping) | -7.083 | 15.442 | 4.458 | -1.589 | 11 | 0.140 |

The results in Table 3 indicate that the mean differences between pretest and posttest scores for both Jigsaw and Windows Shopping models were not statistically significant at the 0.05 level. For the Jigsaw model (Pair 1), the mean difference was -2.500, with a t-value of -0.724 and a two-sided p-value of 0.484. Similarly, for the Windows Shopping model (Pair 2), the mean difference was -7.083, with a t-value of -1.589 and a two-sided p-value of 0.140. These results suggest that while both models showed some changes in performance, the differences were not significant enough to conclude a substantial impact based on this dataset. Further investigation with larger sample sizes or additional measures may be required to draw more definitive conclusions.

Table 4 shows the results of the between-subjects effects analysis, examining the influence of pretest scores and learning models on the dependent variable (student achievement). The table includes key statistical measures such as Type III Sum of Squares, degrees of freedom (df), Mean Square, F-statistics, significance (Sig.), and Partial Eta Squared. This analysis helps determine the contribution and significance of each factor in explaining the variance in student outcomes.

Table 4. Tests of Between-Subjects Effects

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|--------------------|-------------------------|----|-------------|--------|--------|---------------------|
| Corrected Model | 134.785 | 2 | 67.392 | 0.749 | 0.485 | 0.067 |
| Intercept | 2581.496 | 1 | 2581.496 | 28.696 | <0.001 | 0.577 |
| Pretest | 8.743 | 1 | 8.743 | 0.097 | 0.758 | 0.005 |
| Model Pembelajaran | 126.042 | 1 | 126.042 | 1.401 | 0.250 | 0.063 |
| Error | 1889.173 | 21 | 89.961 | | | |
| Total | 124575.000 | 24 | | | | |
| Corrected Total | 2023.958 | 23 | | | | |

The corrected model accounts for a partial eta squared of 0.067, indicating that approximately 6.7% of the variance in the dependent variable is explained by the combined predictors (pretest and learning model). The pretest score (Sig. = 0.758) does not significantly contribute to explaining the variance. Similarly, the learning model variable (Sig. = 0.250) is also not statistically significant in predicting the dependent variable. However, the intercept (Sig. < 0.001) is statistically significant, indicating that the overall model is valid. These results suggest that while the predictors had limited individual significance, further exploration with larger samples or refined measures might yield more definitive conclusions.

DISCUSSION

Social studies learning outcomes of seventh grade students using cooperative learning model type Jigsaw

Based on the research that has been done, the first learning to do is learning by using the jigsaw model, starting with opening learning, explaining about the model to be used, then dividing students into several groups, forming expert groups. expert group meetings, explaining learning and group assignments, each group discusses its group material, after completion each group discusses the results of its group cooperation in front of the class. So obtained a description of the social studies learning outcomes of students in class VII Satap Pulo Bembe had the highest pretest score of 75 and the lowest of 50 in 12 students as a sample before applying the Jigsaw type cooperative learning model. The average value (mean) is 59.58, the median (middle value) =70, the mode (value that often appears) is 70 and the standard deviation (S) is 9.613. Meanwhile, after applying the Jigsaw type cooperative learning model, the highest posttest score was 85, the lowest score was 55, and the average posttest score (mean) was 67.16, the median (middle value) = 67.5, the frequently occurring values were 60 and 75 and the standard deviation (S) was 9.242354.

Based on the learning outcomes of students before applying the Jigsaw type cooperative learning model, a small proportion of students were in the low category, and a small proportion were in the medium category. Most students were in the sufficient category, while the rest were in the high category. After the application of the Jigsaw-type cooperative learning model, most of the students' learning outcomes were in the low category. Others were in the medium category, some students were in the sufficient category, and the rest were in the high category. This shows that the application of the Jigsaw cooperative learning model had a diverse impact on students' learning outcomes. Although there was an increase in the moderate category, the number of students in the low category also showed a significant increase.

Social studies learning outcomes of seventh grade students using Windows Shopping cooperative learning model

In the Windows Shopping learning model which begins with opening the learning, dividing the group into 4-5 people, each group is given a task that must be discussed together, each group determines the role of each member of the group, looking for as much information about the material discussed, opening the store and sharing information that comes to the store to shop to get additional information. Furthermore, the information obtained from shopping from other groups is discussed and conclusions are made. The Windows Shopping type cooperative learning model showed a positive impact on the learning outcomes of social studies students in class VII Satap Pulo Bembe. Before the application of this model, students' initial scores showed varied results, with a small proportion of students in the low category, some in the medium category, most in the moderate category, and the rest in the high category.

After the application of the Windows Shopping model, student learning outcomes experienced a significant increase. There were no more students in the low category. Some students were in the medium category, while others remained in the moderate category. Most students managed to reach the high category, indicating an increase in understanding and motivation to learn. This learning model involves group discussion activities, information seeking, and information sharing through intergroup interaction, which proved effective in improving student engagement. The increase in the high category and the reduction of students in the low category show that this method is able to help students with different levels of ability to achieve better learning outcomes.

Simultaneous effect (joint effect) between Type Jigsaw and Type Windows Shopping cooperative learning model on social studies learning outcomes in class VII

Based on the results of statistical analysis, it was found that the difference in influence between Jigsaw and Windows Shopping learning models on student learning outcomes was not significant. This indicates that both learning models have similar effectiveness in improving students' learning outcomes, after considering the effect of students' initial scores. In addition, the effect size shows that the effect of learning model on the variation of students' learning outcomes is quite small. This means that most of the factors that influence learning outcomes are likely to come from other aspects outside the learning model used.

From the explanation of the data above, both Jigsaw and Windows Shopping models do not significantly affect student learning outcomes differently. Both models can be considered to have similar effectiveness in improving student learning outcomes in the context of this study. Although the learning model has an effect on learning outcomes, the effect is very small. In other words, the learning model factor only slightly contributes to differences in student learning outcomes. Most of the variation in student learning outcomes may be influenced by other factors not measured in this analysis. The insignificant effect of the pretest indicates that factors other than initial ability (pretest) may be more dominant in determining students' posttest learning outcomes. The pretest does not adequately explain the variation in the posttest. Although the model as a whole has a significant relationship with learning outcomes, the direct effect of the learning model and pretest on learning outcomes is very small. This indicates that other factors not measured in this study may have a greater influence on student learning outcomes. In other words, there is no significant difference between the two learning models (Jigsaw and Windows Shopping) in influencing student learning outcomes.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that both the Jigsaw and Windows Shopping cooperative learning models have a similar and limited effect on improving social studies learning outcomes for seventh-grade students. While the Windows Shopping model showed a notable reduction in students within the low category and an increase in the high category, the overall statistical analysis revealed no significant difference in effectiveness between the two models. The learning models contributed minimally to the variation in student outcomes, suggesting that other unmeasured factors may have played a more dominant role in influencing the results. Both models can be considered effective but comparable in their impact on student learning in this context.

ADVANCED RESEARCH

Future research should explore a broader range of factors that may influence student learning outcomes, such as teacher-student interactions, classroom environment, and students' motivation levels. Additionally, incorporating qualitative methods, such as interviews or observations, can provide deeper insights into how these cooperative learning models impact student engagement and comprehension. Expanding the sample size and conducting the study across multiple schools with diverse backgrounds would enhance the generalizability of the findings. Researchers could also investigate the long-term effects of these models on critical thinking, collaboration skills, and knowledge retention. Exploring the integration of technology in cooperative learning models, such as using digital platforms for group discussions, may further optimize their effectiveness and accessibility.

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