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Implementation of the Jigsaw Method in Improving the Reading and Writing Skills of Third-Grade Students at SD Negeri 009 Hutaraja

Atikah Rahmah Nasution [1a*], Rahmad Pauzi Nasution [2b], Erna Ikawati [3c]
[1,2,3] Universitas Islam Negeri Syekh Alihasan Ahmad Addary Padangsidimpuan, Indonesia

[a]atikahrahmanasution@gmail.com, [b]pauzinasution07@gmail.com, [c]ernaikawati@gmail.com

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***Correspondence Address:**
atikahrahmanasution@gmail.com

Abstract:
Reading and writing skills are fundamental competencies that play an essential role in Indonesian language learning at the elementary school level. This study aims to analyze the implementation of the Jigsaw method in improving the reading and writing skills of third-grade students at SD Negeri 009 Hutaraja. The study employed a descriptive qualitative approach, with data collected through observations, interviews, documentation, and an analysis of students' written work. The data were analyzed through data reduction, data display, and conclusion drawing, while technical and source triangulation were applied to ensure data validity. The findings indicate that the implementation of the Jigsaw method supports students' reading skills, particularly in identifying key information, comprehending reading materials, and explaining the content in their own words. Regarding writing skills, students were given opportunities to construct sentences, organize ideas coherently, and write information based on the outcomes of group discussions. Furthermore, interactions within home groups and expert groups encouraged student participation, collaboration, and individual responsibility. Therefore, the Jigsaw method has the potential to support active and collaborative reading and writing instruction. However, these findings need to be further substantiated by specific evidence from students' written work and classroom observation records to demonstrate changes in students' literacy skills more systematically and measurably.

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Introduction (مقدمة)

Reading and writing skills are two fundamental components of Indonesian language learning in elementary schools, and they are closely interrelated in supporting students' literacy development. Reading involves not only the ability to recognize words and comprehend

information at the literal level but also higher-order cognitive processes, such as identifying main ideas, interpreting information, drawing conclusions, and connecting the content of a text with prior knowledge. Meanwhile, writing skills require students to generate and develop ideas, organize information systematically, select appropriate vocabulary, and communicate their understanding through coherent and well-structured written compositions. (Martin Catherine, E. Julie, 2024) emphasize the importance of developing fluent and coherent writing skills in supporting the learning process and academic achievement of elementary school students. Therefore, the development of reading and writing skills should be implemented systematically and integratively from the early grades to ensure that students are not only able to comprehend information but also capable of articulating and expressing their understanding effectively through written communication.

Although reading and writing skills are closely interconnected, they involve distinct cognitive demands. Reading focuses on the processes of comprehending and processing information from texts, whereas writing involves formulating, organizing, and communicating ideas through written language. In Indonesian language instruction, these two skills can be developed integratively through activities such as reading texts, discussing key information, expressing comprehension orally, and rewriting information in students' own words. Such integration enables students to draw upon their reading comprehension as a foundation for producing written texts. Therefore, literacy instruction should not rigidly separate reading and writing activities; rather, it should connect both skills through meaningful and purposeful learning experiences that promote students' overall literacy development.

In practice, the development of reading skills among elementary school students continues to face several challenges, particularly in achieving a deeper understanding of reading materials. Students may be able to read words and sentences with reasonable fluency; however, this does not necessarily indicate that they possess adequate reading comprehension skills. They may still experience difficulties in identifying main ideas, locating essential information, summarizing the content of a text, and drawing conclusions based on the information presented. This condition indicates that reading fluency does not always correspond to reading comprehension ability. (Fauziyyah, H.M., & Iswara, 2024) This highlights reading literacy as one of the essential aspects of elementary education. These findings further emphasize the need for instructional practices that go beyond mechanical reading skills and focus on developing students' abilities to process, interpret, and communicate information obtained from texts. Therefore, an appropriate instructional approach is needed to provide students with opportunities to construct meaningful understanding through activities that encourage active participation, critical engagement, and the exchange of ideas.

Similar challenges are also evident in the development of writing skills. Elementary school students may encounter difficulties in generating ideas, constructing sentences, selecting appropriate vocabulary, organizing information logically, and developing written texts that align with their communicative purposes. These challenges indicate that writing proficiency cannot be adequately developed solely through individual writing assignments without sufficient guidance and instructional support. Students need opportunities to plan the content of their writing, discuss and exchange ideas, develop drafts, receive constructive feedback, and revise their written work. Such a process is essential for fostering students' writing competence and enabling them to produce coherent, well-organized, and meaningful written compositions. (Bouwer, R., & Van Der Veen, 2024) The study found that dialogic writing interventions, which provide students with opportunities to discuss and revise their written work, can improve the quality of argumentative writing among elementary school students. However, their effects on other types

of writing may vary depending on the characteristics of the writing tasks assigned. These findings suggest that interaction and collaborative discussion have the potential to support the development of students' writing skills. Nevertheless, their implementation should be carefully adapted to the intended learning objectives, the nature of the writing tasks, and students' developmental levels.

One instructional approach that can be employed to address these challenges is cooperative learning. This approach positions peer interaction as an integral component of the knowledge-construction process rather than merely as a supplementary element of classroom activities. (Flores, 2024), through a study involving 8,128 elementary school students, demonstrated that peer tutoring activities can support the development of reading comprehension through student interaction and peer support. Consistent with these findings, (S. Huang, Y. Zhang, 2024) associated cooperative learning with knowledge construction, social interaction, contributions to learning materials, and reading comprehension performance. Furthermore, (Saeed, B., & Gull, 2023) reported that cooperative learning can produce better outcomes than conventional instructional approaches in the context of reading skills development. Collectively, these findings highlight the potential of cooperative learning to enhance students' reading comprehension by fostering active participation, meaningful interaction, and collaborative knowledge construction.

Although these three studies similarly emphasize the importance of interaction in the learning process, they differ in their research focuses and the instructional activities examined. Research on peer tutoring primarily highlights direct support among students, whereas studies on cooperative learning emphasize group interaction and knowledge construction as integral components of the instructional process. These differences suggest that the effectiveness of collaborative learning depends not merely on the implementation of group work but also on how learning responsibilities, information exchange, and individual student participation are structured and facilitated. Furthermore, evidence demonstrating the benefits of cooperative learning in reading does not necessarily establish its effectiveness in developing writing skills within the same instructional sequence. Therefore, further investigation is needed into specific instructional models that can effectively integrate reading comprehension, peer communication, and written text production.

One cooperative learning model that is particularly relevant to these objectives is the Jigsaw method. This method organizes students into home groups and expert groups. Each student is assigned responsibility for studying a specific section of the learning material, discussing it with members of the expert group, and subsequently sharing the information acquired with members of their respective home groups. This structure establishes both individual accountability and positive interdependence among students, as each member possesses information that is essential to the collective learning process. In Indonesian language instruction, this approach has the potential to encourage students to engage in more purposeful reading, identify key information, explain the content of reading materials in their own words, and construct a deeper understanding through peer explanations and feedback. Consequently, the Jigsaw method provides opportunities to integrate individual learning responsibilities with collaborative knowledge construction, thereby supporting the development of students' literacy skills.

Previous studies have provided evidence suggesting that the Jigsaw method has the potential to support the development of reading skills among elementary school students. A study conducted by (Najunda Sari, 2023), involving third-grade students, demonstrated that the Jigsaw cooperative learning model can be implemented to improve early reading skills. Similarly, the findings of (Asdriyanto, D.Y., Septia V., & Primadani, 2023) indicated a positive effect of the

Jigsaw method on the reading skills of elementary school students. Both studies are relevant because they demonstrate the potential applicability of the Jigsaw method at the elementary education level. However, their primary focus on reading skills does not fully explain how the distribution of learning responsibilities and information-sharing activities inherent in the Jigsaw method can be utilized to develop students' writing skills. In other words, previous research provides a foundation for implementing the Jigsaw method in reading instruction; however, the relationship between reading comprehension and written text production within an integrated instructional sequence remains an area that requires further investigation.

This research gap is important to address because the process of explaining learning materials to peers can serve as a bridge between reading comprehension and writing proficiency. When students study a particular section of a text, they are required to identify key information and understand the relationships among ideas. When explaining the information to members of their home groups, they must articulate their understanding in their own words. Subsequently, when transforming this information into written form, students are required to select appropriate vocabulary, construct sentences, and organize ideas coherently. This sequence of activities provides opportunities for reading and writing skills to be developed in a mutually supportive manner. The findings of (Bouwer, R., & Van Der Veen, 2024) regarding the benefits of discussion and revision in writing instruction provide a conceptual foundation for integrating social interaction with written text production. However, since their study focused on dialogic writing interventions, the application of these principles within the Jigsaw group structure in Grade III Indonesian language instruction requires further investigation.

In addition to the research gap concerning the skills being developed, the characteristics of the learners are also an important consideration. Third-grade elementary school students are at a stage where foundational literacy skills are being further developed, including the ability to comprehend texts appropriate to their developmental levels and communicate information through simple written compositions. Therefore, the instructional approach implemented should provide clear guidance, structured task assignments, opportunities for discussion, and appropriate support in developing written texts. In this context, the implementation of the Jigsaw method should not be evaluated solely based on the formation of learning groups but should also be examined in terms of students' participation in expert and home groups, their ability to explain information, and their capacity to transform their comprehension into written expressions. This focus enables the research to provide a more comprehensive understanding of how the Jigsaw method is implemented in Indonesian language learning.

Based on the review of previous studies, the novelty of this research lies in examining the implementation of the Jigsaw method as an instructional approach that integrates reading and writing skills within a single instructional sequence in Indonesian language learning among third-grade students at SD Negeri 009 Hutaraja. Unlike previous studies that have primarily focused on improving reading skills through cooperative learning or the Jigsaw method, this research positions reading comprehension, group discussion, the explanation of information in students' own words, and written composition as interconnected learning activities. The novelty of this study lies in its integrated skills focus, implementation context, and examination of the instructional process rather than in claiming that the Jigsaw method itself is a new instructional approach. Furthermore, this research seeks to explain how individual accountability and group interaction can be utilized to support the development of both language skills.

Practically, this research is expected to provide insights into the implementation of the Jigsaw method in Indonesian language instruction, particularly in developing students' abilities

to comprehend information from texts and express their understanding in written form. The study will examine the instructional process, students' participation in expert and home groups, their ability to identify key information, explain the content of reading materials, and produce written compositions based on their comprehension. The findings are expected to serve as a reference for teachers in designing literacy instruction that is more active, structured, and communicative. In addition, this research may provide contextual contributions to the development of reading and writing instruction in elementary schools, particularly at the third-grade level.

Based on the aforementioned discussion, the research entitled "The Implementation of the Jigsaw Method in Improving the Reading and Writing Skills of Third-Grade Students at SD Negeri 009 Hutaraja" is necessary to investigate how the Jigsaw method is implemented in Indonesian language instruction and how students' reading and writing skills develop throughout the learning process. This study is expected to broaden the discussion on the implementation of cooperative learning by positioning reading and writing as two language skills that can be developed in an integrated manner, while also providing recommendations for implementing literacy instruction that is responsive to the learning needs and developmental characteristics of elementary school students.

Method (منهج)

1. Data Sources

The data sources for this study consist of both primary and secondary data. Primary data were obtained directly from the Indonesian language learning process, involving 15 third-grade students and their class teacher at SD Negeri 009 Hutaraja, as well as from student activities during the implementation of the Jigsaw method—specifically those related to reading and writing skills. This primary data encompasses information regarding the learning process, student participation in both "home" and "expert" groups, their ability to comprehend reading materials, their capacity to communicate information, and their ability to express their understanding through writing. Meanwhile, secondary data were gathered from learning documentation, students' written work, teaching materials, photographs of classroom activities, and other relevant school documents. The data sources were selected purposively, based on the informants' direct involvement and their relevance to the research focus. This approach to selecting data sources and informants aligns with the characteristics of qualitative research, in which the researcher serves as the primary instrument for collecting data within a natural setting. (Sugiyono, 2023). Therefore, the data sources were selected based on their direct involvement in the implementation of the Jigsaw method and their relevance to students' reading and writing skills.

2. Data Collection Techniques

The research was conducted from June to August 2026 at SD Negeri 009 Hutaraja. The data collection process was carried out over 4 learning sessions. The research instruments consisted of an observation guide, a semi-structured interview guide, and documentation guidelines. The observation guide was used to examine students' participation in reading, expert group discussions, home group activities, and writing assignments. The interview guide was used to obtain information from the teacher and students regarding their experiences and responses to the Jigsaw method. Documentation included students' written assignments, learning materials, and photographs of classroom activities. Sugiyono (2023) specifically discusses research instruments and data collection techniques in qualitative research, including observation, interviews, and documentation.

Therefore, the combination of observation, interviews, and documentation was used to obtain comprehensive and in-depth data regarding the implementation of the Jigsaw method.

3. Data Analysis Techniques

Data analysis in this study was conducted interactively throughout the data collection process and continued until the study was completed, using the qualitative data analysis model developed by Miles, Huberman, and Saldaña. This model consists of data condensation, data display, and conclusion drawing and verification. During the data condensation stage, the researcher selected, focused, simplified, and organized data obtained from observations, interviews, and documentation according to the research focus, namely the implementation of the Jigsaw method and students' reading and writing skills. The data were then displayed in narrative descriptions, matrices, or tables to make relationships among the findings more apparent. The final stage involved drawing conclusions based on emerging patterns, relationships, and trends in the findings, followed by continuous verification through comparisons of observation, interview, and documentation results. Sugiyono (2023) identifies qualitative data analysis as an essential component of qualitative research and discusses the Miles and Huberman model for data processing. Therefore, data analysis was conducted systematically and continuously to generate findings that describe the implementation of the Jigsaw method and the development of students' reading and writing skills.

4. Research Instruments

The research instruments consist of observation guidelines, interview protocols, documentation records, and rubrics for assessing reading and writing. The reading assessment focuses on students' ability to identify main ideas, locate key information, answer questions based on the text, and explain the content of the text in their own words. The writing assessment focuses on students' ability to develop ideas, construct meaningful sentences, use appropriate vocabulary, and organize information into simple written pieces. Students' reading comprehension is evaluated using books containing regional folktales, while their writing skills are assessed through their written summaries of these stories. The assessment rubrics are used to structure and describe student performance based on the observed indicators. These instruments assist the researcher in examining literacy activities and student writing outcomes during the implementation of the Jigsaw method.

Result (نتائج)

1. Data Description

The research data were obtained through observation, interviews, documentation, and students' written work to describe the implementation of the Jigsaw method in third-grade Indonesian language learning at SD Negeri 009 Hutaraja. The research focused on teacher and student activities throughout the learning process, beginning with the formation of home groups, the distribution of learning materials, discussions in expert groups, the sharing of information within home groups, and the completion of reading and writing tasks. The data collection process aimed to provide a comprehensive overview of the learning process and students' reading and writing skills.

The Jigsaw method was implemented through learning activities that emphasized individual responsibility and group collaboration. In expert groups, students read,

discussed, and comprehended the learning materials with peers assigned the same reading passage. Subsequently, students returned to their home groups to share the information they had learned. These activities provided opportunities for students to develop reading comprehension, exchange ideas, communicate information in their own words, and listen to their peers' explanations. The information obtained was then used as a basis for completing writing assignments.

Students' written work and participation throughout the learning process served as data sources for describing the development of their reading and writing skills. This development was examined through students' ability to identify key information, comprehend reading materials, answer questions, construct sentences, and express information in simple written forms. Overall, the implementation of the Jigsaw method provided opportunities for students to participate actively in collaborative learning while integrating reading, listening, speaking, and writing skills. Therefore, the Jigsaw method represents a relevant instructional approach for supporting the development of elementary school students' language skills.

2. Data Verification

Data verification was conducted to establish the trustworthiness of the research findings concerning the implementation of the Jigsaw method and the reading and writing skills of third-grade students at SD Negeri 009 Hutaraja. The verification process involved source and method triangulation by comparing data obtained from observations, interviews with teachers and students, documentation, and students' written work. Observation was used to identify classroom activities directly, interviews provided information about learning experiences and implementation, while documentation and students' written work served as supporting evidence for the research findings.

The implementation of the Jigsaw method was verified by comparing observations of the instructional stages with information provided by the teacher, students' experiences, and activity documentation. These stages included the formation of home groups, discussions in expert groups, sharing information within home groups, and completing learning assignments. Data were also compared to determine whether students' participation in reading and discussion activities was consistent with their experiences as described during interviews. Thus, this verification process aimed to establish a consistent understanding of the implementation of the Jigsaw method and students' involvement in the learning process.

Students' reading and writing skills were verified by comparing their classroom activities with the written work they produced. Reading skills were examined based on their ability to identify key information, comprehend reading materials, answer questions, and explain information in their own words. Meanwhile, writing skills were analyzed based on their ability to develop ideas, construct sentences, use appropriate vocabulary, and express information in written form. These findings were then compared with information obtained from the teacher and students to develop a more comprehensive understanding. Therefore, data verification was conducted systematically to ensure that the research findings were supported by adequate empirical evidence and could be academically justified.

Table I.
Overview of Research Data

No.	Data Focus	Data Sources	Observed Indicators	Summary of Findings
1	Implementation of	Teacher and	Home groups, expert	Students participated

	the Jigsaw Method	students	groups, discussions, and information sharing	in learning activities through home groups and expert groups.
2	Reading Activities	Students	Reading texts, identifying information, and comprehending reading materials	Students attempted to understand information through reading and discussion.
3	Discussion Activities	Students	Asking questions, answering questions, explaining ideas, and collaborating	Interaction and information exchange occurred among students.
4	Writing Skills	Students' written work	Ideas, sentence construction, vocabulary, and written content	Students expressed information from reading materials in written form.
5	Student Responses	Interviews and observations	Participation, confidence, and responsibility	Students were provided with greater opportunities to participate in learning activities.
6	Teacher's Role	Observations and interviews	Guiding, directing, and providing feedback	The teacher acted as a facilitator throughout the learning process.

The research data overview table indicates that the research findings focus not only on the outcomes of students' reading and writing skills but also on the process of implementing the Jigsaw method. The data were obtained from multiple sources, providing a more comprehensive picture of teacher and student activities during Indonesian language instruction.

Classroom observations indicate that the implementation of the Jigsaw method engages students in various collaborative learning activities. During expert group discussions, students read assigned materials, identify key information, and discuss the content with their group members. In their home groups, students share the information they have gathered and explain the reading material to their peers. These activities provide students with opportunities to practice their reading comprehension and communicate their understanding.

These observational findings are supported by interviews with the classroom teacher, who explained that the Jigsaw approach makes students more enthusiastic and active in collaborating on reading and writing tasks. This suggests that the Jigsaw method can lead to improvements in reading and writing skills.

The table also illustrates the relationship between the stages of the Jigsaw method and students' literacy skills. Reading and comprehending learning materials take place in expert groups, while explaining the information to members of the home groups provides opportunities for students to communicate their understanding. This understanding is subsequently applied in writing activities, meaning that reading and writing are not treated as separate skills but as interconnected components of a single learning process. Therefore, the research data overview table demonstrates that the Jigsaw method can be used as an instructional approach that integrates information comprehension with the ability to express information in written form.

The students' written assignments provide further evidence of their reading and writing activities. In the reading component, a student named Mustofa demonstrated the ability to

identify key elements from the regional folktales he read and convey them accurately. In his writing, he constructed sentences based on information gathered from the reading materials. Meanwhile, another student, Muhammad Aldi, showed that he could grasp the meaning and plot of the stories, summarizing them concisely in his notes. These examples illustrate how the students translate information acquired through reading and discussion into written form.

The findings of this study are consistent with previous research highlighting the contribution of cooperative learning and peer interaction to students' reading development. Hind and Astuti (2024) reported that the Jigsaw method supported students' reading comprehension through collaborative learning activities. Similarly, Saeed and Gull (2023) found that cooperative learning contributed to elementary students' reading comprehension. Flores et al. (2024) also emphasized the role of peer interaction in supporting reading comprehension development. Regarding writing skills, Bouwer and van der Veen (2024) demonstrated the importance of dialogue and discussion in developing students' written work. These studies support the view that interaction, explanation, and the exchange of ideas can contribute to literacy development. However, the present study emphasizes the integration of reading and writing within one Jigsaw learning sequence in third-grade Indonesian language instruction.

Tabel II
Data Verification

No.	Data Verified	Technique 1	Technique 2	Technique 3	Verification Results
1	Implementation of the Jigsaw Method	Observation	Teacher interview	Documentation	The data indicate consistency among the stages of Jigsaw implementation.
2	Student Activities	Observation	Student interviews	Documentation	Student activities can be confirmed through multiple sources.
3	Reading Skills	Observation	Students' written work	Interviews	Reading comprehension is supported by data from both the learning process and student outcomes.
4	Writing Skills	Students' written work	Observation	Teacher interview	The development of students' writing is consistent with the learning process.
5	Responses to the Jigsaw Method	Observation	Student interviews	Teacher interview	Student responses can be compared and examined across different sources.
6	Learning Challenges	Observation	Interviews	Documentation	Learning challenges and efforts to address them can be verified through multiple sources.

The data verification table indicates that each major finding was examined using more than one data collection technique. The implementation of the Jigsaw method, for example, was not based solely on the researcher's observations but was also supported by information provided by the teacher and activity documentation. Similarly, students' reading and writing skills were verified through observations of the learning process, students' written work, and interviews. Therefore, the use of multiple data collection techniques helps enhance the credibility of the research findings.

This verification process also enabled the researcher to identify consistencies and discrepancies among the information obtained from different sources. When discrepancies occurred, the researcher re-examined observation notes, interview results, and available documents before determining the findings. This process ensured that the conclusions were based not on a single source of information but on mutually corroborating evidence. Consequently, the verification process produced more credible findings regarding the implementation of the Jigsaw method and the reading and writing skills of third-grade students at SD Negeri 009 Hutaraja.

Discussion (مناقشة)

Data validation in this study was conducted through source and method triangulation by comparing the results of observations, interviews with teachers and students, documentation, and students' written work. This process aimed to ensure the consistency and credibility of the findings regarding the implementation of the Jigsaw method in third-grade Indonesian language learning at SD Negeri 009 Hutaraja. Observations of students' activities during reading, discussion, information sharing, and assignment completion were compared with information provided by the informants and supporting documentary evidence. The consistency among these data sources served as a basis for strengthening the research findings concerning the learning process and the development of students' reading and writing skills.

The findings indicate that the Jigsaw method provides students with opportunities to participate actively in comprehending reading materials, exchanging information, developing ideas, and expressing their understanding in written form. Activities in expert groups and home groups enable students to obtain information through reading and discussion, communicate their understanding to their peers, and subsequently complete writing assignments. These findings are related to previous studies on cooperative learning, peer interaction, and dialogic writing activities. In addition to supporting literacy development, the implementation of the Jigsaw method also provides opportunities for students to practice collaboration, responsibility, and confidence in communication throughout the learning process.

The novelty of this study lies in the use of the Jigsaw method to integrate reading and writing skills within a single sequence of Indonesian language learning activities in third-grade elementary school. Unlike previous studies that primarily focused on reading comprehension or peer interaction, this study emphasizes the relationship between reading comprehension, information discussion, the communication of understanding, and written expression. Therefore, the Jigsaw method is positioned not only as a cooperative learning strategy but also as an approach with the potential to support integrated literacy development. These findings provide a context-specific contribution to the development of Indonesian language instruction that is active, collaborative, and responsive to the learning needs of elementary school students.

Table III
Summary of the Research Position

Aspect	Previous Studies	This Study
Main Focus	Mostly focused on reading skills and reading comprehension	Reading and writing skills
Model	Cooperative learning and peer tutoring	Jigsaw method
Process	Peer interaction and support	Expert groups → home groups → reading → explaining → writing
Subjects	Various elementary school students	Third-grade students at SD Negeri 009 Hutaraja
Findings	Improved reading comprehension and interaction	Integration of reading and writing skills and increased student engagement
Distinguishing Feature	Primarily focused on one skill	Connects reading comprehension with written production
Contribution	Strengthens the benefits of collaborative learning	Positions the Jigsaw method as an integrated literacy learning strategy

Conclusion (خاتمة)

The research findings indicate that the novelty of implementing the Jigsaw method lies in the integration of reading and writing skills through a sequence of reading, expert group discussions, information sharing within home groups, and written composition. Through this sequence, students obtain information from reading materials, develop their understanding through interaction, and restate the information in written form. Therefore, the Jigsaw method not only supports reading comprehension and group collaboration but also connects the process of understanding information with writing skills in Grade III Indonesian language learning at SD Negeri 009 Hutaraja.

The novelty of this study lies in positioning the Jigsaw method as an integrated learning approach that connects reading comprehension and written expression within a single instructional sequence. Students are not only involved in reading and understanding learning materials but also participate in expert group discussions, share information within home groups, and express their understanding through written assignments. This integration distinguishes the present study from previous studies that primarily examined reading comprehension or cooperative interaction separately. Therefore, the study offers a specific perspective on how cooperative learning can connect students' receptive and productive language skills in elementary school Indonesian language instruction.

Academically, the implementation of the Jigsaw method provides students with opportunities to develop integrated literacy skills. Reading and discussion activities help students understand information, while explaining the material to their peers encourages them to organize ideas in their own words before expressing them in writing. This process also supports student engagement, communication, and thinking skills. Therefore, the Jigsaw method can serve as an alternative student-centered strategy for Indonesian language instruction that integrates language skills through collaborative activities.

Academically, this study contributes to the discussion of cooperative learning by highlighting the connection between reading comprehension, peer explanation, and written expression in an integrated literacy learning process. The findings provide a contextual understanding of how the Jigsaw method can be implemented to support the development of reading and writing skills among third-grade elementary school students. Practically, this study offers teachers an alternative instructional strategy for designing Indonesian language learning activities that encourage students to read actively, exchange information, communicate their understanding, and produce written work collaboratively. The findings may also serve as a reference for developing more interactive and student-centered literacy instruction in elementary schools.

Socially, the Jigsaw method encourages positive interactions through information sharing, mutual assistance, respect for others' opinions, and responsibility for group tasks. Each student has a role in understanding and presenting the material, providing all group members with opportunities to participate in the learning process. This condition supports the development of collaboration, responsibility, and communication skills among students. Thus, implementing the Jigsaw method is relevant not only to the development of reading and writing skills but also to fostering a collaborative and inclusive learning environment in elementary schools.

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