

IMPROVING STUDENT'S READING INTEREST THROUGH THE JIGSAW COOPERATIVE LEARNING MODEL IN ELEMENTARY SCHOOL

Asep Deni Gustiana^{1✉}, Rahman², Tatat Hartati³, Nana Supriatna⁴
Pendidikan Dasar, Universitas Pendidikan Indonesia¹²³⁴
DOI: 10.29313/tjpi.v12i1.11867

Abstract

The habit of writing and reading in Indonesian society is still very low or not fully developed. In the interest of realizing a generation who likes to read, surely what must be grown first is the interest in reading in each individual. This problem encourages teachers to be able to provide optimal stimulus in fostering interest in reading in student from an early age while still prioritizing child-centered learning. This research implemented a jigsaw cooperative learning model. The research design used is Classroom Action Research (CAR) which includes two research cycles. The results second cycle show that 87% of student managed to reach the good category. Research using the Jigsaw Cooperative learning model on student's reading interest showed a significant increase. Based on the results of the research above, it can be concluded that the application of the Jigsaw cooperative learning model can increase student's reading interest.

Keywords: Elementary school; Jigsaw Cooperative Learning Model; Reading Interest.

Copyright (c) 2023 Asep Deni Gustiana, Rahman, Tatat Hartati, Nana Supriatna.

✉ Corresponding author :

Email Address : asden@upi.edu

Received May 14, 2023. Accepted June 10, 2023. Published June 10, 2023.

INTRODUCTION

The level of literacy in Indonesian society is still in the lowest position compared to other countries, one concrete evidence that Indonesia's literacy is still very low is the results of the 2018 PISA (Program for International Student Assessment) data which shows that Indonesia is in the lower group of countries participating in the assessment (OECD, 2019). Not only that, the World's Most Literate Nations held by Central Connecticut State University, the United States in 2017 showed that Indonesia ranks 60th out of 61 participating countries in the literacy ability survey. (CCSU, 2017) The results of another study by the Education Research Center (Puspendik) of the Ministry of Education and Culture in the Indonesia National Assessment Program in 2016 showed results that were not much different from PISA, it was said that the national average distribution of literacy on students' reading abilities in Indonesia was 46.83% are in the Less category, only 6.06% are in a Good category, and 47.11 are in the Enough category (Ministry of Education and Culture of the Republic of Indonesia, 2017). UNESCO data in 2012 (Nafisah, 2014). The index of reading interest in Indonesia only reaches 0.001, in this case, it means that in every 1000 people there is only one person who has an interest in reading. This data is certainly below the average reading interest index in other countries, in the United States, the average person reads 10-20 books in one year, compared to Indonesia, where people only read zero to one book per year, of course. this is a very big gap (Permatasari, 2015)

Referring to the data above, literacy problems and interest in reading in Indonesian society are considered an emergency and are evidence of discrepancies in the implementation of education in the country because these concrete data indicate one of the serious problems faced by Indonesia after more than 70 years. since independence (Tahmidaten & Krismanto, 2020). The quality of a nation is determined by its intelligence and knowledge, while intelligence and knowledge are generated from how much knowledge is obtained, while knowledge is obtained from information obtained both verbally and in writing. The more residents of an area who are eager to seek knowledge, the higher the civilization will be. In essence, reading is a storehouse of knowledge or a window to the world. The more we diligently read, we can be sure that we will know more and more. This means, if a person has a lot of knowledge, then that knowledge will unconsciously help him in doing many things that he had not even mastered before. To increase the acquisition of knowledge through writing, of course, it is necessary to have self-awareness from each individual, this is related to the attitude of reading someone's interest or interest in reading. This is in line with (Baker & Wigfield, 1999) which states that a person's reading activity is influenced by several factors, one of which is the intrinsic motivation factor, namely the motivation to be curious and interested in an activity for its own sake. As for other influences, the low interest in reading or literacy that occurs is due to several factors, according to the OECD in 2010 (Ratri, 2015) The main factors that influence reading interest in students include reading experience, reading process, understanding/comprehension as well as supportive reading attitudes and behaviors.

In analyzing the factors of low literacy levels or student's interest in reading, the researchers made observations in elementary school, Sukasari Bandung City. Observation results showed that these student did not get the optimal stimulus is growing interest in reading. One of the findings obtained is the low memory of student to memorize letters, the lack of student's insight when conversing, even some student seem to have difficulty reading pictures. Whereas according to the RAND Reading Study Group (Frankel et al., 2016) means that reading is a process of extracting and constructing meaning through interaction and engagement with written language.

Interest is created when a person reacts to a situation or information that has a special meaning (Hidi & Baird, 1988). (Ross, 2010) defining reading interest refers to various things such as individual interest in reading itself as measured by the amount of reading done; what topics or themes you want to read or elements in a text, sometimes also referred to as "attraction factors" that engage certain readers with a text. From the study of literacy acquisition, it is known that to become a reader it is necessary to get used to reading a lot (Stephen D, 2004), to become a trained reader, of course, a novice reader needs to get a lot of reading experience, to be able to read in large quantities or for a long period it is necessary to have satisfaction from the experience itself, this is called intrinsic motivation, in line with the opinion (Baker & Wigfield, 1999) and (Ross, 2010) This

intrinsic motivation has a significant role in reading where there is satisfaction in getting reading experience and reading interest.

Study (Purves & Beach, 1972) classifies reading interest into three categories: 1) reading interest itself, which is detailed including "interest in content, interest in form, amount and interest in reading, difficulty, and interest in books, and quality of literature. and interests; 2) personal determinants of interest which are considered "age, gender, intelligence, reading ability, attitude, and psychological needs"; and 3) determination of institutional interests which are considered as "availability of books, socio-economic and ethnic determinants, the influence of peers, parents, and teachers, as well as television and film as determinants". Based on this research, we can see that growing interest in reading apart from intrinsic motivation can also be influenced by peers, parents, or teachers, in other words, the environment including the people in it can certainly affect a person's reading interest.

In instilling interest in reading in someone needs to be done as early as possible, (Moon et al., 2013) his research states that student's language and literacy skills do not start when student enter early education or elementary school but when student have not entered elementary school age and studies show that student are even sensitive to words when they are still in prenatal age. This is in line with the statement (Niklas et al., 2016) that the early three years of a child's life are very important because during that period the child's language and literacy experience will determine his literacy competence in the future. As we already know, student have an inquisitive nature, so one of the right times to teach student to read is when the child sits on the Kindergarten bench, student in this age range are growing rapidly and with their versatile nature. If you want to know, the child will ask a lot of questions, including in reading, with we can foster a child's interest in reading through his curiosity about books or writings he has just met.

To foster interest in reading in elementary school benches, of course, it is necessary to have the right stimulation provided by the teacher as well model appropriate learning and can increase student's enthusiasm in reading. In line with the explanation in (Subotnik et al., 2019). Apart from intrinsic motivation, a large number of experimental studies show that extrinsic motivation when used properly can be one of the most important factors in producing positive educational outcomes. In increasing the enthusiasm of student in learning, one of them can be by making classroom settings where student can study in groups, activities like this are not only considered more fun but can also stimulate student's social development. Model learning that uses group class settings, one of which is model jigsaw cooperative learning. (Şimşek & Baydar, 2019) found that "the jigsaw learning strategy contains more peer tutor activities and reading practices. In other words, by applying the jigsaw learning strategy students will practice their reading skills, this activity can build peer tutor activities and good reading practices."

The previous second cycle class action research conducted by (Sumyadewi et al., 2014) entitled Application of Jigsaw Type Cooperative Learning Model Assisted with Picture Number Card Media to Improve Cognitive Development of Kindergarten Student Widhya Brata Mengwi showed an average result in the first cycle of 62.19%, the percentage before the implementation of the Jigsaw cooperative learning model was included in the low category, in the second cycle the average percentage showed a result of 87.5%, based on this it can be seen that there was an increase in the first cycle and second cycle of the application of the Jigsaw cooperative learning model, which was 25.31%.

In addition, research conducted by (Rohayati, 2013) entitled The use of the Jigsaw Technique Cooperative Learning Model to Improve Student Achievement in Indonesian Language Subjects Teaching Materials Instructions for Doing Something. The results of the third-cycle class action research that have been carried out by previous researchers show that in the first cycle there is an increase of 75%, the second cycle there is an increase of 85%, and the third cycle there is an increase of 95%, the results of the increase in each cycle indicate the application of the cooperative learning model. Jigsaw type plays an important role in increasing student achievement.

Referring to the results of previous studies which showed a significant increase and based on the background of the problems previously described, the researchers were interested in using a jigsaw type cooperative model in increasing early childhood reading interest. This study will

investigate the increase that occurs in early childhood reading interest before and after the application of the jigsaw-type cooperative learning model. The findings of this study will provide an asset and can be used as a reference for schools, teachers, and parents in increasing early childhood reading interest through the jigsaw-type cooperative model.

Language is an important tool in everyday life, everyone needs language to be able to communicate, express, and convey a message or an intention to others (Rahman et al., 2019). (Martinez del Castillo & Martinez, 2015) in his research stated that language is an expression and is an expression of an objectified meaning. He also said that language is important as a means of transmitting a message or intent. Without language, there will be no interaction between one person and another, language exists as a tool for social interaction.

A person's ability to speak is certainly obtained from gradual development, starting from the first cry of a child until finally being able to communicate and socialize with other people. There have been many theories and approaches that have emerged to study and analyze the process of language acquisition, one of which is the theory of nativism or nativism which is supported by Noam Chomsky. The theory of initiative or nativism asserts that language is an innate capacity of an individual and that a child's brain contains special language learning mechanisms at birth (Chomsky, 1965). The main argument in this innate theory is that at birth, student carry innate knowledge that will guide them in the process of acquiring language. (Pinker, 1954) in his research states that universally complex language is an invention that makes linguists amazed, language is believed to be not only a cultural invention but also a special product of human instinct. This language acquisition ability is considered to be an innate biological function just as a child learns to walk. On the other hand (Clark, 2009) said that in terms of language acquisition and innate abilities, even if a child is born with these innate abilities, he only focuses mainly on the syntax and the rest remains to be learned. In other words, even though student are born with an innate biological function in language acquisition as proposed by the innate theory, these language skills still need to be learned and developed by interacting socially with their environment (Hartati et al., 2020).

Language acquisition of student aged 1-3 years occurs naturally, meaning that student unconsciously acquire language and can produce language to communicate, the language acquisition process that occurs before the child turns 5 years old is included in the Golden Age period where this period shows significant developmental progress from one stage to another (Hutauruk, 2015). In acquiring this language, of course, the child does not immediately get the language and grammar, but the child passes through the stages and later the child can speak the language as a whole. (Hutauruk, 2015) in his research suggests six early stages in student's language acquisition, including:

Pre-Talk Stage

This stage begins when student are 0-6 months old, as the name suggests, the Pre-Speaking stage is the stage where the new child can pronounce vowel words such as producing the sounds "oh", "uh" and "ah". This stage is also known as the cooing stage, in addition to producing vocal sounds, at this stage, the child can also respond to sounds by turning their heads and their eyes looking for the origin of the sound. (Bolinger, 1975)

Babbling Stage

At this stage, the child can make simple consonant sounds combined with vowels such as "ba-ba", "da-da" and "ma-ma". This stage is experienced when the child begins to enter the age of 6-8 months (Steinberg et al., 2001)

Holophrastic Stage

The word holo is defined as "complete" or "undivided" and the phrase as "sentence", meaning that holophrastic is the first single word mentioned by the child that represents a sentence. There is an increase in ability at this stage where the child can use one word to express a certain emotional state, for example, the child will say "mam" or "mama" which means referring to the

word "eat". This stage is experienced when the child begins to enter the age of 9-18 months (Fromkin et al., 2003)

Two-Word Stage

This stage is an advanced stage of Holophrastic and is experienced when student are 18-24 months old, this stage is defined as the stage where the child can say two simple words and has paid attention to the semantic aspect. (Fromkin et al., 2003) states that student begin to form sentences with two actual words, by paying attention to the relationship between two words that already show syntactic and semantic relationships.

Telegraphic Stage

The word telegraphic is taken from the word "Telegram" which comes from that word, before using instant messaging and SMS, people used Telegram whose bills were paid according to the number of words so that people often abbreviated words by only mentioning the gist of it, as is the case in In the telegraphic stage, student can say more than two simple words that indicate an intention. Student are considered as sending Telegram where student only mention important words or keywords to convey their meaning. This stage is experienced by student at the age of 24-30 months. (Fromkin et al., 2003)

Multimword Advanced Stage

This stage is experienced by student at the age of more than 30 months, at this advanced stage very rapid development is found, student are not babbling at all, there are new vocabulary additions every day, student's speech or words are communicative, and have meaning. and the student seem to be able to understand anything that is said to them or anything he hears (Bolinger, 1975).

In addition, according to (Minister of Education Regulation No.58 Standards for Early Childhood Education, 2009) The achievement of early childhood language development in the age range of 4-6 years is divided into three parts, including being able to understand language, express language, and literacy. Furthermore, language skills are also categorized into four aspects, namely, listening ability, speaking ability, reading ability, and writing ability. These four aspects are receptive and productive language. (Eko Priyantini & Yusuf, 2020). Student have learned language skills (listening and speaking) from a very young age before later learning more advanced language skills (reading and writing) when entering formal school or kindergarten. (Bingham & Patton-Terry, 2013)

Reading is the process of constructing meaning from written texts and is a complex skill that requires the coordination of several interrelated sources of information (Anderson et al., 1985). According to the KBBI, reading comes from the word read which means to see and understand the contents of what is written (either pronounced orally or only recited in the heart). In terms of speaking ability, Jeanne Chall in (Steinman et al., 2006) describes reading skills into six stages, including Stage 0 – Pre-reading “Pseudo Reading”, Stage 1 - Preliminary reading and decoding, Stage 2 - Confirmation and fluency, Stage 3 - Reading to learn new things, Stage 4 - Various points of view and Stage 5 - Construction and reconstruction.

Stage 0, starting from the age of 0-6 years, is called stage 0 because it describes the learning stage that begins when student are born and have not yet started formal training in reading. Characteristics at this stage are that the child can distinguish letters from estimates, recognize logos, general road signs, pretend to read, retell a story read to him, recognize writing his name, play with books and pencils. At this stage, student gain knowledge about reading from older people (teachers, parents, older friends) when stories or books are read and when student are given books or other facilities such as paper and pencil. Most student at this stage can already understand the picture books and storybooks that are read to them (Gustiana & Rahman, 2021).

In KBBI interest is defined as a high tendency of the heart towards something, a desire or passion. While reading according to (Anderson et al., 1985) is the process of building meaning from a piece of writing that requires the coordination of several sources of information that are certainly

interrelated. according to (De Beaugrande, 1982) briefly states that interest is one of the important variables that influence the reader's reaction to the story. Individual beliefs, motivations, interests, and goals influence a person's decisions about which activity to do, how long to do the activity, and how much effort is put into doing it. (Wigfield et al., 2015).

In fostering interest, of course behind it all there is motivation, the literature on motivation distinguishes between "intrinsic motivation," which refers to being motivated to do an activity for its own sake, because of interest and curiosity, while "extrinsic motivation," doing an activity to receive awards or other forms (Guthrie et al., 2004). However, research (Baker & Wigfield, 1999) has shown that intrinsic motivation is a stronger predictor of reading achievement than extrinsic motivation. according to (Krapp, 1999) motivation towards reading affects individual engagement with reading activities itself and literacy by facilitating the entry of the information (reading) into "an interesting psychological state". (Schraw et al., 1995), reading is driven by interest and interest in reading itself can facilitate understanding and also remembering information. So it can be concluded that interest can affect not only people's motivation to read a story but also how well they understand and remember it (Wilensky, 1983).

The types of development of interest in reading in student, including 1) interest that grows with physical and mental development. 2) interest depends on readiness to learn. 3) interest depends on learning opportunities. 4) cultural influence. 5) interest is related to emotion (Hurlock, 1898). Cultivating a love of reading is highly recommended from as early as possible starting from introducing books to student, letting student turn the pages of books, reading stories, and creating an environment that supports student's literacy activities. (Crain-Thoreson & Dale, 1992). Apart from the curious nature of the child, (Renninger et al., 1985) in his research revealed that student have strong interests that affect their attention, recognition, and memory of information during literacy such as reading storybooks together.

Model learning is a presentation technique that is mastered by the teacher to teach learning materials to students in an educational environment that is carried out in various ways both in the form of individuals and groups, the ultimate goal is that learning can be understood and absorbed well by students (Soedimardjono & P., 2021). Cooperative learning is a teaching and learning process using an approach centered on small groups where each group member will work together to achieve the objectives of the learning process. (Febiyanti et al., 2020). In cooperative learning, the teacher acts more as a facilitator who becomes a connecting bridge towards higher understanding with the students' notes. Students are allowed to get hands-on experience in applying their ideas, interacting with group members to allow the exchange of ideas and self-examination of ideas in a non-stressful atmosphere.

Model cooperative learning is based on constructivism theory (Dale, 1990). The constructivism theory approach in learning is an approach where students must individually find and transform complex information, checking information with existing rules. Through study groups, students can more freely express their ideas or thoughts about a problem to their friends without any limitations, so that students can see the problem more clearly, even see the discrepancy in their views on solving the problem itself.

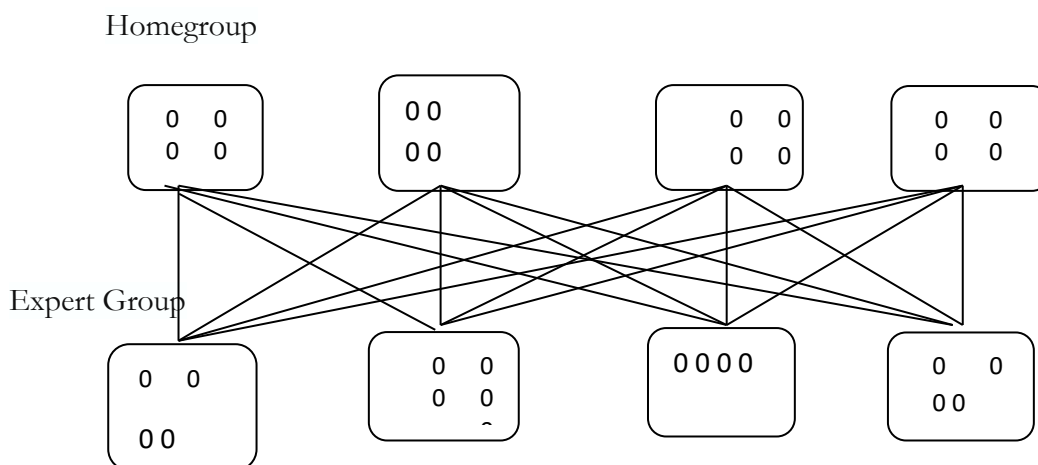
Research in the field of education suggests that the implementation of a cooperative learning model can motivate and involve students in their learning to obtain an increase in learning outcomes (Tsay & Brady, 2010). Based on research results (Renninger et al., 1985) which shows the results that student have a strong interest which will affect student's attention and memory of information when learning literacy is carried out together, it can be concluded that one of the lessons that support student's success in literacy is group learning.

The Jigsaw Cooperative learning type was first developed by Elliot Aronson in the early 1970s. This learning model is a learning model that facilitates students to be able to develop active and creative thinking, not only centered on student's intellectual or cognitive abilities, this group learning model is also can develop student's social-emotional skills, develop a sense of responsibility and student's language skills ((Soedimardjono & P., 2021); (Gürses et al., 2015)).

In jigsaw cooperative learning, in short, students work in small groups and actualize learning by helping each other learn, in a small group usually consisting of 4-5 students heterogeneously,

they work together in positive interdependence and are responsible for the completeness of the subject matter that must be taught. learned then convey the material learned to other group members (Şimşek & Baydar, 2019);(Gillies et al., 2007). (Arends, 2012) Explaining the teacher's role in this jigsaw type of cooperative learning is that the teacher sets the conditions or environment for the student's inquiry process; involve students in planning; encourage and accept students' ideas, and gives them autonomy and choice in carrying out learning, meanwhile the role of students in this learning model as active learners whose roles are interrelated and interact actively with other people (peers / group friends) in investigation and inquiry activities as well as problem solving. The Jigsaw type is designed to increase students' sense of responsibility towards their own learning as well as the learning of others. Students not only study the material provided, but they also have to be able to convey the material they are learning to other group friends.

In the jigsaw type of cooperative learning model, there are original groups and expert groups. The homegroup is the parent group of students consisting of students with diverse abilities, origins, and family backgrounds. The expert group is a combination of several origins. The expert group is a combination of several different origin groups and is assigned to study and explore certain topics and complete tasks related to the topic to be explained to members of the homegroup. (Arends, 2012) provides an overview of the relationship between the original group and the expert group as follows:



Picture 1. Jigsaw Group Illustration

Refers to the scheme of the relationship between the homegroup and the expert group described by (Arends, 2012), the steps that the teacher must take in implementing this jigsaw-type cooperative learning model begin with the teacher dividing the lesson material to be given into four parts. Before the lesson materials are given to students, the teacher first provides an introduction to the topic, which will be discussed in the lesson materials for that day. The teacher can write the topic on the blackboard and then ask questions with students about their knowledge of the topic. This brainstorming intends to activate the schemata of students to be better prepared to face new learning materials. The next step is to divide the students into groups of four. then the first part of the teaching material is given to the first group and so on. After that, the students were asked to read/do their respective parts. When students are finished, they are asked to share about the parts they read or do. In this activity, students can complement and interact with one another. Especially for reading activities, the teacher can share the unread part of the story with each student. Then ask the student to read the passage. This activity can end with a discussion about the topic in today's lesson material. Discussions can be carried out between pairs of groups or with the whole group. If the task is difficult enough, students can form groups of experts. Student will gather with student in other groups. They will learn the task of the part.

Interest in reading is a strong motivation in a person in analyzing, remembering, and evaluating the readings he has read, so that it becomes a pleasant experience that will not be

forgotten. This is in line with the study of interest, reading motivation, and literacy conducted by (Scarborough & Dobrich, 1994) where he revealed that interest and motivation are factors in reading achievement at the elementary school level. Feelings of inclination towards something will affect the shape and intensity of a person in determining his goals. It is also part of the self-development process that must be continuously honed because reading interest is not a skill or ability that is acquired from birth.

Factors that can influence reading interest are high curiosity about facts, theories, principles, and knowledge. An adequate physical environment, in terms of the availability of interesting, quality and varied reading materials, a conducive social environment, meaning a climate that is always used for a certain time to read and a thirst for information, curiosity, especially the actual, think that reading is a spiritual need is also a factor that affects an interest in reading (Scarborough & Dobrich, 1994). In his research also revealed that there was a positive relationship between student's reading interest and their opportunity to read at home or school. Student who are read to more frequently from an early age tend to have a greater interest in literacy, demonstrate superior literacy skills during the elementary school years, read more frequently, have the initiative to start reading and show greater involvement during reading sessions.

The jigsaw type of cooperative learning model is a cooperative learning model where students learn in small groups heterogeneously and cooperate with positive interdependence and are responsible for the completeness of the subject matter that must be studied then convey the material learned to other group members, the jigsaw learning type is suitable for use. in reading, writing, listening or speaking lessons. (Justice et al., 2003) in his research revealed that student who were involved and attentive during literacy activities showed a greater increase in literacy skills.

Based on the description above, it can be concluded that the jigsaw cooperative learning model is the right model to cultivate student's reading interest where this model requires the activeness of all students in completing their work so that no child will be neglected, besides this model also trains student to learn to explore information and convey it so that it becomes a unified whole. By dividing the core group into expert groups, indirectly when the expert group is returned to the core group, student's curiosity will be explored. And when the child is dissatisfied with the information provided by his or her groupmates, the child will try to dig up the complete information on their own. Thus, the interest in reading in student will be honed.

METHODOLOGY

To investigate and answer the research questions above, this study aims to determine the increase in student's reading interest in elementary school in Bandung City through model jigsaw cooperative learning. The researcher uses a three-cycle Classroom Action Research (CAR) design which was developed in four components, namely Plan, Act, Observe and Reflect or abbreviated as PAOR. The steps in each cycle can be illustrated in the cycle chart as follows figure 2.

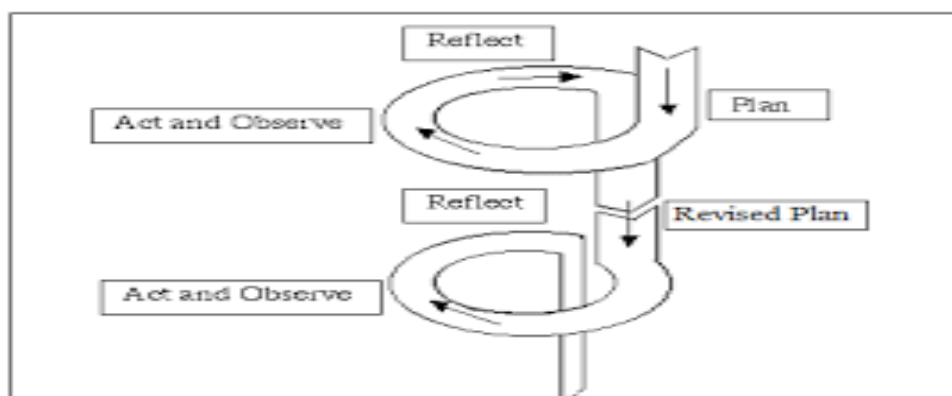


Figure 2. Kemmis and Mc Taggart Spiral Design Source (Winarno, 2011)

This research is collaborative, namely a practical, situational, and contextual research based on problems that arise in daily learning activities in an elementary school in Sukasari, Bandung City. Principals, teachers, and researchers are collaborative in equalizing understanding, agreement on problems, and making decisions. The study was conducted in an elementary school located in Sukasari, Bandung City for two weeks starting from September 2 to September 16, 2021. This study involved 30 students with an age range of 6-7 years consisting of 16 girls and 14 students. boys as research subjects.

According to (Flannelly et al., 2014)The independent variable is stable and is not affected by other variables that the researcher is trying to measure, the independent variable is the alleged cause. In this study the independent variable model Jigsaw cooperative learning as a treatment.

While the dependent variable according to (Flannelly et al., 2014)are variables that depend on other measured factors, these variables are expected to change as a result of experimental manipulation of the dependent variable or independent variables, the dependent variable is the predicted effect. In this study, reading interest was considered as the dependent variable.

The research instrument is one of the measuring tools in the research to be carried out. The instrument consists of tests and non-tests. In this study, the research instrument was carried out using observation, interview, and documentation techniques. The research instrument to see the increase in student's reading interest is measured by taking into account several variables, including attention to increasing reading interest (Attention), interest to increase reading interest (Interest), desire to increase reading interest (Desire), and follow-up to increase reading interest (Action).

Table 1
Grid of Instruments for Increasing Reading Interest

Variable	Sub Variable	Indicator	Statement	Data Collection Type
Increased reading interest	1. Attention to increasing reading interest. (<i>Attention</i>).	1. Student are interested to see the cover of the book.	1. Student are interested to see the cover of the book.	Observation Documentation
		2. Student are interested in turning the pages of a book.	1. Student are interested in turning the pages of a book	Observation Documentation
		3. Student want to listen to the teacher read stories / other reading sources.	1. Student want to listen to the teacher read a story.	Observation Documentation
		4. Student can repeat or retell stories / other reading sources that have been read by the teacher.	1. Student can retell the contents of stories/fairy tales that have been read by the teacher in their language. 2. Student can mention the names and	Observation Observation

		5. The child asks the teacher to read a story or other reading source.	characters of the characters in the story. 1. Student take the initiative to ask the teacher to read stories.	Observation
2. Interest in increasing interest in reading. (<i>interest</i>)	1. Student have the initiative to find the books they like. 2. Student are interested in reading resources that the teacher provides to read. 3. Student can group pictures/words that have the same initial sound/letter. 4. Student can write words that have the same prefix. 5. Student can arrange pictures with related simple words/sentences.	1. Student take the initiative to look at the reading books that the teacher provides. 1. Student are enthusiastic when asked to read the books provided by the teacher. 1. Student can group words that have the same prefix. 1. Student can write words that have the same prefix. 1. Student can connect pictures and related words.	Observation Documentation Observation Documentation Observation Documentation Observation Documentation Observation Documentation	
3. Desire to develop an interest in reading. (<i>desire</i>)	1. Student can imitate reading. 2. Student can make simple pictures that can describe an event/occurrence/experience.	1. Student can tell events according to pictures. 2. Student read storybooks in their language. 1. Student can pour experiences/events into a picture.	Observation Documentation Observation Documentation Observation Documentation	
4. The follow-up to increase reading interest. (<i>actions</i>)	1. Student can write their names. 2. Student can read their names. 3. Student want to read books both at school and at home.	1. Student can write their names. 1. Student can read their names. 1. Student are accustomed to reading books with their parents at home.	Observation Documentation Observation Observation Documentation	

Table 2. Grid of Teacher Activities Instruments in Teaching

Variable	Sub Variable	Statement Items	Data Collection Type
Learning using the jigsaw type cooperative method	Lesson Planning	• the teacher determines the learning objectives	Observation
		• The teacher determines the learning material	Observation
		• The teacher determines the learning method	Observation
		• The teacher prepares the learning media	Observation
		• The teacher determines the assessment tool	Observation
	Initial activity	• Teacher Conditioning student before starting learning activities	Observation
		• The teacher does apperception/introduction to the theme	Observation
		• The teacher explains the theme and activities to be carried out	Observation
		• Teacher reads stories to student	Observation
	Core activities	• The teacher gives an example of grouping pictures based on the initial letters	Observation
		• The teacher provides reading books that student can read	Observation
		• The teacher shows the student how to arrange pictures and words so that they become a complete story	Observation
		• The teacher gives an example of how to write the correct letters	Observation
		• The teacher asks student and parents to read storybooks together at home	Observation
		• The teacher asks the child to retell the contents of the reading that he has read	Observation
	Closing Activities	• The teacher reviews the activities that have been carried out	Observation
		• The teacher asks questions about the activities that have been carried out	Observation
		• Teachers provide opportunities for student to express opinions/impressions	Observation
		• The teacher conditions the child before going home	Observation
		• Teachers give rewards to student's learning outcomes.	Observation
• Stages of Group Formation:		Observation	
The stages of forming a jigsaw.	Prereading Stage	• Stages of Group Formation:	Observation

cooperative group	<p>At this stage the teacher groups the student into small, heterogeneous groups. The formation of these student groups can be done by the teacher based on certain considerations such as students' academic abilities and other characteristics. Next, the teacher begins to give reading assignments that must be done by students in each group, both the expert group and the homegroup.</p>	
Reading Stage	<ul style="list-style-type: none"> • Stages of Expert Group Work: In this group after the students are grouped into several groups. In this type of jigsaw, each group member is given the task of studying a certain material. Then students or representatives of each group who study the same material meet with members from other groups in the expert group. The material was discussed so that each representative could understand and master the march. 	Observation
	<ul style="list-style-type: none"> • Initial Group Working Stage: At this stage, each group representative returns to their original group to explain to the team of one group the material discussed in the expert group, so that all group members can understand the material assigned by the teacher. 	Observation
Post Reading Stage	<ul style="list-style-type: none"> • Evaluation Stage: At this stage, students are given a test/quiz to know the abilities that students have in understanding a material with the Jigsaw-type cooperative learning method. After the quiz is completed, the individual development scores and group scores are calculated and determine the level of award in the group. 	Observation

In this classroom action research, the data is analyzed since the learning activity is carried out and developed during the reflection process until the report preparation process. For continuity and depth of teaching, the data in this study used interactive analysis. Data were analyzed descriptively qualitatively with interactive analysis consisting of data reduction, data presentation, and conclusion drawing in an interactive form with data collection as a cyclical process. Data presentation is a type of data presentation that is organized, arranged in a relationship pattern so that it will be easier to understand. The presentation of data in this study is the result of giving assignments that are arranged so that they are easy to understand and are carried out regularly. Drawing conclusions is decision-making supported by valid and consistent evidence. In this study, after presenting the data, conclusions were made by discussing with collaboration partners.

To support and strengthen the discussion of the results of the research that has been done, the authors add a standard assessment criterion that adopts the assessment criteria developed by Likert or called the Likert Scale. The interpretations given by the researcher are: Good criteria (B) have a weighted score of (3), sufficient criteria (C) have a weighted score of (2), and poor criteria (K) have a weighted score of (1).

In research on student's activities, fifteen indicator items must be achieved and in the research subject there are fifteen student, so: The child can be said to have good reading interest (B) if he gets a score of 36-45, the child can be said to have enough reading interest (C) if he gets a score of 26-35, the child can be said to have less interest in reading (K) if he gets a score 15-25.

RESULTS AND DISCUSSION

Preliminary data collection is important in a study, the initial data will represent the problem data that we will examine and also act as a data preparation for future problem analysis. (Blisckhe et al., 2011). Researchers took initial data to find out problems in the learning process by conducting observations and interviews with school principals in elementary school in Sukasari, Bnadung City. Learning that is the transfer of knowledge or teacher-centered and less varied learning media are the initial findings of this study. Student's reading interest shows very low results, from a total of 30 research subjects, only 4 people occupy the sufficient category and 26 others occupy the less category, meaning that more than 70% of student have a low reading interest. At this stage the researcher found that learning was more focused on aspects of literacy without developing interest in reading in student and learning was monotonous, teacher-centered. This is not in line with the findings(Kikas et al., 2015)who argue that to increase motivation in learning, it is necessary to have challenges given to student. So, teacher-centered learning is considered inappropriate in increasing student's interest,(Andiema, 2016)also revealed that child-centered learning will develop interest, critical thinking skills, analytical learning, and cause joy in student during learning. To overcome these problems, the researchers implemented a second-cycle class action research consisting of three actions in each cycle. The implementation of the action includes the stages of planning, implementation, observation, and reflection which of course have been discussed with the teacher to equalize understanding, agreement on problems, and decision making.

Cycle I contained three actions which were carried out on September 1-7, 2021 while cycle II was carried out on September 8-14, 2021. The implementation stage of the three actions in these two cycles was that the student were divided into groups of three, groups were divided into expert groups and origin groups, (Arends, 2012) explains the steps to implement model Jigsaw cooperative type, namely the material is presented to students and each student in the expert group is responsible for learning some of the material, then students return to their original team and teach other members what they have learned. Based on the results of observations of student's reading interest in the first cycle, there was a significant increase where there were no student in the less category, reading interest in each research subject increased so that 53% of student occupied the good category and 47% of student occupied the sufficient category while in the second cycle The results show that 87% of student managed to reach the good category, 13% of student reached the sufficient category and no more student were in the less category. Comparison of the results of observations of student's reading interest at the pre-cycle stage, cycle I, and cycle II is presented in the form of a diagram as follows chart 1.

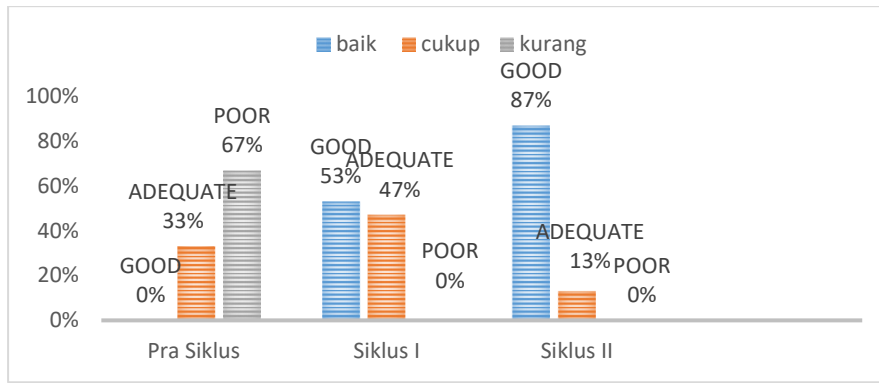


Figure 3. Student's Reading Interest in Pre-Cycle, Cycle I, and Cycle II

After the implementation of the jigsaw-type cooperative learning model in elementary school in Sukasari, Bandung City the results showed an increase in student's interest reading. The difference in the learning model experienced by student before treatment is teacher-centered learning and the learning model that student experience after treatment, namely child-centered learning, proves that child-centered learning can increase student's interest in reading because student are active in learning in class. This is directly proportional to the results of research conducted by(Hesson & Shad, 2007) which shows results that child-centered learning is more flexible learning that can increase student's motivation by actively involving student in each lesson.

In implementing this cooperative learning model, learning conditions are made fun and meaningful for student, this can help student and teachers in achieving learning goals (Shimazoe & Aldrich, 2010). The development of student's interest in reading during the learning process with the jigsaw type cooperative model during the pre-cycle, cycle I and II can be seen in the table below table 3:

Tabel 3. The Jigsaw Type Cooperative Model During The Pre-Cycle, Cycle I And II

No	Indicator	Pre cycle			Cycle I			Cycle II		
		B (3)	C (2)	K (1)	B (3)	C (2)	K (1)	B (3)	C (2)	K (1)
1.	Student are interested to see the cover of the book.	-	-	30	22	6	2	26	4	-
2.	Student are interested in turning the pages of a book.	-	-	30	24	6	-	24	6	-
3.	Student want to listen to the teacher read stories / other reading sources.	2	4	24	20	8	2	24	6	-
4.	Student can repeat or retell stories / other reading sources that have been read by the teacher.	2	10	18	14	16	-	14	16	-
5.	Student ask the teacher to read stories or other reading sources.	-	-	30	14	16	-	20	10	-
6.	Student have the initiative to look for reading books that they like.	-	-	30	20	10	-	30	-	-

7.	Student can group pictures/words that have the same initial sound/letter.	6	8	16	16	8	6	20	10	-
8.	Student can write words that have the same prefix.	6	14	10	18	6	8	16	14	-
9.	Student can arrange pictures with related simple words/sentences.	4	16	10	16	14	-	26	4	-
10.	Student can read one to two simple words.	6	12	12	14	14	2	20	10	-
11.	Student can make simple pictures that can describe an event / event / experience	8	14	8	12	14	4	20	10	-
12.	Student take the initiative to read books or reading resources available at school.	-	-	30	20	10	-	22	8	-
13.	Student can write their names.	6	10	14	16	14	-	18	12	-
14.	Student can read their names.	10	8	8	22	8	-	26	4	-
15.	Student are accustomed to reading at home.	6	6	18	24	6	-	26	4	-

The improvements in student's reading interest shown in the table above show changes in student's reading interest from each cycle. Initial observations showed that in general, the achievement of indicators for reading interest through the jigsaw cooperative model was in the less category (k), but after being given action in cycles I and II using the jigsaw cooperative model, there was a significant change.

Based on the results of observations of student elementary school in Sukasari, Bandung City for the 2021/2022 academic year, problems were found in the form of student's low interest in reading. The factors that are believed to underlie student's lack of interest in reading are monotonous learning activities, limited learning media, and previous teacher-centered learning models, this causes student to be less active and the stimulus obtained is ultimately less or still very low. With monotonous learning activities, it will cause boredom in student. Student with this age range are in their golden age which must also be stimulated with various activities that can develop aspects of child development (Manas, 2020). Based on these problems, the researchers conducted classroom action research with alternative problem solving, namely applying the jigsaw type cooperative learning model.

Elementary-age student are in a sensitive period, where student are sensitive to accept the learning experiences provided by the teacher. Providing learning experiences during this sensitive period is a very good time because it can develop student's physical and psychological abilities as a whole and meaningfully. As well as with interest in reading is a strong motivation in a person in analyzing, remembering and evaluating the readings he has read, so that it becomes a pleasant experience that will not be forgotten, this is in line with the opinion (Krapp, 1999) and (Schraw et al., 1995) who explained that motivation to read affects the individual's engagement with the reading activity itself and literacy by facilitating the entry of the information (reading) into a "psychologically interesting state" and reading with the encouragement of interest and interest in reading itself can facilitate understanding and recall of information. To help student develop their interest in reading, of course, appropriate learning activities are needed. One of them is by using a jigsaw cooperative model. This is because cooperative learning activities of the jigsaw type are always fun and can provide opportunities and experiences for student to develop reading interest and student's reading skills so that they become even better. Thus, it is hoped that it will make it easier for student to develop their interest in reading.

The jigsaw cooperative learning activities are carried out to provide significant benefits in developing student's reading interests. The application of the jigsaw type of cooperative learning model must of course be supported by fun learning conditions and interesting learning media in an atmosphere of creative play that can improve student's development in various aspects (Andreopoulou & Moustakas, 2019). Based on the data from cycles I and II, student's reading interests experienced significant development. In addition to increasing student's interest in reading, this jigsaw-type cooperative learning activity also helps student develop student's independence, responsibility, practice reading, writing skills, train emotional intelligence, increase student's motivation to learn (Akçay, 2016).

CONCLUSION

Based on the analysis conducted by researchers and looking at the factors causing the student's lack of interest in reading, alternative activities are needed to develop student's interest in reading which is in its golden age. One of the learning models in developing student's reading interest in elementary school can be through learning activities using the jigsaw-type cooperative model. The cooperative model was chosen because through this model student can gain knowledge not only from the teacher but from their friends or peer tutors because student are required to study in groups. These results are seen from the attitude, enthusiasm, and activeness of student when learning activities take place. Finally, jigsaw cooperative learning model can increase student's reading interest.

REFERENCES

- Akçay, N. O. (2016). Implementation of Cooperative Learning Model in Preschool. *Journal of Education and Learning*, 5(3), 83–93. <https://doi.org/10.5539/jel.v5n3p83>
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading* (Vol. 1).
- Andiema, N. C. (2016). Effect of Child Centred Methods on Teaching and Learning of Science Activities in Pre-Schools in Kenya. *Journal of Education and Practice*, 7(27), 1–9.
- Andreopoulou, P., & Moustakas, L. (2019). Playful Learning and Skills Improvement. *Open Journal for Educational Research*, 3(1), 25–38. <https://doi.org/10.32591/coas.ojer.0301.03025a>
- Anggreani, R., & Khairuna, K. (2022). Pengaruh Model Kooperatif Learning Berbantu Media Audio-Visual Terhadap Hasil Belajar Biologi Siswa Di Man 1 Medan. *Ta'dib: Jurnal Pendidikan Islam*, 11(2), 1–12. <https://doi.org/10.29313/tjpi.v11i2.10136>
- Arends, R. I. (2012). *Learning To Teach* (9th ed.). McGraw-Hill .
- Baker, L., & Wigfield, A. (1999). Dimensions of Student's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement. *Reading Research Quarterly*, 34(4), 452–477. <https://doi.org/10.1598/rrq.34.4.4>
- Bingham, G. E., & Patton-Terry, N. (2013). Early language and literacy achievement of early reading first students in kindergarten and 1st grade in the United States. *Journal of Research in Childhood Education*, 27(4), 440–453. <https://doi.org/10.1080/02568543.2013.822952>
- Blisckhe, W. R., Karim, M. ., & Murthy, D. . P. (2011). Preliminary data analysis. In *Springer Series in Reliability Engineering* (Vol. 30, pp. 159–189). Springer London. https://doi.org/10.1007/978-0-85729-647-4_8
- Bolinger, D. (1975). *Aspects of Language* (2nd ed.).
- CCSU, C. C. S. U. (2017). *World's Most Literate Nations*.
- Chomsky, N. (1965). *Aspects Of The Theory Of Syntax* (Vol. 14). The Massachusetts Institute of Technology.
- Clark, E. V. (2009). *First language acquisition* (Second). Cambridge University Press.
- Crain-Thoreson, C., & Dale, P. S. (1992). Do Early Talkers Become Early Readers? Linguistic Precocity, Preschool Language, and Emergent Literacy. *Developmental Psychology*, 28(3), 421–429. <https://doi.org/10.1037/0012-1649.28.3.421>

- Dale, H. (1990). *Co-authoring in the Classroom : Creating an Environment for Effective Collaboration*. Prentice Hall Press.
- De Beaugrande, R. (1982). The Story Of Grammars And Tiff, Grammar Of Stories *. *Journal of Pragmatics*, 6, 383–422. [https://doi.org/10.1016/0378-2166\(82\)90014-5](https://doi.org/10.1016/0378-2166(82)90014-5)
- Eko Priyantini, L. D., & Yusuf, A. (2020). The Influence of Literacy and Read Aloud Activities on the Early Childhood Education Students' Receptive Language Skills. *Journal of Primary Education*, 9(3), 295–302. <https://doi.org/10.15294/jpe.v9i3.39216>
- Febiyanti, D., Wibawa, I. M. C., & Arini, N. W. (2020). Model Pembelajaran Kooperatif Tipe Jigsaw Berbantuan Mind Mapping Berpengaruh terhadap Keterampilan Berbicara. *Jurnal Mimbar Ilmu*, 25(2), 282–294.
- Flannelly, L. T., Flannelly, K. J., & Jankowski, K. R. B. (2014). Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research. *Journal of Health Care Chaplaincy*, 20(4), 161–170. <https://doi.org/10.1080/08854726.2014.959374>
- Frankel, K. K., Becker, B. L. C., Rowe, M. W., & Pearson, P. D. (2016). From “What is Reading?” to What is Literacy? *Journal of Education*, 196(3), 7–17. <https://doi.org/10.1177/002205741619600303>
- Fromkin, V., Rodman, R., & Hyams, N. (2003). *An Introduction to Language* (7th ed.). Michael Rosenberg.
- Gillies, R. M., Ashman, A. F., & Terwel, J. (2007). *The teacher's role in implementing cooperative learning in the classroom* (Vol. 7). Springer.
- Gürses, A., Çetinkaya, S., Doğar, Ç., & Şahin, E. (2015). Determination of Levels of Use of Basic Process Skills of High School Students. *Procedia - Social and Behavioral Sciences*, 191, 644–650. <https://doi.org/10.1016/j.sbspro.2015.04.243>
- Gustiana, A., & Rahman, R. (2021). Studi Meta-Analysis Circuit Learning Model Terhadap Peningkatan Keterampilan Menulis Siswa. *Pedagogia Jurnal Ilmu Pendidikan*, 19(02), 89–100.
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. In *Journal of Educational Psychology* (Vol. 96, Issue 3, pp. 403–423). <https://doi.org/10.1037/0022-0663.96.3.403>
- Hartati, T., Gustiana, A., & Aryanto, S. (2020). *Sastra Anak Abad 21 Dari Perspektif Multiliterasi & HOTS* (S. Aryanto (ed.); 1st ed.). CV Confident.
- Hesson, M., & Shad, K. F. (2007). A Student-Centered Learning Model. *American Journal of Applied Sciences*, 4(9), 628–636.
- Hidi, S., & Baird, W. (1988). Strategies for Increasing Text-Based Interest and Students' Recall of Expository Texts. In *Source: Reading Research Quarterly* (Vol. 23, Issue 4). <https://doi.org/10.2307/747644>
- Hurlock, E. B. (1898). *Child Development* (5th ed.).
- Hutauruk, B. S. (2015). Student First Language Acquisition At Age 1-3 Years Old In Balata. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 20(8), 51–57. <https://doi.org/10.9790/0837-20855157>
- Justice, L. M., Chow, S. M., Capellini, C., Flanigan, K., & Colton, S. (2003). Emergent literacy intervention for vulnerable preschoolers: Relative effects of two approaches. *American Journal of Speech-Language Pathology*, 12(3), 320–332. [https://doi.org/10.1044/1058-0360\(2003/078\)](https://doi.org/10.1044/1058-0360(2003/078))
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2017). *GERAKAN LITERASI NASIONAL*.
- Kikas, E., Silinskas, G., & Soodla, P. (2015). The effects of students reading skills and interest on teacher perceptions of students skills and individualized support. *International Journal of Behavioral Development*, 39(5), 402–412. <https://doi.org/10.1177/0165025415573641>
- Krapp, A. (1999). Interest, Motivation and Learning : An educational-psychological perspective. *European Journal of Psychology of Education*, XIV(1), 23–40.
- Manas, G. M. (2020). A Study On Childhood Development In Early Stage. *Scholarly Research Journal For Interdisciplinary Studies*, 7(59), 13927–13938.

- Martinez del Castillo, J. G., & Martinez, J. (2015). Meaning, What is It. *International Journal of Language and Linguistics*, 3(6), 67. <https://doi.org/10.11648/j.ijll.s.2015030601.19>
- Moon, C. M., Lagercrantz, H., & Kuhl, P. K. (2013). Language experienced in utero affects vowel perception after birth: A two-country study. *Acta Paediatrica, International Journal of Paediatrics*, 102(2), 156–160. <https://doi.org/10.1111/apa.12098>
- Nafisah, A. (2014). Arti Penting Perpustakaan Bagi Upaya Peningkatan Minat Baca Masyarakat. *LIBARLA : Jurnal Perpustakaan*, 2(2), 69–81. <https://doi.org/10.21043/libraria.v2i2.1248>
- Niklas, F., Cohrsen, C., & Tayler, C. (2016). The Sooner, the Better: Early Reading to Student. *SAGE Open*, 6(4). <https://doi.org/10.1177/2158244016672715>
- OECD. (2019). *Programme For International Student Assesment (PISA) Result From PISA 2018*.
- Peraturan Menteri Pendidikan No.58 Standar Pendidikan Anak Usia Dini, (2009).
- Permatasari, A. (2015). Membangun Kualitas Bangsa Dengan Budaya Literasi. In *Prosiding Seminar Nasional Bulan Bahasa 2015* (pp. 146–156).
- Pinker, S. (1954). *The Language Instinct: How The Mind Creates Language*. William Morrow and Company.
- Purves, A. C., & Beach, R. (1972). *Literature and the reader: research in response to literature, reading interests, and the teaching of literature*. [National Council of Teachers of English].
- Rahman, M. H. P., Rani, N., Widya, M. P., & Rasi Yugatiati, M. P. (2019). *Menyimak Berbicara Teori dan Praktik Teori dan Praktik*.
- Ratri, S. Y. (2015). *Student factor infl uencing Indonesian student reading literacy based on PIRLS data 2011*.
- Renninger, K. A., Wozniak, R. H., & College, B. M. (1985). Effect of Interest on Attentional Shift, Recognition, and Recall in Young Student. *Developmental Psychology*, 21(4), 624–632. <https://doi.org/10.1037/0012-1649.21.4.624>
- Rohayati. (2013). *Penggunaan Metode Pembelajaran Kooperatif Teknik Jigsaw Dalam Upaya Meningkatkan Prestasi Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Materi Ajar Petunjuk Melakukan Sesuatu*. Institut Agama Islam Negeri Syekh Nurjati.
- Ross, C. S. (2010). Reading Interests. In *Encyclopedia of Library and Information Sciences, Third Edition* (pp. 1–10). CRC Press. <https://doi.org/10.1081/e-elis3-120043679>
- Scarborough, H. S., & Dobrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review*, 14, 245–302. <https://doi.org/10.1006/DREV.1994.1010>
- Schraw, G., Bruning, R., & Svoboda, C. (1995). SOURCES OF SITUATIONAL INTEREST. *Journal of Reading Behavior*, 27(1). <https://doi.org/10.1080/10862969509547866>
- Shimazoe, J., & Aldrich, H. (2010). Group Work Can Be Gratifying: Understanding & Overcoming Resistance to Cooperative Learning. *College Teaching*, 58(2), 52–57. <https://doi.org/10.1080/87567550903418594>
- Şimşek, U., & Baydar, A. (2019). Impacts Of Jigsaw And Teams-Games-Tournaments (Tgt) On Social Studies Preservice Teachers' Epistemological Beliefs. *International Online Journal of Education and Teaching (IOJET)*, 6(2), 405–414.
- Soedimardjono, F. P., & P., P. (2021). Cooperative Learning Model with Jigsaw Type Improves Students' Sciences Process Skills and Learning Outcomes. *JPI (Jurnal Pendidikan Indonesia)*, 10(1), 172–179. <https://doi.org/10.23887/jpi-undiksha.v10i1.25203>
- Steinberg, D. D., Nagata, H., & Aline, D. P. (2001). *Psycholinguistics : Language, Mind and World* (G. Horrocks & D. Denison (eds.); Second). Pearson Education Limited.
- Steinman, B. A., Lejeune, B. J., & Kimbrough, B. T. (2006). Developmental Stages of Reading Processes in Student Developmental Stages of Reading Processes in Student Who Are Blind and Sighted. *Journal of Visual Impairment & Blindness*, 100(1), 1–20.
- Stephen D, K. (2004). *The power of reading : insights from the research* (2nd Edition). Libraries Unlimited.
- Subotnik, R., Khalid Heather Finster Lauren Cassini Davi, M., Alferink, L., Anderman, E., Aronson, J., Belar, C., Brabeck, M., Coleman, H., Conoley, J., DeMarie, D., Dwyer, C., Kimber Bogard, C., Fasig Caldwell, L., Clinton, A., Curby, T. W., Elbaum, S., Roseanne Flores, M. L., Greenburg, J., Wendy Grolnick, B., ... Young, J. (2019). *Top 20 Principles From Psychology For Early Childhood Teaching And Learning Coalition for Psychology in Schools and Education*.
- Sumyadewi, N. L., Nyoman, W., & Jampel, N. (2014). Penerapan Model Pembelajaran Cooperative

- Learning Tipe Jigsaw Berbantuan Media Kartu Angka Bergambar Untuk Meningkatkan Perkembangan Kognitif Anak Tk Widhya Brata Mengwi. *E-Journal PG-PAUD Universitas Pendidikan Ganesha*, 2(1), 1–10.
- Tahmidaten, L., & Krismanto, W. (2020). Permasalahan Budaya Membaca di Indonesia (Studi Pustaka Tentang Problematika & Solusinya). *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 10(1), 22–33. <https://doi.org/10.24246/j.js.2020.v10.i1.p22-33>
- Tsay, M., & Brady, M. (2010). A case study of cooperative learning and communication pedagogy: Does working in teams make a difference? *Journal of the Scholarship of Teaching and Learning*, 10(2), 78–89.
- Wigfield, A., Eccles, J. S., Fredricks, J. A., Simpkins, S., Roeser, R. W., & Schiefele, U. (2015). Development of achievement motivation and engagement. In *Handbook of Child Psychology and Developmental* (pp. 657–700). <https://doi.org/10.1002/9781118963418.childpsy316>
- Wilensky, R. (1983). Story grammars versus story points. *The Behavioral And Brain Sciences*, 6, 579–623. <https://doi.org/10.1017/S0140525X0001774X>
- Winarno, M. E. (2011). *Metodologi Penelitian dalam Pendidikan Jasmani* (1st ed.). Penerbit Universitas Negeri Malang (UM Press).

