

**THE DIFFERENCE BETWEEN THE JIGSAW LEARNING MODEL AND
DIRECTED INQUIRY ACTIVITIES ON THE READING COMPREHENSION
ABILITY OF FIFTH GRADE STUDENTS AT NURUWE CHRISTIAN
ELEMENTARY SCHOOL**

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Abstract

This study aims to determine the differences between the Jigsaw and Directed Inquiry Activity (DIA) learning models on the reading comprehension ability of fifth-grade students at Nuruwe Christian Elementary School. The purpose of this study is to improve students' reading comprehension ability. This study used a quantitative experimental questionnaire method with a nonequivalent control group design, involving 56 students in classes VA and VB (VA 28 students in the control class using Jigsaw and VB 28 students in the experimental class using Directed Inquiry Activity). Data were collected through essay-based test questions, pretest and posttest data were analyzed using a t-test. The results showed a significant increase in both groups: the reading comprehension ability of students in the control class (Jigsaw) experienced an average increase from 78.75 to 87.86, while the experimental class (DIA) from 78.39 to 86.79. Meanwhile, the t-test analysis revealed a stronger difference in DIA (t-test value -14.517) compared to Jigsaw (t-test value -9.500). The study's conclusions confirm that both models have a positive impact, but DIA is superior due to its independent investigation learning design with 5W+1H questions, thus not only training literal comprehension but also developing critical thinking skills. The research implications recommend the application of DIA to improve students' reading comprehension skills.

Keywords: Reading Comprehension, Jigsaw Learning Model, Directed Inquiry Activity Learning Model

Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan model pembelajaran Jigsaw dan Directed Inquiry Activity (DIA) terhadap kemampuan membaca pemahaman siswa kelas V SD Kristen Nuruwe. Tujuan penelitian ini adalah meningkatkan kemampuan membaca pemahaman siswa. Penelitian ini menggunakan metode kuantitatif quisi eksperimental dengan desain nonequivalent control group, melibatkan 56 siswa pada kelas VA dan VB (VA 28 siswa kelas kontrol menggunakan Jigsaw dan VB 28 siswa kelas eksperimen menggunakan Directed Inquiry Activity). Data dikumpulkan melalui soal test yang berbasis esai, data pretest dan posttest dianalisis dengan uji-t. Hasil menunjukkan peningkatan signifikansi pada kedua kelompok: kemampuan membaca pemahaman siswa kelas kontrol (Jigsaw) mengalami kenaikan rata-rata dari 78,75 menjadi 87,86, sedangkan kelas eksperimen (DIA) dari 78,39 menjadi 86,79. Sedangkan analisis uji-t mengungkapkan perbedaan yang lebih kuat pada DIA (nilai t-test -14,517) dibandingkan Jigsaw (nilai t-test -9,500). Kesimpulan penelitian ini mengonfirmasi bahwa kedua model berdampak positif, namun DIA lebih unggul karena desain pembelajaran investigasi mandiri dengan pertanyaan 5W+1H, sehingga tidak hanya melatih pemahaman literal tetapi juga mengembangkan keterampilan berpikir kritis. Implikasi penelitian merekomendasikan penerapan DIA untuk meningkatkan kemampuan membaca pemahaman siswa.

Kata kunci: Membaca Pemahaman, Model Pembelajaran Jigsaw, Model Pembelajaran Directed Inquiry Activity

INTRODUCTION

In formal education, particularly at the elementary school level, language is a constant subject. Language is both a cultural element and a means of communication between people. Language plays a vital role in human life. It facilitates communication, exchanges stories, shares knowledge, and develops thinking skills (Ardiana, 2021). Therefore, according to Adventama et al. (Sabuna et al., 2025), language learning must begin at the elementary school level. There are four aspects of language skills that must be mastered: speaking, listening, reading, and writing.

Developing language skills, particularly reading, can be achieved through Indonesian language learning. By studying Indonesian, students are expected to improve their communication skills using clear and precise vocabulary, both orally and in writing, and develop reading and comprehension skills (Kamhar & Lesari, 2021). These skills must be conveyed and implemented so that students not only know but also deeply understand the content of the reading material they are studying.

Reading and comprehension are fundamental skills in education, particularly at the elementary school level. The student level is the level where they have matured in thinking and are able to properly absorb various issues or problem topics that exist around them (Lubis, 2021). According to Puji Santosa (in Abd Halik, 2023), reading instruction for elementary school students is divided into two levels. The first level is beginning reading, taught in grades 1 and 2. At this level, students are expected to recognize basic language elements such as letters, syllables, and sentences, and to be able to read in various situations. The second level

is advanced reading, taught from grades 3 to 6, with a focus on reading comprehension. This is a type of advanced reading, done by silently reading with the aim of understanding the text.

Sarika et al. (2024) in their research revealed that, among fifth-grade students, there are still some who have not mastered reading skills well, including those who cannot read at all. This problem is rooted in a lack of motivation to read and the absence of efforts to change lazy reading behavior. As a result, this has a negative impact on their reading comprehension abilities. Problems experienced in the process of learning reading comprehension are obstacles for students to understand the essence of a discourse. This can be seen when students are unable to answer teacher questions about the content of the reading, as evidenced by the results of the average initial score of students on reading comprehension in the experimental class was 78.39 with a score of 70 to 85, and the control was 78.75 with a score ranging from 70 to 85.

Reading comprehension encompasses more than just recognizing and pronouncing words in a text, but also the ability to understand, interpret, and draw conclusions from the content of the text (Alpian & Yatri, 2022). In line with this, Sabuna et al. (2025) explain that reading is not limited to recognizing letters and words but encompasses a comprehensive understanding of the text. This ability is fundamental to students' educational development, as almost all subjects require text comprehension to absorb information, yet students' reading abilities are still relatively low.

Reading comprehension is an integral and inseparable skill in the entire learning process. Through this skill, students can expand their knowledge and enrich their insights from the various texts they read. When students master reading comprehension skills well, they can grasp and digest the meaning of each reading they study (Yulianto et al., 2024). In line with this, reading comprehension is the reader's activity in connecting new facts from the text with prior knowledge to gain additional insights (Prayogo et al., 2021).

Students' low reading comprehension skills impact their self-confidence, which ultimately reduces their motivation to learn (Parwina & Setyaningsih, 2024). This situation causes students to be late in identifying important ideas in reading texts. Consequently, this impacts students' low problem-solving abilities, both in educational contexts and in real-life situations.

The independent curriculum emphasizes the importance of developing literacy skills, including the ability to comprehend texts in reading materials. However, teachers' teaching methods often emphasize the technical aspects of reading over reading comprehension, resulting in less successful learning outcomes (Juariah et al., 2024). This is evidenced by research (Wulandari et al., 2023), where teachers tend to be active while students tend to be passive in conveying information, resulting in students' ability to comprehend reading content remaining suboptimal. This problem can be seen in their answers, which are not relevant to the questions given in the assignments. Efforts to optimize student learning performance can be developed by teachers by refining learning mechanisms. In this effort, the teacher's role is crucial, namely by establishing an appropriate learning model to improve students' reading comprehension skills (Asrori & Haryadi, 2021).

Therefore, a learning model exists as a systematically structured design or mindset to regulate how students can optimize their learning process to achieve the desired learning targets (Abd Halik, 2023). Based on this, a learning model is needed to stimulate student activeness,

innovative thinking, and enthusiasm for participating in learning. This is expected to ensure optimal understanding of the material presented and develop reading comprehension skills. Therefore, the learning models that can be applied are the Jigsaw and Directed Inquiry Activity (DIA) learning models.

The Jigsaw learning model offers an effective alternative approach to the learning process. This model organizes students into groups to enhance collaborative skills. Each student has a specific role within the expert group to understand specific material. Furthermore, understanding of the material is reinforced through a division of labor within the expert group, where each member is required to present their learning outcomes to their home group. This learning process encourages students to ask questions, express their opinions, and present their learning outcomes (Kafiar et al., 2023).

The Jigsaw cooperative learning model is also a learning approach that opens opportunities for students to work together through group discussions to solve problems together (Janiarta, 2022). In line with this, according to Lie in (Reynaldi et al., 2022), Jigsaw cooperative learning is a learning model carried out according to a strategy, namely, students are divided into teams which are small groups (four to six students) with active participation and independent responsibility. This means that the Jigsaw learning model is part of cooperative learning where in the process, students learn together in groups to master the material and share information with other members. The end result of this model is that students can master the material at a relatively similar or parallel level of mastery.

Rusman in Putra (2021) states the steps of jigsaw learning, in the following order: (a) students are divided into small groups consisting of 1 to 5 people. (b) each group is given different material. (c) students through various groups study similar material and gather in a special discussion forum (expert group) to study related material. (d) after completing the discussion in the expert group, each member returns to their original group to present the material that has been discussed to their group mates. (e) each original group presents the findings from their discussion in front of the forum. (f) the teacher provides feedback and assessment of student performance in the learning process. (g) closing.

Burden and Brian in Abd Halik (2023) revealed that the Directed Inquiry Activity learning model is a learning model that emphasizes collaboration between teachers and students, where the teacher functions as a guide who provides information and asks questions as a role model. This process is designed to guide students in exploring data, finding patterns, and ultimately being able to formulate conclusions and find their own solutions. In line with this, according to Abd Halik in Fajriyah (2022) explains that the Directed Inquiry Activity model is a learning approach in which students actively explore reading texts to find answers to the 5W + 1H questions. So it can be concluded that the Directed Inquiry Activity learning model is an innovative approach that is highly relevant to the development of modern curriculum, and aims to develop students' skills in identifying, analyzing, and organizing information from various reading sources.

According to Wiesendanger in Noermanzah (2021), the steps used in the Directed Inquiry Activity model are as follows: (1) asking students to look for the specified reading. (2) asking questions using question word guides (5W + 1H). (3) writing students' predictions on the board based on their categories, using measurement questions and teaching methods to help students

remember important messages in the reading. (4) inviting students to read the text in full, then updating their predictions as needed. (5) utilize pre-reading charts to adapt learning techniques, both as pre- and post-reading strategies.

Based on the results of initial investigations conducted by researchers at Nuruwe Christian Elementary School before collecting field data. That is, the learning model used for fifth-grade students still relies on conventional methods such as lectures, question-and-answer sessions, discussions, and assignments. This results in low student motivation to read and difficulties in comprehending texts, such as an inability to answer relevant questions, draw conclusions, or express ideas from the reading.

Previous research shows that the learning model jigsaw and Directed Inquiry Activity, effectively improve reading comprehension skills, even in different contexts. The Jigsaw model, through its cooperative group structure, has been shown to increase student participation and comprehension. For example, Kalsum (2021) found a significant increase in elementary school students' reading comprehension scores with Jigsaw (sig. 0.075), while Priatna et al. (2024) confirmed its effectiveness through digital textbook integration, with an average score increase of 32.4 points. On the other hand, Directed Inquiry Activities (DIA), which emphasizes independent investigation based on the 5W+1H questions, also showed positive impacts. Sri & Pratiwi (2022) reported improved learning outcomes for biographical texts through DIA, while Fajriyah (2022) demonstrated that this model increased student engagement in the material "Providing Suggestions and Offers." However, these studies focused on the implementation of each model separately, with varying educational levels and subjects, and therefore do not provide a comparative picture between Jigsaw and Directed Inquiry Activities.

Although both models have been individually tested and are believed to be effective in developing reading comprehension skills, one of which is the Jigsaw and DIA learning models. However, this study compares the differences between the two models in the context of teaching reading comprehension to fifth-grade elementary school students. Furthermore, there has been no specific research analyzing the differences between the two models in terms of improving reading comprehension skills at the elementary school level. Therefore, this study aims to fill this gap by identifying the differences between the two learning models.

Based on these problems, this study will determine the differences between the Jigsaw and Directed Inquiry Activity learning models on the reading comprehension abilities of fifth grade students at Nuruwe Christian Elementary School.

METHOD

The research method used was quantitative with an experimental strategy. Craswell in Sugiyono (2021) stated that experimental research aims to identify causal relationships between independent and dependent variables, namely by observing how one variable affects another. This study also employed a Quasi-Experimental Design, specifically an Unequal Control Group Design, involving two separate groups: an experimental group receiving a specific treatment and a control group receiving no treatment. Data were collected through pretests and posttests for each group, with the results analyzed statistically.

This study took a population of fifth-grade students at Nuruwe Christian Elementary School, which consisted of two study groups, namely class VA and VB with a total of 56 students. The sampling method used was a census, where each individual was included as part of the sample. The research participants consisted of 28 students in class VA as the control group and 28 students in class VB as the experimental group, so that the total sample included the entire population of class V, totaling 56 students.

The data collection technique in this study is very important to obtain the required information, the technique used is a test. A test is a data collection carried out by distribution to someone, which contains a test to determine the person's achievement (Fiantika, et al., 2022). The test is used to measure students' reading comprehension abilities after participating in learning using the Jigsaw and DIA models, with an essay-type test that includes 10 pretest and posttest questions. The pretest is given before the treatment, while the posttest is given after the treatment with five characteristics of the research instrument, namely 1. Literal: students' ability to understand reading texts explicitly, 2. Reorganizations: students' ability to rearrange, combine or summarize from the text in their own words, 3. Inferential: the ability to draw conclusions, make predictions of meaning that is not written directly in the text, 4. Evaluative: the ability to assess, criticize or evaluate the content of the text based on logic, 5. Appreciative: students' ability to appreciate and respond emotionally to aesthetic values, culture or moral messages in the text. The data analysis technique in this study is the t-test which is carried out to test the significance of the influence of the independent variable on the dependent variable, with decision-making criteria based on the sig value, where a sig value <0.05 indicates a significant influence.

This research will be conducted at Nuruwe Christian Elementary School, located in West Kairatu District, West Seram Regency, Maluku Province. The research will last for three months, from April to June 2024, and will cover preparation, implementation, and reporting..

RESULTS AND DISCUSSION

Research findings are data obtained after the research process is completed, which are then analyzed to draw conclusions. This study collected data in the form of pretest and posttest scores on reading comprehension skills in Indonesian language learning for fifth-grade students at Nuruwe Christian Elementary School, by comparing the results between the control class using the Jigsaw model and the experimental class applying the DIA model to measure its effect on improving reading comprehension skills. All data analysis was conducted using the SPSS program.

1. Reading Comprehension Ability of Control Class.

The results of the descriptive statistical analysis show the characteristics of student learning outcomes in class VA (a control class of 28 students). This analysis includes several indicators, namely: average value (mean), minimum value, maximum value, and standard deviation. This can be seen in tables 1.1 and 1.2 below.

Table 1.1. Results of Reading Comprehension Skills of the Control Class

| <i>Descriptive Statistics</i> | | | | | |
|---------------------------------------|----------|----------------|----------------|--------------|---------------------------|
| | <i>N</i> | <i>Minimum</i> | <i>Maximum</i> | <i>Means</i> | <i>Standard Deviation</i> |
| <i>I swear</i> | 28 | 70 | 85 | 78,75 | 6.028 |
| <i>Post-test</i> | 28 | 80 | 95 | 87,86 | 4.395 |
| <i>Valid N values (based on list)</i> | 28 | | | | |

In table 1.1 it can be seen that the initial ability level of the participants can be shown from the pretest score results. which obtained the highest score of 85, the lowest score of 70, the average score of 78.75 and the standard deviation value of 6.028. The posttest results obtained the highest score of 95, the lowest score of 80, the average score of 87.86 and the standard deviation value of 4.395.

To see the frequency distribution of learning outcomes in more detail, the data can be seen in table 1.2 and table 1.3 which present the achievement of students' comprehensive reading comprehension skills in the control class.

Table 1.2. Frequency Distribution Data for Pretest Control Class

| <i>Pretest</i> | | | | | <i>Cumulative Percent</i> |
|-----------------|------------------|----------------|----------------------|------|---------------------------|
| | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | | |
| <i>Class</i> | 70 | 6 | 21.4 | 21.4 | 21.4 |
| <i>Interval</i> | 75 | 6 | 21.4 | 21.4 | 42.8 |
| | 80 | 5 | 17.9 | 17.9 | 60.7 |
| | 85 | 11 | 39.3 | 39.3 | 100.0 |
| <i>Total</i> | 28 | 100.0 | 100.0 | | |

According to the data in table 1.2, the lowest pretest score was 70, which was achieved by 6 students.or 21.4% of the total participants. Six other students scored 75, representing the same percentage of 21.4%, while five students, or 17.9%, scored 80. Meanwhile, the highest score, 85, was achieved by 11 students, representing 39.3% of the total participants.

Table 1.3. Frequency Distribution Data for Post-test of Control Class

| <i>Posttest</i> | | | | | <i>Cumulative Percent</i> |
|-----------------|------------------|----------------|----------------------|------|---------------------------|
| | <i>Frequency</i> | <i>Percent</i> | <i>Valid Percent</i> | | |
| <i>Class</i> | 80 | 3 | 10.7 | 10.7 | 10.7 |
| <i>Interval</i> | 85 | 10 | 35.8 | 35.8 | 46.5 |
| | 90 | 11 | 39.2 | 39.2 | 85.7 |
| | 95 | 4 | 14.3 | 14.3 | 100.0 |
| <i>Total</i> | 28 | 100.0 | 100.0 | | |

Based on Table 1.3 above, it is known that the lowest posttest score was 80, obtained by 3 students with a percentage of 10.7%. A score of 85 was obtained by 10 students with a percentage of 35.8%, a score of 90 was obtained by 11 students with a percentage of 39.2%,

and the highest score of 95 was obtained by 4 students with a percentage of 14.3% of the total participants.

2. Reading Comprehension Ability of Experimental Class

The results of the descriptive statistical analysis show the characteristics of student learning outcomes in class VB (an experimental class of 28 students). This analysis includes several indicators, namely: average value (mean), minimum value, maximum value, and standard deviation. This can be seen in Table 2.1.

Table 2.1. Experimental Class Reading Comprehension Results

| <i>Descriptive Statistics</i> | | | | | |
|---------------------------------------|----------|----------------|----------------|-------------|---------------------------|
| | <i>N</i> | <i>Minimum</i> | <i>Maximum</i> | <i>Mean</i> | <i>Standard Deviation</i> |
| <i>I swear</i> | 28 | 70 | 85 | 78,39 | 5.524 |
| <i>Post-test</i> | 28 | 80 | 95 | 86,79 | 4.758 |
| <i>Valid N values (based on list)</i> | 28 | | | | |

In table 2.1, it can be seen that the initial level of understanding of students in the experimental class is indicated by the pretest results which obtained the highest score of 85, the lowest score of 70, an average score of 78.39 and a standard deviation of 4.524. Meanwhile, the highest score for the posttest was 95 and the lowest was 80. Overall, the experimental class obtained an average score of 86.79 with a standard deviation of 4.758.

To see the frequency distribution of learning outcomes in more detail, the data can be seen in table 2.2 and table 2.3 which present the achievement of students' comprehensive reading comprehension skills in the control class.

Table 2.2. Frequency Distribution Data of Experimental Class Pretest

| <i>Pretest</i> | | | | | |
|-----------------------|------------------|----|----------------------|-------|---------------------------|
| | <i>Frequency</i> | | <i>Valid Percent</i> | | <i>Cumulative Percent</i> |
| <i>Interval Class</i> | 70 | 3 | 10.7 | 10.7 | 10.7 |
| | 75 | 8 | 28.5 | 28.6 | 39.3 |
| | 80 | 12 | 42.9 | 42.9 | 82.1 |
| | 85 | 5 | 17.8 | 17.8 | 100.0 |
| | <i>Total</i> | 28 | 100.0 | 100.0 | |

Based on the data in table 2.2, the distribution of pretest scores is shown in the following details: a score of 70 was obtained by 3 students with a percentage of 10.7%, a score of 75 was obtained by 8 students with a percentage of 28.5%, a score of 80 was obtained by 12 students with a percentage of 42.9%, and a maximum score of 85 was obtained by 5 students with a percentage of 17.8% of all participants.

Table 2.3. Frequency Distribution Data for the Experimental Class Posttest

| Interval Class | Posttest | | | |
|----------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| 80 | 5 | 17.8 | 17.8 | 17.8 |
| 85 | 12 | 42.9 | 42.9 | 60.7 |
| 90 | 7 | 25 | 25 | 85.7 |
| 95 | 4 | 14.3 | 14.3 | 100.0 |
| Total | 28 | 100.0 | 100.0 | |

Based on the data in table 4.6, the distribution of post-test scores is shown with the following details: 80 was obtained by 5 students with a percentage of 17.8%. A score of 85 was obtained by 12 students with a percentage of 42.9%, a score of 90 was obtained by 7 students with a percentage of 25%, and the highest score of 95 was obtained by 4 students with a percentage of 14.3% of all participants.

3. Uji-T

The next step was to conduct a sample t-test to analyze the significant effect between pretest and posttest scores in the control and experimental classes and to answer the research question, namely, whether there is a difference between the Jigsaw and DIA learning models on students' reading comprehension skills. The complete results can be seen in Table 3 below.

Table 3. T-test results

| | | Means | Paired Differences | | | | T | df | Meaning | |
|----------|--|---------|--------------------|----------------------------|---|---------|---------|----|------------|----------------|
| | | | Standard Deviation | Standard Error of the Mean | 95% Confidence Interval of the Difference | | | | One Side p | Two Sides of p |
| | | | | | Lower | Top | | | | |
| Couple 1 | Pre-test control - post-test control | 8.92857 | 4.97347 | 0.93990 | 10.85708 | 7.00006 | -9.500 | 27 | <.001 | <.001 |
| Couple 2 | Experimental pre-test - experimental post-test | 8.39286 | 3.05916 | .57813 | 9.57908 | 7.20664 | -14.517 | 27 | <.001 | <.001 |

Table 3. T-test results Based on the data presented in table 3 which shows the results of the t-test with a significance value between the pretest and posttest of the control class, it is known that the t value is -9.500 with a one-sided significance value ($p < 0.01$) and two-sided ($p < 0.01$) both below 0.05. Furthermore, the significance between the pretest and posttest for the experimental class is also known to have a t value of -14.517 with a one-sided significance value ($p < 0.01$) and two-sided ($p < 0.01$) both below 0.05. So it can be concluded that both

learning models have an effect on reading comprehension. However, the DIA learning model has a higher influence, which is seen in the t value of -14.517.

In the world of education, an educator (teacher) should create a conducive atmosphere by applying the right learning model, especially for Indonesian language learning in improving reading comprehension skills, so that students' abilities can be seen when they are active in the learning process, not just as recipients of concepts. Thus, it is important to conduct experimental trials to evaluate the effectiveness of a learning model in supporting student development (Dwiyanto et al., 2024). This study tested the differences between two learning models by applying the Jigsaw model in the control class and DIA in the experimental class to analyze the reading comprehension skills of fifth-grade students at Nuruwe Elementary School.

In knowing the results of the pretest and posttest for the control class, namely class VA, to measure the level of students' reading comprehension abilities. The average pretest score for the control group, which applied the Jigsaw method, was 78.75, with scores ranging from 70 to 85. The posttest score showed that the average score increased to 87.86, with the lowest score achieved by students being 80 and the highest score being 95.

Next, find out the pretest and posttest results for the experimental class, namely class VB, to measure students' reading comprehension levels. The average pretest score for the experimental class that implemented the DIA model was 78.39 with scores ranging from 70 to 85. The posttest scores showed that the average score increased to 86.79, while the lowest score achieved by students was 80 and the highest score was 95.

Next, a T-test was conducted to analyze the variance of significance values between the pretest and posttest of both groups. The pretest results of the control group showed a t-test value of -9.500 with a one-sided significance value ($p < 0.01$) and two-sided ($p < 0.01$) < 0.05 . For the posttest of the experimental group, the t-value was -14.517 with a one-sided significance value ($p < 0.01$) and two-sided ($p < 0.01$) < 0.05 . Therefore, it can be concluded that there is a significant difference in student learning outcomes between the pretest and posttest in both the control and experimental groups. However, by comparing the t-test values, it can be seen that -14.517 in the experimental group is greater than the control group. This indicates that the influence of the pretest and posttest is more significant in the experimental group using the DIA learning model.

The results of this study are confirmed by several Jigsaw model studies conducted by Harefa et al. (2022) entitled "The Use of the Jigsaw Type Cooperative Learning Model on Students' Ability to Understand Learning Concepts". By Putu & Darmita (2022) entitled "Implementation of the Jigsaw Type Cooperative Learning Model to Improve Indonesian Language Learning Achievement for Grade V Students Semester I at SD Negeri 3 Sawan". By Sirait (2023) entitled "The Effectiveness of the Jigsaw Method on Reading and Arithmetic Activities in the Student Learning Process". By Heriwan & Taufina (2021) entitled "The Effect of the Jigsaw Learning Model on Indonesian Language Learning Outcomes in Elementary Schools". Furthermore, research on the Directed Inquiry Activity model conducted by Sri & Pratiwi (2022) entitled "Directed Inquiry Activity Model to Improve Student Learning Outcomes on Biographical Text Material".

Reading comprehension has important benefits in the world of education. For students, reading comprehension serves as a means to access various information, so they can gain knowledge relevant to everyday life (Frans et al., 2023). Therefore, this study conducted an experiment focused on reading comprehension skills using the Jigsaw and DIA educational models. According to Hindawati et al. in (Hisnan Hajron, 2024), the Jigsaw learning approach is a method that combines teams (groups), where initially a core group is formed, then transferred to an expert group to study certain material in depth, and returned to the core group to transfer the acquired knowledge. Meanwhile, the DIA learning model is a task-focused model in which students seek answers to questions about who, what, how, where, why, and when directly in the reading material (Abd Halik, 2023). The two models applied in this study are appropriate and aligned with the learning objectives in Indonesian language lessons that have been previously determined, so that from a cognitive perspective, DIA is superior with a structured investigation process with 5W + 1H guidance that forces students to actively explore, sort and connect information.

CONCLUSION

This research proves that both learning models, Jigsaw And Directed Inquiry Activity (DIA), significantly improved the reading comprehension skills of fifth-grade students at Nuruwe Christian Elementary School. However, DIA showed a higher advantage compared to Jigsaw, as seen from the greater increase in t-test scores (-14.517). The advantage of DIA lies in the learning structure that encourages students to conduct independent investigations through 5W + 1H questions, facilitating in-depth analysis, active collaboration, and contextual understanding. In this study, it was proven to be more strongly developed through DIA because this model trains fifth-grade elementary school students to actively connect reading comprehension learning through the process of investigation and in-depth questions, resulting in a more significant increase in understanding compared to the Jigsaw model which is collaborative but less emphasizes independent exploration, but is effective in increasing learning motivation through peer guidance.

This finding also emphasizes the importance of choosing a learning model that is not only interactive, but also builds student independence in constructing the meaning of reading. The implication is that schools are advised to adopt DIA as an innovative strategy to improve literacy, supported by teacher training and enrichment of inquiry-based learning resources. This research also opens up space for further exploration regarding the integration of the two models or their application to other learning contexts, by expanding the scope of samples and measurement variables based on a comparison of the strength of learning outcome improvements.

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