ABSTRAK

PENGARUH MODIFIKASI *COOPERATIVE LEARNING* TIPE JIGSAW DISERTAI *MIND MAPPING* DALAM MENINGKATKAN *SELF EFFICACY* DAN KEMAMPUAN KOGNITIF

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Latar Belakang: Jigsaw merupakan salah satu metode pembelajaran kooperatif yang lebih efektif dibandingkan STAD dan TAI. Namun, penggunaan hanya satu model pembelajaran belum mampu mencapai hasil yang maksimal sehingga dibutuhkan metode *mind mapping* agar dapat meningkatkan *self efficacy* dan kemampuan kognitif mahasiswa.

Metode: Jenis penelitian ini adalah *Quasi Experimental* dengan desain *pretest-posttest with control group design*. Responden penelitian ini mahasiswa semester IV, S1 Keperawatan di STIKES Muhammadiyah Gombong berjumlah 120 mahasiswa. Analisis data menggunakan *paired t-test* dan independent t-test untuk mengetahui adanya pengaruh.

Hasil: Kemampuan kognitif kelompok intervensi menunjukkan nilai yang lebih tinggi dibandingkan dengan kelompok kontrol yaitu $(78,50\pm10,097)$ sedangkan pada kelompok kontrol $(59,92\pm11,516)$ dan nilai rata-rata *self efficacy* pada kelompok intervensi lebih tinggi daripada kelompok kontrol yaitu $(31,35\pm4,079)$ sedangkan pada kelompok kontrol $(25,25\pm4,436)$.

Kesimpulan: Ada pengaruh pembelajaran kooperatif tipe jigsaw disertai *mind mapping* dalam meningkatkan *self-efficacy* dan kemampuan kognitif mahasiswa.

Kata kunci: Jigsaw, *Mind Mapping*, Kemampuan Kognitif, dan *Self efficacy*

ABSTRACT

THE EFFECT OF MODIFICATION COOPERATIVE LEARNING JIGSAW TYPES WITH MIND MAPPING IN IMPROVING SELF EFFICACY AND COGNITIVE ABILITY

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Background: Jigsaw is one of the effective cooperative learning methods compared to STAD and TAI. However, the use of only one learning model has not been able to achieve maximum results, so mind mapping methods are needed in order to improve students' self efficacy and cognitive abilities.

Method: This type of research is Quasi Experimental with pretest-posttest with control group design. Respondents of this study were semester IV, S1 Nursing students in STIKES Muhammadiyah Gombong as much as 120 students. Data analysis using paired t-test and independent t-test to determine the influence.

Results: The cognitive ability score of the intervention group showed a higher value compared to the control group (78.50 $\pm$ 10,097) while in the control group (59.92 $\pm$ 11,516) and the difference in the average self efficacy in the intervention group was higher than the control group namely (31.35 $\pm$ 4.079) and in the control group with an average value (25.25 $\pm$ 4,436) .

Conclusion: There is the influence of cooperative learning jigsaw type with mind mapping in improving students' self-efficacy and cognitive abilities.

Keywords: Jigsaw, Mind Mapping, Cognitive Ability, Self efficacy