Abstract

This study aims to analyze the Jigsaw learning model in overcoming reading difficulties in students at SDN 5 Limboto, Gorontalo Regency. This study used a qualitative approach. The research location was SDN 5 Limboto, Gorontalo Regency, with the subjects being teachers and students involved in the reading learning process using the Jigsaw model. Data collection techniques used included observation, interviews, and documentation. Data analysis techniques were carried out through the stages of data reduction, data presentation, and conclusion drawing. The results showed that the application of the Jigsaw learning model encountered several reading difficulties in students, such as lack of fluency in reading text, difficulty distinguishing letters, lack of reading habits at home, pronunciation errors, and poor comprehension of the reading content. Based on the research results, it can be concluded that the implementation of the Jigsaw learning model at SDN 5 Limboto, Gorontalo Regency, still faces various challenges that need to be addressed through teacher training, increasing student engagement and cooperation, and optimizing learning strategies. It is hoped that the results of this study can provide input for the school in developing and implementing the Jigsaw learning model as an effort to address reading difficulties in elementary school students.

Keywords: *Jigsaw Learning Model, Learning Difficulties, and Students.*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis model pembelajaran Jigsaw dalam mengatasi kesulitan belajar membaca pada siswa di SDN 5 Limboto, Kabupaten Gorontalo. Penelitian ini menggunakan pendekatan kualitatif. Tempat pelaksanaan penelitian dilakukan di SDN 5 Limboto, Kabupaten Gorontalo, dengan subjek penelitian yaitu guru dan siswa yang terlibat dalam proses pembelajaran membaca menggunakan model Jigsaw. Teknik pengumpulan data yang digunakan meliputi observasi, wawancara, dan dokumentasi. Teknik analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dalam penerapan model pembelajaran Jigsaw terdapat beberapa kesulitan belajar membaca siswa, seperti kurang lancar dalam membaca teks, sulit membedakan huruf, tidak ada pembiasaan belajar membaca dirumah, kesalahan dalam pengucapan kata, serta rendahnya pemahaman terhadap isi bacaan. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan model pembelajaran Jigsaw di SDN 5 Limboto Kabupaten Gorontalo masih menghadapi berbagai tantangan yang perlu ditangani melalui pelatihan guru, peningkatan keaktifan dan kerja sama siswa, serta optimalisasi strategi pembelajaran. Diharapkan hasil penelitian ini dapat menjadi masukan bagi pihak sekolah dalam mengembangkan dan menerapkan model pembelajaran Jigsaw sebagai upaya mengatasi kesulitan belajar membaca pada siswa sekolah dasar.

Kata Kunci **: Model Pembelajaran *Jigsaw*, Kesulitan Belajar, dan Siswa.**