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Application of the Jigsaw Type Learning Model in Improving Understanding of Pancasila and Citizenship Subjects in Elementary School Students

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Abstract

The purpose of this study was to apply the Jigsaw Type Learning Model in increasing understanding of Pancasila and Citizenship (PKn) subjects in elementary school students in Class III SDK Ignatius Slamet Riyadi I, Jakarta, Indonesia. This research method uses classroom action research (PTK) which follows the Kemmis and Taggart Models. This study includes 2 cycles where each includes 4 stages, namely planning, acting, observing and reflecting. The research time was 3 weeks during March 2022 with 32 research subjects, while the data was collected through tests, interviews, observation and documentation. The results showed that there was a significant increase in understanding of Civics in class III students. This is evidenced by the results of the percentage test of understanding in each cycle that increases, namely Pre-Cycle = 56%, Cycle I = 78% and Cycle II = 84%. The results of the study showed that the application of the Jigsaw Type Learning Model could improve the understanding of Civics of SDK Ignatius Slamet Riyadi I students.

Keywords: jigsaw type learning model, pancasila and citizenship, understanding.

1 INTRODUCTION

Civics is one of the subjects that is usually taught at the elementary, middle school, or tertiary levels. The meaning of Civics is that Pancasila and Citizenship are one of the important and main lessons that must be learned by all students in Indonesia. Based on Permendiknas No. 22 of 2006 in Winarno states that "Civics is defined as a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character mandated by Pancasila and the 1945 Constitution" (Winarno, 2013).

Comprehension is a person's ability to understand or understand something after it is known or remembered. In other words, understanding is knowing about something and being able to see it from various angles. A student is said to understand something if he can provide an explanation or give a more detailed description of it using his own words (Anas, 2012). Understanding refers to the ability to understand the meaning of the material. This aspect is one level above knowledge and is a lower level of thinking (Usman, 2013).

According to Bloom, understanding is defined as the ability to absorb from the material or materials that have been studied. Understanding according to Bloom is how much students are able to receive, absorb, and understand the lessons given by the teacher to students, or the extent to which students can understand and understand what they read, see, experience, or feel in the form of research results or his direct observations (Susanto, 2013).

In learning activities, indicators of understanding are shown through: (1) expressing ideas or opinions in their own words, (2) differentiating, comparing, interpreting, data, describing in their own words, (3) explaining main ideas, (4) and retell it in your own words. Examples of learning outcomes related to understanding are students being able to explain the meaning of rules or norms in society (Kunandar, 2014).

Comprehension strategies seek to awaken and develop students' capacity to reason, use evidence and logic. These strategies can motivate and arouse curiosity through mysteries, problems, clues, and opportunities for analysis and debate. The chapters on understanding strategies include: (1) Comparing and contrasting (compare and contrast) are strategies used by students to carry out comparative analysis, using criteria in drawing conclusions and guessing possible causes and effects. (2) Reading for meaning is a reading strategy that uses simple statements in order to help students find and evaluate evidence and develop careful interpretations. (3) Acquisition of the concept (concept attainment) is an approach to teaching and learning in-depth concepts based on careful examination of examples and non-examples. (4) Mystery (mystery) strategies in which students interpret and organize clues to explain puzzle situations or answer challenging questions (Silver, 2012).

Students' knowledge and understanding of learning concepts according to the National Council of Teachers of Mathematics (NCTM) can be seen from students' abilities in: a) being able to define concepts both verbally and in writing, b) being able to identify and make examples and non-examples, c) being able to use models, diagrams and symbols for the purpose of presenting a concept, d) being able to change one form of representation into another, e) being able to recognize various meanings and interpretations of concepts, f) being able to identify the properties of a concept and recognize the terms that determines a concept, g) being able to compare and contrast existing concepts (Harefa et al., 2022).

The meaning of jigsaw in English is a jigsaw and there is also a mention of the term puzzle, which is a puzzle that arranges pieces of a picture. This jigsaw type learning model takes the pattern of how a saw works (zigzag), namely students carry out a learning activity by working together with other students to achieve common goals (Rusman, 2011). The number of students working in each group must be limited, so that the groups formed can work together effectively, because a group size affects its productivity abilities. In this case, Soejadi in Isjoni argued, the larger the number of members in a group, the less effective cooperation among its members could result (Isjoni, 2010).

The jigsaw type learning model is a type of cooperative learning model that encourages students to be active and help each other in mastering learning material to achieve maximum achievement (Isjoni, 2010). In its application, jigsaw type cooperative learning provides positive added value where it not only wants students to learn academic skills and content, but also helps students to practice in achieving the goals of social and human relations, which also have an influence on their academic achievement (Lubis & Hasrul Harahap, 2014).

This learning model also has advantages and disadvantages in its application to the learning process, so teachers should be wiser in its application. The advantages of the jigsaw type cooperative learning model include: (1) Students do not depend on the teacher, so that students can have confidence in their ability to think for themselves, find information from various sources and learn from various other students. (2) Students can develop the ability to express ideas or ideas verbally and can compare their ideas or ideas with the ideas or ideas of other students. (3) The interaction that takes place can increase students' motivation in learning and provide stimulation to think. (4) Students use information and abstract learning abilities become real. (5) Students have the ability to test their own ideas and understanding, receive feedback and can practice problem solving without fear of being wrong. (6) Helping children to care about other people and be aware of their limitations and accept all differences. (7) Students can be more responsible in learning. (8) Can improve social skills. While the shortcomings of the jigsaw cooperative model include: (1) Students who are considered to have advantages will feel hampered by students who are lacking as a result of disrupting the climate of cooperation in groups. (2)

Without clear direction from the teacher, the learning objectives will be difficult to achieve. (3) Assessment does not reflect the ability of individual students. (4) It takes a long time to give students an understanding of learning in groups (Pratiyo, 2019).

2 RESEARCH METHODS

This study applies the Jigsaw Type Learning Model in increasing understanding of Pancasila and Citizenship (PKn) subjects in elementary school students in class III SDK Ignatius Slamet Riyadi I Cijantung, East Jakarta. The location of this school is on Jln. Raya Bogor Km. 24 Cijantung, Kec. East Jakarta Rebo Market. The research time is the Even Semester of the 2021/2022 Academic Year. Starting from March to July 2022. In accordance with the type of research, namely Classroom Action Research (PTK), the researcher uses the Kemmis and Taggart PTK model, which is a spiral from one cycle to the next and here the researcher uses two cycles in his research on this research model each cycle includes planning, acting, observing and reflecting (Aqib, 2014). The steps of this research can be described in Figure 1.

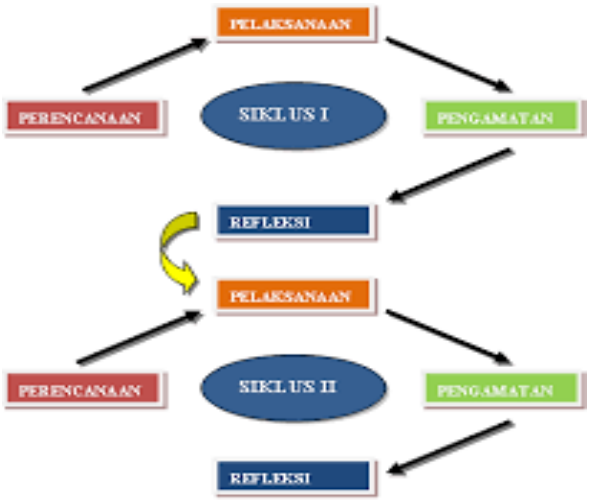

Figure 1. The Flow of Implementation of the Kemmis and Taggart's Classroom Action Research (CAR) Model

3 RESULT AND DISCUSSION

3.1 Pre-Action Description

Based on the data and facts that occurred while carrying out Classroom Action Research (PTK), it can be seen that the learning outcomes regarding students' understanding of Civics using the Jigsaw Method from Pre-Cycle to Cycle II show that there are changes in the results of Civics Understanding in a better direction.

Table 1. Percentage of Students' Understanding of Civics in Pre-Cycle

KKM	The number of students	Percentage	Information
75	18	56%	Complete
	14	44%	Not Completed
Total	32	100%	

Based on Table 1, it can be seen that in this Pre-Cycle, there were 18 students or 56% who had achieved the KKM, while there were 14 students who had not reached the KKM or 44%.

3.2 Action Description

3.2.1 Cycle I

Based on the results of Cycle I above, there were 25 students who had reached the KKM or 78% and 7 students or 22% who had not reached the KKM. In Cycle I it can be seen an increase in the results of students' understanding of Civics. However, these results have not reached the criteria for research success. Research is said to be successful if it reaches 80%.

Table 2. Percentage of Students' Understanding of Civics in Cycle I

KKM	The number of students	Percentage	Information
75	25	78%	Complete
	7	22%	Not Completed
Total	32	100%	

3.2.2 Cycle II

Based on the results of Cycle II, it can be seen that there were 27 students or 84% who had reached the KKM and 5 students or 16% had not reached the KKM. At this stage there have been many improvements in students' understanding of Civics by carrying out reflections at each stage of the cycle by observing and analyzing constraints in the previous cycle as a basis for improvements in the next cycle stages.

Table 3. Percentage of Students' Understanding of Civics in Cycle II

KKM	The number of students	Percentage	Information
75	27	84%	Complete
	5	16%	Not Completed
Total	32	100%	

Overall, Figure 2 shows the results obtained by researchers in applying this Jigsaw type learning model.

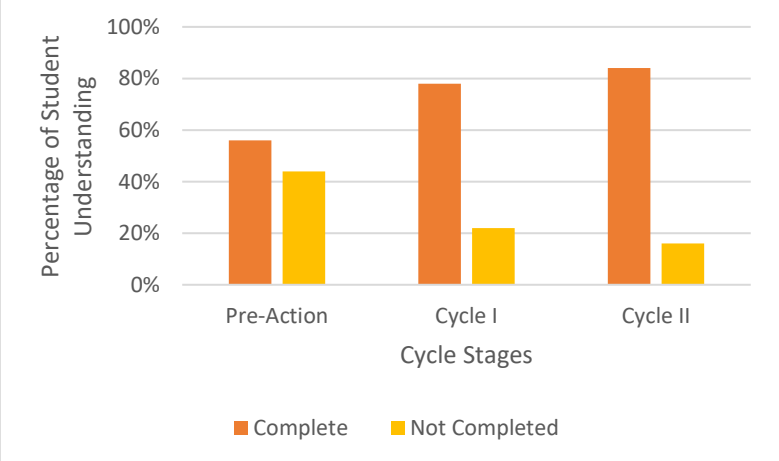

Figure 2. Graph of Student Civics Understanding Results

This Jigsaw type learning model produces improvements in learning outcomes in students' understanding of Civics, this is because students: (1) become independent of the teacher, so that students can have confidence in thinking for themselves, (2) can develop the ability to express ideas or ideas verbally, (3) there is an ongoing interaction between

students which can increase students' motivation in learning and provide stimulation to think, (4) abstract learning abilities become real, (5) can have the ability to test their own ideas and understanding, (6) help students to care to other people and be aware of their limitations and accept all differences, (7) can be more responsible in learning, and (8) can improve social skills. And in line with the advantages stated by Prastiyo, the advantage of this cooperative learning model is that there is an emphasis on peer tutors with the existence of expert groups on the home group which motivates students to learn and think (Prastiyo, 2019).

4 CONCLUSION

The application of the Jigsaw type learning model in Civics learning succeeded in increasing students' understanding in class III of SDK Ignatius Slamet Riyadi I based on the process. This can be seen through the participation of students in following and experiencing a significant and positive increase from Pre-Cycle to Cycle II based on the observation sheet. It can also be concluded that the Jigsawa Method is also able to increase and maintain student motivation in learning Civics at that time, as shown by the results observation. The students enjoyed the teaching and learning process of understanding Civics students through the Jigsaw Method.

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