

Development of a Video Based Jigsaw Learning Method in Forming Responsible Karakter in Students

Yuyun Yunengsih^{1*}, Mohamad Abduh², Ria Rosalina³

¹SMP Noer Hidayah Tambun, Bekasi, Indonesia

²Program Magister PPKn STKIP Arrahmaniyah, Depok, Indonesia

³Universitas Saintek Muhamadiyah, Jakarta, Indonesia

*yuns3083@gmail.com

Abstract

The development of the video-based jigsaw learning method used can increase students' creativity and activeness in understanding the material explained by the teacher so that students can re-explain the concepts of material taught by the teacher in their own language without changing the context of the actual meaning of the material. Pancasila is the basic ideology of the state and shapes the responsible character of students. This research uses Research and Development (R&D) research. From the results of expert validation, it shows that the feasibility of developing a video-based jigsaw learning method obtained a percentage of 84% in the "very feasible" category, while the percentage score of the expert validation sheet for developing jigsaw and video learning methods to form a student's responsible character was 96% in the "very feasible" category. . The product effectiveness test was carried out by looking at the difference in scores before and after the development of the video-based jigsaw learning method in increasing understanding of the Pancasila material and state ideology and forming students' responsible character. The design for developing the video-based jigsaw method can be seen that $t_{count} < t_{table}$, namely $1.661 < 2.013$.

Keywords: Karakter, Jigsaw, Video.

1 INTRODUCTION

Jigsaw can be interpreted as a structured group work strategy based on cooperation and responsibility. This method ensures that each student assumes a significant responsibility within the group. In this technique, the teacher pays attention to the schema or background experience of students in activating this schema so that the learning material becomes more meaningful. Apart from that, students work together with fellow students in an atmosphere of mutual cooperation and have many opportunities to process information and improve Moch's communication skills (Wahib: 2009).

Steps for implementing the Jigsaw method: 1) Choose material that can be divided into several segments. 2) Divide students into several groups according to the number of segments available. 3) Each group has the task of presenting and explaining different material. 4) Each group sends its members to another group to convey what they have learned in the group. 5) Return the class atmosphere to normal then ask if there are any problems in the group. 6) Give students several questions to check their understanding of the material (Hisyam, et al.; 2002).

According to Ibrahim, et al, cooperative learning with the jigsaw type has several advantages, including: 1) Allows students to develop creativity, abilities and problem solving abilities according to their own wishes. 2) The relationship between teachers and students runs in a balanced manner and allows the learning atmosphere to be very

intimate, thus allowing for harmony. 3) Motivate teachers to work more actively and creatively 4) Able to combine various learning approaches, namely class, group and individual approaches (Ibrahim. et al.; 2011). The ability to combine various learning approaches is video as a learning resource.

The use of videos as a learning resource is very important. By using videos as a learning resource, students can provide responses on basic competencies, comment on performances, and also model basic competencies in writing video scripts and also basic competencies in acting out scripts written by students. The issues discussed are matters related to the use of video. as a video learning resource for students. The approach used in making this video lesson is a constructivist and design approach. This learning resource is a video related to the use of video as a learning resource.

According to Azhar Arsyad (2016) videos are images in frames where frame by frame they are projected through the projector lens mechanically so that on the screen the image appears alive. The opinion of Cheppy Riyana (2007) is that learning video media is media or tools that provide audio and visuals that contain good learning messages containing concepts, principles, procedures, theory and application of knowledge to help understand the learning material. Basically video programs are divided into 4, namely information videos, cultural videos, educational videos and entertainment videos.

According to Sunaryo Soenarto (2002) the benefits of using multimedia in learning are as follows: (a). The use of software is much better for presenting teaching materials that have a standard structure such as mathematics (b). The role of computers in multimedia is shifting from media used to present teaching materials to media that is able to play a role as a learning resource for students. (c). The role of computers in multimedia has shifted the concept of learning in the classroom towards the concept of learning in cyberspace in a wider environment.

Apart from that, Ismaniati (2001) stated that the benefits of multimedia in learning are as follows: (a). Increasing students' learning motivation (b). Provide information about errors and the amount of study time and time to work on questions to students (c). Overcoming weaknesses in group learning (d). Train students to skillfully select the desired parts of the learning content (e). Useful for students who are usually less able to follow traditional learning methods (f). Reducing embarrassment in the learning process (g). Support individual learning (h). Enable students to become more familiar with and familiar with computers (i). Creating enjoyable learning. In this technique, the teacher pays attention to the schema or background experience of students in activating this schema so that the learning material becomes more meaningful. Apart from that, students work together with fellow students in an atmosphere of mutual cooperation and have many opportunities to process information and improve communication skills (Moch.Wahab; 2009).

Video-based jigsaws are designed to increase students' sense of responsibility for their own learning and the learning of others. Students not only study the material provided, but they must also be ready to provide and teach the material to other group members. Thus, "students are interdependent on one another and must work together cooperatively to learn the assigned material". Members of different teams with the same topic meet for discussions (expert teams) to help each other about the learning topics assigned to them consisting of 4 – 6 people heterogeneously and working together (Devid; 2008).

Zubaedi (2012) stated that character can be defined as a guide to all human characteristics that are permanent, so that it becomes a special sign to distinguish one person from another. Suyanto and Masnur Muslich (2011) state that character is a person's way of thinking and behaving which is the characteristic of each individual for living and working together, both in the family, community and country. Definition of Responsibility Responsibility in Complete Indonesian means the condition of having to bear everything (if something happens you can be sued, blamed, sued and so on). Responsibility is human awareness of their intentional or unintentional behavior or actions. Responsibility is also acting as a manifestation of awareness of obligations (Mrs. Asisul; 2017).

Responsibility is natural, meaning that it has become part of human life, that every human being is burdened with responsibility. Responsibility is a characteristic of a civilized or (cultured) human being. Humans feel responsible because they feel conscious and aware of the good or bad consequences of their actions and realize that other parties definitely need their devotion or sacrifice (Hoetomo; 2005).

Characteristics of the responsible character of people who carry out their obligations with high awareness and do not just demand rights can be said to be good citizens. People who have a great sense of responsibility for their souls will be able to take responsibility for their actions. The attitude of a responsible person is as follows: 1) Willing to bear the consequences of his actions. Responsible people will not run away from the actions they commit. He will face sanctions or punishment. On the other hand, irresponsible people will run away from the risks, they will throw them at other people, or slander other people. The act of sacrificing another person is an act of violence. This action should be avoided. Whatever the form of risk, we must bear it. 2) Will not blame other people. The perpetrator of the action is the first person who will bear the consequences of his wrong actions. If we are wrong, don't throw stones and hide your hands. That's not good. We are the ones who did it, so we must be responsible for it. 3) Be aware of weaknesses. We must recognize wrong actions as a form of weakness or deficiency in ourselves. Admitting mistakes or weaknesses is a good act to do good in the future. 4) Trying to improve yourself. Efforts to make things better than before are good actions. Responsible people will always try to improve themselves from all shortcomings, weaknesses and mistakes (Ahmad; 2014).

Character is the character or habit of doing good things. From the explanation above, it can be concluded that character is morals or character that is centered on a person's self as a basis for thinking, acting and behaving. The characteristics of character are: 1) Character is "who and what you are when other people see you" 2) Character is the result of values and beliefs 3) Character is a habit that becomes second nature 4) Character is not a recapitulation or what other people think of you 5) Character is not how better you are than other people 6) Character is not relative (Fatchul Mu'in; 2013). Forming a responsible character is a person's personal value which is manifested in his attitudes and behavior in everyday life, where a person is able to know the good and bad values in himself and the surrounding environment, while the attitude of responsibility has an important role in every aspect of human life.

2 RESEARCH METHODS

The research method used is Research and Development (R&D) research. The learning media resulting from the jigsaw development that has been created is the PPKn learning model with a video-based learning design in the form of learning activities in the form of video files along with portfolios or explanations. The design of this learning model can be reviewed in 3 (three) aspects, namely the initial opening, content/core of learning activities and closing of learning activities. Researchers in developing learning model products with video-based learning designs and to test the effectiveness of these products so that they can function in real terms, research is needed to test the effectiveness of products with learning models using video-based jigsaw development methods using Research and Development (R & D) (Pudjiastuti; 2019).

Product data analysis is the analysis used on product designs carried out by expert validators using a Likert scale. Data analysis was carried out using descriptive data analysis. By changing qualitative data into quantitative data. The interval data can be analyzed by calculating the average answer based on the scoring of each answer from the validator. Once the percentage is known, it can be seen whether the video-based jigsaw development method is feasible or not. Data from validation tests are used as an assessment of the product and as a reference for whether product improvements are needed or not (Sugiyono; 2013). Apart from using percentage techniques, data analysis was also carried out descriptively, namely explaining the suggestions given by expert

validators. The results of this presentation are the considerations for product improvement. Meanwhile, teacher and student response data to the video-based jigsaw development model were analyzed using the same technique as analysis from the validator, namely using percentage techniques and descriptive analysis. After the product is finished, a pretest and posttest are held to collect student understanding data. The purpose of the final stage of analysis is to answer the hypotheses that have been put forward. The data used are pretest and posttest scores. Data analysis was carried out descriptively on the percentage of pretest and posttest results using the N-gain test.

This research was carried out at the private school SMP Noer Hidayah Jl. South Toyogiri Gg. Hidayaturrohmah Mosque RT. 01/08 Ex. Jatimulya South Tambun, Bekasi Regency, West Java. The research was conducted in the even semester of the 2023/2024 academic year, with this research being conducted over a period of 4 months, namely March to June 2024. The research was conducted on class IX students at SMP Noer Hidayah Tambun Selatan Bekasi with a total of 92 students who were tested. Try using the video-based jigsaw learning strategy model. However, product trials were carried out on 30 students.

3 RESULT AND DISCUSSION

Research data was obtained for the purposes of describing research data. The research data consists of: (1) Development of a video-based jigsaw learning method to increase understanding of Pancasila as a state ideology and form student responsibility (2) Feasibility of developing a video-based jigsaw learning method to increase understanding of Pancasila as a state ideology and form student responsibility (3)) The effectiveness of developing a video-based jigsaw learning method to increase understanding of Pancasila as a state ideology and forming student responsibility, (4) Dissemination of the results of developing a video-based jigsaw learning method to increase understanding of Pancasila as a state ideology and forming students' responsible character.

3.1 Development of a video-based Jigsaw learning method to increase understanding of Pancasila as a state ideology and form responsible character

The development of a video-based jigsaw learning method is one form of learning method among the many learning methods that exist in the world of education. This method can be used to overcome problems in learning activities at school every day. At school, students are required to learn creative, innovative and developed community groups using PPT media and play roles in activities to understand Pancasila material as the state ideology and form responsibilities in accordance with the 2013 education unit level curriculum. Therefore, teachers can implement active, creative, innovative and collaborative learning methods so that students can be directly involved in the learning process.

Mass production was carried out on Monday, May 13 2024 involving 30 class IX students divided into 5 (five) groups. Production is divided into several stages: (1). introduction (2) planning of learning development methods (3) explanation of material by the teacher (4) implementation of video-based jigsaw learning method development (5) making videos of activities to understand Pancasila as a state ideology and responsibility (6) present the results of the group video.

3.2 Implementation of Video-Based Jigsaw Learning Method Development

Next, at the implementation stage, students were formed into 5 groups consisting of 6 students, this division was based on the number of students and the number of themes/discussions carried out in accordance with the development of the jigsaw learning method and the teacher collaborated with researchers to distribute discussion material according to the theme of each group. students sit in a U-letter with their respective groups, this kind of seating arrangement is to give a different impression to make it easier for them to discuss face to face, after that the teacher gives instructions to students to

read and understand the summary, and after that they have to make 1 -2 questions related to the material presented. After the presentation is finished, the teacher invites students to discuss questions at the end of the learning activity by providing clarification regarding the students' answers. The teacher also asks students to remain seated in groups based on their groups.

3.3 Test the feasibility of developing a video-based jigsaw learning method in increasing understanding of Pancasila as a state ideology and forming students' responsible character

Expert verification (recommendation) is a stage to determine the development of video-based jigsaw learning methods in increasing understanding of Pancasila as a state ideology and forming students' responsible character in the form of video files suitable for students to use in the learning process. The stage carried out is product development aimed at producing a PPKn learning model with a video-based jigsaw method development learning design through a validation and revision process.

Material Expert Verification. Material expert verification was carried out by one teacher who understands PPKn learning from SMP Noer Hidayah Tambun Selatan Bekasi. The teacher selected as a verifier has met the criteria as a material expert validator. The following are the results and summary of input provided by material experts and verification or corrective steps taken. 1) Triangulation, where results have been obtained regarding the development of a video-based jigsaw learning method in increasing understanding of Pancasila as a state ideology and forming the responsible character of class IX students at SMP Noer Hidayah Tambun Selatan Bekasi. 2). Member check, where the researcher checks again with the informants who have been asked for interviews. 3). Next are field notes, namely the researcher makes notes regarding things that occur during the research, from the beginning of the research to the end of the research. 4). Finally, carry out auditing to see how far the research has progressed, whether it has been carried out well or whether there are still deficiencies during the research. If there are deficiencies, the researcher will complete them. To support other things, the researcher also collected some documentation contained in the research.

After improvements were made in accordance with expert suggestions and input, the jigsaw method was developed by carrying out video-based feasibility. The results of the feasibility of developing a video-based jigsaw method in increasing understanding of Pancasila as a state ideology and forming students' responsible character from the views of learning and language model experts into products with results showing scores of 43 and 49.6. And also the feasibility percentage obtained was 95% and (85,84,80)% (found in the attachment) with the conclusion from these results being "very feasible". The product feasibility data resulting from the data analysis used in this research is a descriptive analysis with two variables, namely increasing understanding of Pancasila as a state ideology and forming students' responsible character, based on a predetermined learning model assessment grid.

3.4 Test the Effectiveness of the Video-Based Jigsaw Method Development Design

From the calculation results of filling out the questionnaire on understanding Pancasila as a state ideology and forming students' responsible character after and before using the jigsaw development method. Furthermore, the mean (average) result of the essay test before using the jigsaw method development was 21.667. Then the mean (average) essay test result after using the jigsaw development method was 26.25. The product effectiveness test was carried out by looking at the difference in scores before and after being given material regarding the jigsaw development method and material on understanding Pancasila as a state ideology and forming student responsibility. development of the jigsaw method by conducting video-based feasibility with a t-test with the criteria that data is said to be significant if $t \text{ count} \geq t \text{ table}$. or $p\text{-value} < \alpha (0.05)$. Here it can be seen that $t \text{ count} < t \text{ table}$, namely $1.661 < 2.013$ for the results of the

attitude of tolerance for socio-cultural diversity. Next, develop the jigsaw method by carrying out video-based feasibility with a t-test with the data criteria being said to be significant if $t \text{ count} \geq t \text{ table}$ or $p\text{-value} < \alpha (0.05)$. Here it can be seen that $t \text{ count} < t \text{ table}$, namely $1.661 < 2.013$ for results on appreciative behavior. So there is no difference in responsible behavior in Noer Hidayah Middle School class XI students before and after using the jigsaw method development by implementing video-based feasibility. Next, there was no difference in responsible behavior in Noer Hidayah Middle School class XI students before and after using the jigsaw method development by implementing video-based feasibility.

4 CONCLUSION

Based on the research results and discussion in the previous chapter, the following conclusions can be drawn:

From the calculation results of filling out the student's character responsibility questionnaire after and before using the jigsaw development method. Furthermore, the mean (average) result of the essay test before using the jigsaw method development was 21.667. Then the mean (average) essay test result after using the jigsaw development method was 26.25. The product effectiveness test was carried out by looking at the difference in scores before and after being given material regarding the jigsaw development method in forming student responsibilities. development of the jigsaw method by conducting video-based feasibility with a t-test with the criteria that data is said to be significant if $t \text{ count} \geq t \text{ table}$. or $p\text{-value} < \alpha (0.05)$. Here it can be seen that $t \text{ count} < t \text{ table}$, namely $1.661 < 2.013$ for the results of the attitude of tolerance for socio-cultural diversity. Next, develop the jigsaw method by carrying out video-based feasibility with a t-test with the data criteria being said to be significant if $t \text{ count} \geq t \text{ table}$ or $p\text{-value} < \alpha (0.05)$. Here it can be seen that $t \text{ count} < t \text{ table}$, namely $1.661 < 2.013$ for results on appreciative behavior.

So there is no difference in responsible behavior in Noer Hidayah Middle School class XI students before and after using the jigsaw method development by implementing video-based feasibility. Next, there was no difference in responsible behavior in Noer Hidayah Middle School class XI students before and after using the jigsaw method development by implementing video-based feasibility.

5 REFERENCES

- Ahmad Wahyu Adi Prabowo, "*Implementasi Nilai-nilai Karakter Tangung Jawab Dalam Pembelajaran Akidah Akhlak Peserta Didik Di MTsN Sumberagung Bantul*", Yogyakarta" (Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sunan kalijaga, 2014.), hlm. 15.
- Arsyad, Azhar (2016), *Media Pembelajaran*, Jakarta: Raja Grafindo Persada.
- Cheppy Riyana (2007), *Pedoman Pengembangan Media Video*. Bandung:Program P3AI Universitas Pendidikan Indonesia.
- Devid Haryalesmana, 2008, *Pendekatan Metode Jigsaw*, *pendekatan-metode-jigsaw*. html, diakses 21 November 2012).
- Fatchul Mu'in, *Pendidikan Karakter Kontruksi Teori & Praktik*", Ar-Ruzz Media, Jogjakarta, 2013, hlm.161-162
- Hisyam Zaini, Barmawy Munthe, Sekar Ayu Aryani, *Strategi Pembelajaran Aktif di Perguruan Tinggi* (Yogyakarta: CTSD, 2002) h. 56-57.
- Hoetomo, *Kamus Lengkap Bahasa Indonesia*, (Surabaya: Mitra Pelajar, 2005), 507

- Ibrahim dkk. *Pembelajaran Kooperatif* (Jakarta: UNESA, 2011).hal. .7-8. Moch Wahib, 2009, *Cooperayive Learning Tehnik Jigsaw*, (<http://www.wahibdr.com/cooperative-learning-teknik-jigsaw.html>, diakses 21 november 2012).
- Ibu Asisul, *Guru Akidah Akhlak MTsN I Kendiri*, 19 Oktober 2017
- Ismaniati,C. (2013), *Penggunaan Teknologi Informasi dan Komunikasi Dalam Peningkatan Kualitas Pembelajaran*. Universitas Muhamadiyah Surakarta.
- Masnur Muslich, "*Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*", Bumi Aksara, Jakarta, 2011, hlm. 70
- Moch Wahib, 2009, *Cooperayive Learning Tehnik Jigsaw*, (<http://www.wahibdr.com/cooperative-learning-teknik-jigsaw.html>, diakses 21 november 2012).
- Pudjiastuti, Sri Rahayu (2019), *Metode Penelitian Pendidikan*, Yogyakarta: Media Akademi.
- Sugiyono (2013)., *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sunaryo Soenarto (2002), *Pengembangan Multi Media Pembelajaran Interaktif*. DPN P3AI.
- Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Dunia Pendidikan*", Kencana, Jakarta, 2012, hlm. 9