

Improving the Learning Outcomes of Students through the Jigsaw Cooperative Method

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Abstract

The purpose of this study was to improve learning outcomes on the material of the Youth Pledge in the Frame of Unity in Diversity through the jigsaw cooperative method for students in class VIII-A. This research method is commonly called classroom action research (PTK). This research includes 3 cycles with 4 stages, namely planning, acting, observing and reflecting. The research was conducted from March to May 2023 with 18 students as research subjects. With data collected through tests, interviews and observations. The results showed that there was a significant increase in learning outcomes. This is evident in the research with the minimum completeness criteria (KKM) set at 77, the average test results obtained in each research cycle increased, namely in cycle 1 = 62.22; cycle 2 = 75.88; and cycle 3 = 82.22. As well as the results of interviews conducted can conclude that learning is a fun thing for students. This research can be concluded that it can improve the learning outcomes of students' Pancasila and Citizenship Education (PPKn) on the material of the Youth Pledge in the frame of Unity in Diversity through the jigsaw cooperative method in class VIII-A even semester of the 2022/2023 MTs Insan Kamil.

Keywords: jigsaw cooperative, learning outcomes, youth pledge.

1 INTRODUCTION

Preparing a quality generation requires a good learning process that is easily understood and understood by students, so that they have the knowledge, skills and attitudes to equip themselves in undergoing the process of life both personal life and state life, because the quality of good human resources will support the quality of a country. A good learning process is a learning process that involves all learning components or in other words, educational interactions between teachers and students and between students and other students, whether intentional or unintentional (Utami et al., 2021). Ali Muhammad (2007) stated that to choose a method to be more effective, a teacher must also consider the following: suitability of the method to teaching objectives, suitability of the method to the subject matter, suitability of the method to available resources and facilities, suitability of the method to the teaching and learning situation, suitability of the method with the student's condition, uniformity of methods with the time available. Teaching and learning interactions are said to have educational value because the teaching and learning activities carried out are directed at achieving the goals determined before the learning is carried out. In learning Pancasila and Citizenship Education (PPKn), sometimes students feel bored, because students are faced with material that is mostly presented by the teacher, while students are only as listeners. In the end, students pay less attention, because the method that is more developed by the teacher is the lecture method without involving many students. Zulfiani (2009) Jigsaw is a type of cooperative learning that encourages students to be active and help each other master the material to achieve maximum achievement.

Based on pre-research activities, the learning process carried out so far at MTs Insan Kamil Jakarta, especially class VIII-A, tends to achieve curriculum material targets and is more concerned with memorizing concepts rather than understanding. Teachers deliver material using the lecture method, while students only take notes and listen to everything that will be conveyed, so that when asked to ask by the teacher, many do not do it. Learners are less motivated to be more active in expressing opinions, ideas, questions, and difficulties or things that have not been understood during the lesson. The learning atmosphere of Civics subjects is still very lacking in monotonous learning, thus making students bored and sleepy, this process makes learning outcomes also very low, namely in the value of Civics subjects. The assessment results show that students do not complete learning and the average score is below the KKM value (77).

This condition makes teachers, conduct self-evaluation through reflection and discussion with peers, the results of these discussions are of the opinion that learning should be carried out using learning strategies that invite students to actively discover facts, concepts, principles through a process so that students will gain a deep learning experience. In addition, the use of media that is real, interesting and can be observed directly by students must also be done. Learning can be carried out not only in the classroom without presenting interesting media for students, but learning can also be carried out outside the classroom by utilizing the environment as media and learning resources.

To overcome these problems, learning is carried out through the jigsaw cooperative method to achieve good learning competency standards in students. With this method, it is expected that students will be able to improve learning outcomes in participating in Civics subjects on these competency standards and provide broader insights to students and their implementation in the real world. Therefore, researchers try to use the jigsaw cooperative method, where students are expected to be active, collaborative with learning groups and independent in problem solving and develop the ability to think problem solving through data searches so that solutions are obtained rationally and authentically on the material of the Youth Oath in the frame of Unity in Diversity in this even semester, so that the learning outcomes of class VIII-A students can achieve scores above the KKM. Jigsaw is one type of cooperative learning that encourages students to be active and help each other in mastering the material to achieve maximum achievement. Thus, the researcher intends to improve learning outcomes on the material of the Youth Oath in the frame of Unity in Diversity in class VIII-A at MTs Insan Kamil by using the jigsaw cooperative method so that the learning outcomes of class students can increase.

2 RESEARCH METHODS

The research method used is classroom action research, which is intended to overcome a problem that exists in the classroom. "Through steps that are often called cycles, this classroom action research is a form of collaborative research carried out between educators and students to improve the learning process that has been carried out which aims to improve student learning outcomes (achievement)." Learning outcomes in learning or education are a process of determining student learning values through assessment activities or measuring learning outcomes. According to Dimiyati (2009) learning outcomes can clarify the main objective, namely to determine the level of success achieved by students after participating in a learning activity, so that the level of success is then marked with a scale of values in the form of letters or words or symbols. Djamaroh (2002) A teaching and learning process is said to be successful if the absorption capacity is high both individually and in groups and the behavior outlined in the learning objectives has been achieved. Isjoni (2009) The Jigsaw type cooperative learning model is a type of cooperative learning that encourages students to be active and help each other in mastering subject matter to achieve maximum learning outcomes. The main key to obtaining measurements and data on student learning outcomes is knowing the outline of

the indicators related to the type of achievement you want to express or measure. Nurgianto (1988) According to Benjamin S. Bloom's taxonomy of educational objectives, learning outcome indicators divide educational objectives into three domains, namely cognitive, affective and psychomotor. Shihab (2007) Education is something that is important for all mankind, education is always a reference for developing each individual and society, and education is a tool for advancing civilization, developing society and giving birth to a generation that is able to do much for the benefit of society. "Education is not only limited to developing the potential of the mind and soul, but also prepares children to be able to face everything in the future with good morals and morals."

This class action research was conducted in class VIII-A MTs Insan Kamil, Jakarta with the research time from March to May 2023, even semester of the 2022/2023 academic year. This research was conducted from several cycles. The treatment of the cycle must be clearly different from the previous cycle until there is an increase in student learning outcomes through the jigsaw cooperative method. The components in this action research are planning (plan), implementation (action), observation (observation), reflection (reflection).

3 RESULT AND DISCUSSION

The implementation of this research produced results through the pre-cycle, cycle 1, cycle 2 and cycle 3 stages which were held from March to May 2023.

3.1 Results

Based on the results of research that has been carried out on 18 students in class VIII-A MTs Insan Kamil Jakarta from the pre-cycle stage to cycle 3, 6 students are complete (33%) with an average score of 73.88 in the pre-cycle, 5 students are complete (28%) with an average score of 62.22 in cycle 1, 10 students are complete (55%) with an average score of 75.88 in cycle 2, 17 students are complete (94%) with an average score of 82.22 in cycle 3.

3.1.1 Pre-cycle Results

When the observation was completed, it was seen that there was still a lack of enthusiasm for learning because the application of learning methods that had not fully involved students in the process and students' interest in learning had not been maximized. Therefore, to improve the learning outcomes of students in class VIII-A MTs Insan Kamil Jakarta, there needs to be another alternative way as a solution that can be done in the learning process. One of the efforts to overcome this problem is to apply the jigsaw cooperative method. Finally, pre- action or pre-cycle was carried out and resulted in data on the value of 6 complete students (33%) with an average score of 73.88 in conducting tests in the learning process.

3.1.2 Cycle 1 Results

Based on the results of cycle 1 data, it is known that there are still deficiencies in the understanding of students, especially in the learning material of the meaning and meaning of the Youth Pledge in the struggle for Independence of the Republic of Indonesia. Therefore, to support information in data collection, researchers conducted interviews with informants and collaborators related to the learning process. Answers by informants vary, taken as a sample from the results of interviews with students that learning Civics subjects is quite fun, but there are also those who have not dared to answer and express opinions. With a total of 5 students with a success rate of 28%, while the number of students who did not complete was 13 people with a percentage level of 72%.

3.1.3 Cycle 2 Results

After the researchers reflected on cycle 1, the researchers continued the process to cycle 2 by obtaining detailed test data which could be observed that the achievement of student learning outcomes still did not meet the expected minimum completeness criteria (KKM). With a percentage of the success of 55% of 10 complete students and a percentage of students who did not complete 45%. Although the increase in average learning outcomes has not yet reached the minimum completeness criteria (KKM), there has been an increase in active participation from students during the learning process. Based on observations carried out by researchers and key informants, namely collaborator teachers, students look more enthusiastic than the previous cycle, seen from the enthusiastic attitude of students when joining and participating in group discussions, the dominance of giving responses and opinions. Although it was still observed that there were learners who tended to be hesitant or shy to express their opinions and there were still learners who were not focused and even seemed to chat with their friends.

3.1.4 Cycle 3 Results

In this cycle 3, based on the details of the test results, it can be observed that the achievement of student learning outcomes has met the expected minimum completeness criteria (KKM) of 77, namely with an average result of 82.22. With a percentage of the success of 94% of the 17 complete learners and 6% of those who did not complete from 1 absent learner. In addition to increasing the average learning outcomes that have reached the minimum completeness criteria (KKM), there is an increase in active participation from students during learning. Based on observations made by researchers and key informants/observers, namely collaborator teachers, the activeness of students is very visible and quite a significant increase from the implementation of the previous cycle. Evidenced by the focus of students from the beginning of the implementation of learning, the attention of students to the teacher or researcher, an increase in the courage to confidently express responses, dare to express questions and involvement in discussions in expert and non-expert groups and more actively answer in the conclusion as an illustration of the understanding that students have and understand from the results of learning this jigsaw cooperative method. Although, there were still remarks outside the context of discussion from some students, but overall the class atmosphere was more conducive and there was a significant increase in the activeness and participation of students.

3.2 Discussion

The jigsaw cooperative method is one of the models / ways applied in teaching and learning process activities, with learning in peer tutor groups students learn and work together to achieve optimal goals. Through the jigsaw cooperative method as an effort to improve learning outcomes with the teacher as a facilitator so that students get a higher understanding. Teachers not only provide knowledge to learners, but also have to build knowledge in their minds. Learners have the opportunity to gain direct experience in applying their ideas and sharing their understanding with their peer tutors.

This research was conducted to seek an increase in learning outcomes in class VIII-A students at MTs Insan Kamil Jakarta on the material of the Youth Pledge within the framework of Unity in Diversity through the jigsaw cooperative method. The researcher will discuss the overall research results by explaining the success of the efforts made in each cycle implementation for the shortcomings that occur in the implementation of the stages of the cycle. The explanation is intended to draw conclusions from the results of the data obtained on the basis of learning outcomes in the cycle, the results of observations on learning activities, the results of interviews with informants and key informants, as well as reflections carried out in each action implementation.

3.3 Table

As a comparison of the improvement in learning outcomes obtained, it can be seen in the table below:

Stage	Number of Learners Completed	Number of Learners Not Completed	Percentage of Completion	Description
Precycle	6	12	33%	Not Completed
Cycle 1	5	13	28%	Not Completed
Cycle 2	10	8	55%	Not Completed
Cycle 3	17	1	94%	Completed

In the table illustration above, the total precycle score is 1330 with an average score of 73,88. The total cycle 1 score is 1120 with an average score of 62,22. The total cycle 2 score is 1290 with an average score of 75,88. And, the total cycle 3 score is 1480 with an average score of 82,22.

3.4 Image

To clarify the increase in learning outcomes obtained from pre-cycle to cycle 3, it can be seen in the graph below:

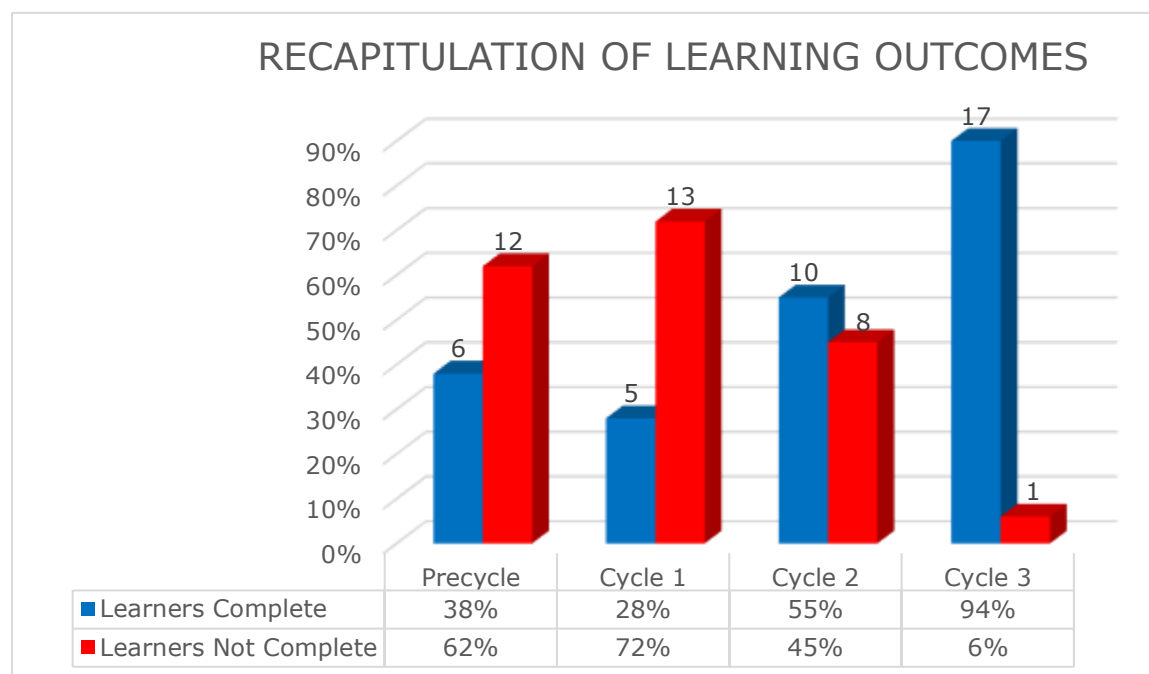


Figure 1. Recapitulation of learning outcomes

4 CONCLUSIONS

The success of a teaching and learning activity makes the main purpose of the learning carried out. The improvement of various aspects of students as the main component of learning is certainly what we all hope for. In the implementation of this research, the aspect of learning outcomes is the aspect that becomes the final or main goal to be maximized by efforts to carry out learning enthusiastically in stimulating the activeness and critical thinking of students. In relation to the data generated in this study, the implementation of

peer tutor learning through expert groups and non-expert groups in discussing the material being taught. It was concluded that the efforts to implement learning through the jigsaw cooperative method can improve the learning outcomes of students in the subject of Pancasila and Citizenship Education on the material of the Youth Oath in the frame of Unity in Diversity in class VIII-A MTs Insan Kamil, Jakarta. So, by obtaining the average learning outcomes related to the results of observations in each cycle carried out, in cycle 1 the average value obtained is 62.22 which shows that it has not been achieved, then the average value in the next cycle, namely cycle 2, has increased, with an average value of 75.88. But these results still did not exceed the minimum completeness criteria. Then it was proven by a significant increase in cycle 3, with an average value of 82.22 which stated that it exceeded the completeness according to the minimum set criteria of 77.

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