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Improving the Learning Outcomes of Students through the Jigsaw Cooperative Method

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Abstract

Education is a very important component in life. Students' interest in Civics Education subjects is minimal. The purpose of this study was to improve learning outcomes in the subject of Pancasila and Citizenship Education in the material of Diversity of Ethnicity, Religion, Race, and Intergroup in the Frame of Unity in Diversity through the Teams Games Tournament (TGT) model for class VII students in the even semester of the 2022/2023 school year. This research method is classroom action research (PTK) including 3 cycles with 4 stages, namely planning, acting, observing and reflecting. The research time was carried out for one full month in May 2023 with research subjects of 39 students. The results showed that there was an increase in student learning outcomes in Pancasila and Citizenship Education subjects in class VII. This is evident in the research with the learning outcomes of students who achieve completeness increasing in each research cycle, namely in cycle I = 25.6%; cycle II = 51.2%; and cycle III = 82.1%. This study concludes that learning by using the Teams Games Tournament (TGT) model can improve learning outcomes.

Keywords: Civics learning outcomes, Education, Teams Games Tournament (TGT) Model.

1 INTRODUCTION

Education is a very important component in life. The process of building character, attitude, mindset, insight and knowledge is a stage of education which is also the role of everyone involved in the daily life of each individual both inside and outside the educational institution (Utami et al., 2021).

The advancement of a nation is inseparable from the superior quality of its human resources. Preparing superior resources by educating children from birth to adulthood with the aim of shaping character, attitudes, mindsets, insights, and knowledge that support the creation of superior quality human resources is a stage of the educational process.

Civic Education is a required subject in the curriculum of primary education, secondary education, and higher education (Law No. 20/2003 Article 37 paragraphs (1) and (2)).

Student interest in the subject of Civic Education is minimal. This happens because many students are less interested in the learning material contained in the Civics Education subject as well as the learning model that is usually used, namely the lecture model which makes students feel bored faster, unfocused and also has many gaps to turn away from the explanation of the material presented. According to Rokanah, Civics Education subjects are full of values and norms so there is an assumption that these subjects are less interesting and often indoctrination (Nurgiansah, et.al, 2021).

In connection with the results of preliminary observations at SMP Negeri 4 Tambun Selatan in class VII on November 1, 2022, students in the class were only able to focus on the material presented in the first lesson hour and the remaining time made students' focus divided. Students also have difficulty understanding the material because the large learning area causes the explanation by the teacher delivered using the lecture model to

be poorly received so that when the teacher gives time to ask questions and also express their opinions only a few students have questions and can express their opinions related to the material presented by the teacher. This is evidenced by the average learning outcomes obtained by students after completing the learning process of 65 percent less than the KKM which is 75.

According to Sanjaya Wina, teachers who lack good speaking skills, lectures are often considered a boring model. It often happens, although physically students are in the classroom, mentally students do not follow the learning process at all, their minds drift everywhere, or students are sleepy, because the teacher's speaking style is not interesting (Fardilah, et.al, 2023).

Learning outcomes are the assessment results obtained by students based on each student's ability after the learning process. In essence, learning outcomes are obtained from the assessment of student achievements in the form of assignments during the learning process. Learning outcomes can be used as a description of the level of student ability as future evaluation material to continue to improve the abilities of each student. Evaluation is a process or activity of selecting, collecting, analyzing, and presenting information that can be used as a basis for decision making and subsequent program preparation (Matondang, et.al, 2019). Meanwhile, according to Nasution, learning outcomes are the abilities possessed by students after receiving learning experiences. A number of experiences obtained by students include the cognitive domain, affective domain and psychomotor domain (Nabillah, et.al, 2020).

Indonesian society is a multicultural society that provides diversity as well as differences to Indonesia, which means that Indonesian society has differences in terms of ethnicity, race, religion, beliefs, culture and intergroup. Diversity as well as the differences that exist in Indonesia are the wealth and beauty of the Indonesian state. According to Ifa and Lina, multicultural society is a society that is composed of diversity and various cultures in community life concerning values, culture, and habits that emphasize mutual acceptance of one another (Lintang, et.al, 2022).

Efforts to develop cooperative learning models are important to do in realizing a quality learning process, both the quality of learning motivation and the quality of learning outcomes (Herianto, et.al, 2020).

The Teams Games Tournament (TGT) learning model is very prominent in involving students and creating a fun atmosphere in learning. According to Steve Parsons TGT is one of the best techniques. In the application of TGT, educators have the opportunity to use competition in a constructive or positive atmosphere (Astuti, et.al, 2022).

2 RESEARCH METHODS

The research method used is Classroom Action Research which has the aim of overcoming a problem in the classroom both during the learning process and also the learning outcomes achieved by students after the learning is over.

This research will be conducted in the even semester of the 2022/2023 academic year. Classroom action research is a form of collaborative research conducted by educators to improve the learning process that has been carried out in order to improve student learning outcomes (achievement) through stages known as cycles (STKIP Kusumanegara, 2013).

Classroom action research is characterized by several research cycles. The treatment of each cycle is tried to be different from the previous cycle until there is an increase in student learning outcomes through the Teams Games Tournament (TGT) learning model. The steps of PTK according to the Kemmis & McTaggart model are as follows. (1) Planning, based on problem identification carried out at the Pre-PTK stage, an action plan is prepared to empirically test the hypothesis that has been determined. The action plan includes all action steps in detail. All the needs for implementing actions ranging from teaching materials, lesson plans that include teaching methods/techniques, as well as observation/evaluation techniques and instruments are carefully prepared at the planning

stage. (2) Action (acting), the action stage is the implementation (execution) of all plans that have been made. This stage that takes place in the classroom is the realization of all educational theories and teaching techniques that have been prepared previously. The steps taken by the teacher of course refer to the applicable curriculum and the results are expected in the form of increasing the effectiveness of the learning process which leads to an increase in the quality of learning outcomes. (3) Observing, observation activities are carried out simultaneously with the implementation of actions. At this stage, data on the implementation of actions from the plans that have been made as well as their impact on the learning process and results are collected with the help of observation instruments that have been developed. This stage also needs to consider the use of several types of instruments for the sake of data triangulation. (4) Reflecting, reflection is a stage to process data/input obtained during observation. The data obtained is then interpreted, sought for explanations, and analyzed. This data review process may also involve outsiders, for example during observation. The involvement of collaborators simply helps researchers to be sharper in reflecting and evaluating what happens in the classroom used to carry out PTK (Susilo, et.al, 2022).

The criteria for the success of the research is to give meaning to the learning process after the implementation of the action, the criteria are used, namely comparing the increase in student learning outcomes starting from the first cycle with the next cycle. If after the implementation of the action provides an increase compared to before the implementation of the action, it can be concluded that the action has been successful.

3 RESULT AND DISCUSSION

The results of this study through the implementation stages of cycle I, cycle II, and cycle III were carried out for one full month in May 2023.

3.1 Results

Based on the results of research that has been carried out in the implementation of cycle I to cycle III. The results obtained in the implementation of cycle I were 10 students out of 39 students (25.6%), with an average of 64.57. Implementation of cycle II, namely 20 students out of 39 students (51.2%) with an average of 67.69. Implementation of cycle III, namely 32 students out of 39 students (82.1%) with an average of 75.38.

3.1.1 Cycle 1 Results

The average learning outcomes of students are 64.57, which means that the learning outcomes of students are still below the minimum completeness criteria (KKM) of 75 with the number of students who get completeness as many as 10 people and a success rate of 25.6%, while the number of students who have not reached completeness is 74.4% with 29 students. In the implementation of cycle I, students still tend to be passive in learning activities and active with their own world such as joking with their friends.

3.1.2 Cycle 2 Results

The average result obtained was 67.69 with a percentage of students who obtained 51.2% completeness out of 20 people and the percentage of students who had not completed 48.8% with a total of 19 students.

Observations made by researchers and collaborator teachers both argue that in the implementation of cycle II students experienced an increase in terms of activeness and were more enthusiastic than the implementation of the previous cycle.

3.1.3 Cycle 3 Results

The learning outcomes of students obtained an average result of 75.38 with a percentage of the success rate of students who reached completeness of 82.1% of 32 people and the percentage of students who did not complete was 17.9% of 7 students.

In addition to increasing the average learning outcomes that reach the minimum completeness criteria (KKM), students are also easier to understand the learning material and are active during the learning process.

3.2 Discussion

Based on the results of the acquisition of data on the average value of student learning outcomes from the implementation of research cycle I, cycle II, and the implementation of cycle III, there is an increase in learning outcomes achieved by students. The results obtained in the implementation of cycle I, 10 students out of 39 students achieved completeness with a success rate of (25.6%), with an average of 64.57. Implementation of cycle II, namely 20 students out of 39 students reached completeness with a success rate of (51.2%), with an average of 67.69. Implementation of cycle III, namely 32 students out of 39 students reached completeness with a success rate of (82.1%), with an average of 75.38. Until the achievement of student learning outcomes with an average value in cycle III of 75.38 which shows that the achievement of student learning outcomes has been as expected and reached the minimum completion criteria (KKM) of 75.

The improvement from cycle one to the next cycle is quite clear with the researcher's efforts to improve and provide improvements in each cycle based on the results of the data obtained after the implementation of the research.

3.3 Table

The improvement in student learning outcomes in each cycle can be seen in the following table:

Table 1. Recapitulation of learning outcomes

CYCLE	NUMBER OF VALUES	AVERAGE VALUE	DESCRIPTION
PRE-SICLUSIVE	1.770	46,57	Not Completed
CYCLUS I	2.260	64,57	Not Completed
CYCLUS II	2.640	67,69	Not Completed
CYCLE III	2.930	75,38	Completed

Based on the table of data acquisition of the average value of student learning outcomes from the implementation of pre-cycle research, cycle I, cycle II, and the implementation of cycle III, there is an increase in learning outcomes achieved by students.

3.4 Image

The recapitulation diagram of the improvement of student learning outcomes in each cycle can be seen in the following figure 1,

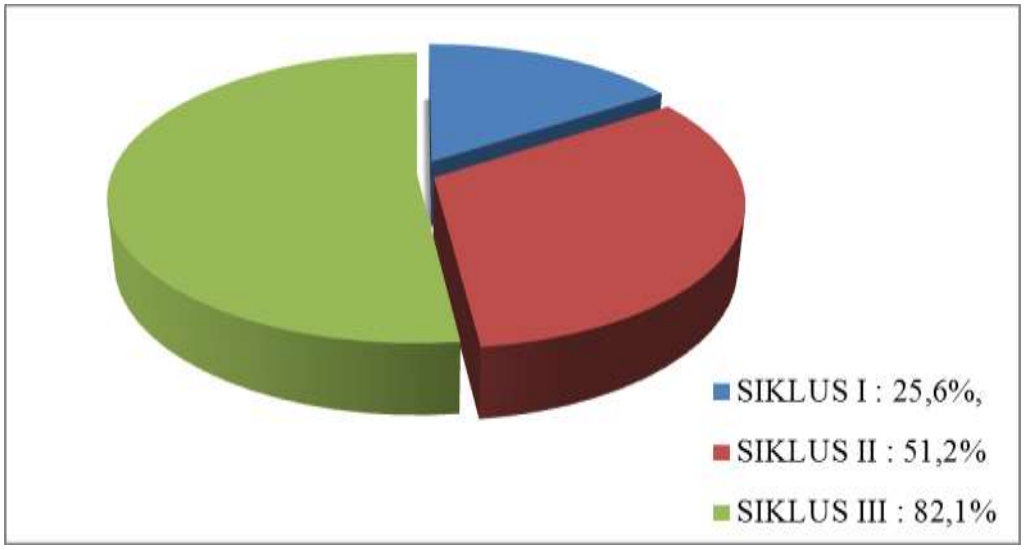

Figure 1. Diagram of Recapitulation of Improvement in Student Learning Outcomes

Based on the data in the pie chart which is a description of the overall learning outcomes of students obtained from each cycle. The increase from one cycle to the next cycle is quite clear with the researcher's efforts to improve and provide improvements in each cycle based on the results of the data obtained after the implementation of the research.

4 CONCLUSIONS

Based on the results of the acquisition of data on the average value of student learning outcomes from the implementation of research cycle I, cycle II, and the implementation of cycle III, there is an increase in learning outcomes achieved by students. The results obtained in the implementation of cycle I, 10 students out of 39 students achieved completeness with a success rate of (25.6%), with an average of 64.57. Implementation of cycle II, namely 20 students out of 39 students reached completeness with a success rate of (51.2%), with an average of 67.69. Implementation of cycle III, namely 32 students out of 39 students reached completeness with a success rate of (82.1%), with an average of 75.38. Until the achievement of student learning outcomes with an average value in cycle III of 75.38 which shows that the achievement of student learning outcomes has been as expected and reached the minimum completion criteria (KKM) of 75.

Based on the acquisition of these data, it can be concluded that the process of teaching and learning activities using the Teams Games Tournament (TGT) model on the material of Diversity of Ethnicity, Religion, Race, and Intergroup in the Framework of Unity in Diversity can create a fun, active learning atmosphere and give its own impression to students related to tournaments held in a class and successfully improve the learning outcomes of students in class VII.XI SMPN 4 Tambun Selatan.

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