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Application of The Jigsaw Learning Model to Improve Social Skill in Long Jump Learning

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Abstract

This research examines general problems related to low social skills. During their education, students often face a series of challenges, one of which is a lack of social skills. This deficiency is evident in students' inability to interact effectively with both peers and teachers during the learning process, which hinders their ability to fully benefit from the educational experience. This research involved 20 Students in class V at elementary school Sukamaju Rancaekek, Bandung Regency,, with 10 male students and 10 female students. This research uses observation as the data collection method. Descriptive quantitative, and Qualitative data analysis techniques were used. The success indicator for this research is a 90% percentage of students social skills. The research results show that applying the jigsaw learning model in long jump learning can improve the social skills of Students in class V at elementary school Sukamaju Rancaekek, Bandung Regency,. The pre-cycle data observations resulted in 58%. The growth rate of social skills in cycle I reached 84.4%, while in cycle II it reached 93%. The results of cycle II revealed that students achieved a social skills success indicator of 90%, and the research was halted. Thus, it can be concluded from this research that the application of jigsaw-type cooperative learning in long jump can promote social skills in students in class V at elementary school Sukamaju Rancaekek, Bandung Regency.

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INTRODUCTION

Physical education is an educational method that uses physical activity to bring about comprehensive changes in individual characteristics, including physical, mental, and emotional aspects (Jariono et al., 2020). Physical education not only improves a child's physical development and motor skills, but also his or her personality traits (Martin Ruiz et al., 2018). Reading social skills is essential for emotional readiness in educational settings and for enabling students to interact effectively with teachers, peers, and other individuals (Chandra et al., 2020). Long jump is a sport that requires physical and social abilities. In long jump learning, social skills such as teamwork, communication, and responsibility can be improved through the application of appropriate learning models.

Jigsaw learning is a type of cooperative learning that increases student potential by encouraging active participation in discussions and fostering a sense of team responsibility (Yulianti et al., 2022; Triani, 2016). In the Jigsaw collaborative learning model, students participate in in-depth discussions in expert and home groups (Yulianti et al., 2022; Oliveira et al., 2019). Jigsaw-type cooperative learning environments encourage discovery learning and increase the effectiveness of teaching methods. Promote active learning and increase students' knowledge and abilities (Usman et al., 2022). In long jump learning, the application of the jigsaw model can be considered a useful tactic for improving students' social skills.

Social skills can be appropriately defined as a set of activities that include cooperating, helping, establishing relationships, asking for help, managing emotions, developing empathy, expressing gratitude, and showing respect. These skills are acquired to enable individuals to establish interpersonal relationships and avoid negative social reactions (Salimi et al., 2021; Agran et al., 2016; Daraee et al., 2016). On research (Mahabbati et al., 2019) developed a scale to measure children's social skills in elementary school, with a particular focus on diversity awareness. This research identifies seven components of social skills. (1) Empathy; (2) Communication and Social Interaction; (3) Aggression Control; (4) Tolerance; (5) Helping Behavior; and (6) Self-Understanding; (7) Willingness to learn.

The main goal of long jump learning is to equip students with the skills necessary for the sport, encourage active behavior, and expand knowledge through purposeful learning activities (Wahyudi et al., 2023). The long jump includes various techniques used, such as starting, landing, hovering, and landing (Lesmana et al., 2020). Long jump learning combined with the jigsaw cooperative learning model is expected to create a deep collaborative experience, strengthen social relationships, and improve students' social skills.

This study attempts to improve the social skills of primary school kids using the jigsaw learning model, which emphasizes long-jumper learning. Social skills include the capacity to communicate, work together, respect teammates, and manage emotions and conflict. Research (Septaliza & Sopran Lubis, 2023) proves that cooperative learning has a positive impact on student learning activities in physical education subjects. And research (Jariono et al., 2020) proves that the Jigsaw-type cooperative learning model can improve skills in physical education subjects. According to this research hypothesis, applying the jigsaw learning model in long jump learning can improve students' motor skills and encourage the development of social skills.

Some elements of this research include the need to develop social skills from an early age. This is because it helps students become humans who can adapt and interact well with their surroundings. Apart from that, long jump learning using the Jigsaw model is expected to provide a fun playing experience while still including social values.

METHODS

This study employs the classroom action research methodology. Action research is research carried out through actions in the classroom by teachers or researchers (Leony Sanga Lamsari, 2019). The research strategy used in this research is based on the classroom action research model, according to Kemmis and McTaggart. Research is carried out to improve and goes through three different stages: planning, action & Observe, and reflection (Fazri & Mustadi, 2020). This research involved 20 class V students at ELEMENTARY SCHOOL Sukamaju Rancaekek, Bandung Regency, with 10 male students and 10 female students.

This classroom action research is an appearance of behavior in teaching and learning activities, and this behavior is said to be different from activities that are usually carried out with the aim of improving the learning process or its quality. Results: In this classroom action research, improvement activities are carried out con-

tinuously to achieve the goals that have been set. The primary goal of this research is to formulate the problem. The problem formulation in question is: How can the jigsaw learning model process in long jump learning improve social skills in elementary school students using classroom action research with a target of 90%?.

Figure 1. Flowchart Classroom Action Research.

RESULTS AND DISCUSSION

Before taking action, researchers collected pre-cycle research data. This is intended to determine the initial state of students' social skills. The data obtained were the social skills of students who used the jigsaw learning model in long jump learning for grade V students at elementary school Sukamaju Rancaekek, Bandung Regency. The results of pre-cycle data on social abilities using the jigsaw learning model in long jump learning for fifth V students at elementary school Sukamaju Rancaekek before being given action are presented in **Table 1.**

Table 1. Results of pre-cycle data observation

Information	Result	Percentage (%)
Highest Score	29	73%
Lower Score	18	45%
Average	23	58%

According to the information in **Table 1,** students obtained the highest score of 29 with a percentage of 74% when observing pre-cycle data. The lowest student score is 18, with a percentage of 45%, while the average score is 23, with a percentage of 58%. **Table 3** displays the results of the success data. Further description of pre-cycle data observation **Table 2**.

Table 2. Description of completeness observation data

Completeness Criteria	Category	Frequency	(%)
0 - 90	Incomplete	20	100%
90 - 100	Complete	0	0%
Sum		20	100 %

According to the information in **Table 2**, pre-cycle data shows that there are 20 students who have poor social skills. As a result, the reasons why this issue should be researched are strengthened.

During cycle I, the following activities were conducted: presenting social skills material, teaching basic long jump motions using a jigsaw learning approach for 2 sessions, and administering tests at the end of each session to assess social skills, psychomotor abilities, and cognitive components. The social abilities were assessed by applying the jigsaw learning method to the fundamental techniques of the long jump based on an assessment rubric. Data results can be found in **Table 3**.

Table 3. Results of Social Skills Cycle I

Information	Result	Percentage (%)
Highest Score	37	93%
Lower Score	28	70%
Average	33,65	84,4

According information in **Table 3**, during cycle I, students achieved the highest score of 37, with a score percentage of 93%. The lowest student score is 28, with a percentage of 37%, while the average score is 33,65 with a percentage of 84,4%. Further description of cycle I data observation **Table 4**.

Table 4. Description of cycle I learning completeness

Completeness Criteria	Category	Frequency	Percentage (%)
0 - 90	Incomplete	14	70%
90 - 100	Complete	6	30%
Sum		20	100 %

According information in **Table 4**, cycle I data shows that there are 6 students who have succeeded in achieving the target with a success percentage of 30% and 14 students who have not achieved the target with a percentage of 70%.

During cycle II, the following activities

were conducted: presenting social skills material, teaching basic long jump motions using a jigsaw learning approach for 2 sessions, and administering tests at the end of each session to assess social skills, psychomotor abilities, and cognitive components. The social abilities were assessed by applying the jigsaw learning method to the fundamental techniques of the long jump based on an assessment rubric. Data results can be found in **Table 5.**

Table 5. Results of Social Skills Cycle II

Information	Result	Percentage (%)
Highest Score	40	100%
Lower Score	30	75%
Average	36,75	93%

According information in **Table 5**, during cycle II, students achieved the highest score of 40, with a score percentage of 100%. The lowest student score is 30, with a percentage of 75%, while the average score is 36,75 with a percentage of 93%. Further description of cycle II data observation **Table 6**.

Table 6. Description of cycle II Learning Completeness

Completeness Criteria	Category	Frequency	Percentage (%)
0 - 90	Incomplete	3	15%
90 - 100	Complete	17	85%
Sum		20	100%

According information in **Table 6**, cycle II data shows that there are 17 students who have succeeded in achieving the target with a success percentage of 85% and 3 students who have not achieved the target with a percentage of 15%. cycle I and cycle II can be seen in **Table 7** below.

Table 7. Description of cycle I and cycle II Learning Completeness

Information	Cycle I	Cycle II
Complete	6	17
Incomplete	14	3
Completeness Criteria (%)	84,4%	93%
Sum	20	

According information in **Table 7**, the increase in cycle I reached an average value of 84,4%, while in cycle II it increased to 93%. For more clarity regarding the results of social skills, teach basic long jump movements using Jigsaw learning to V grade students at elementary school Sukamaju Rancaekek, Bandung Regency. Therefore, this research is deemed finished as it has achieved the predetermined success.

The investigation reveals that the implementation of social skills learning for class V students at elementary school Sukamaju Rancaekek, Bandung Regency primarily use the Jigsaw learning model in the context of long jump learning. Table 1 displays the preliminary stage of class V students in elementary school Sukamaju Rancaekek, Bandung Regency. Students' low social skills are evident in their average score of 58%. The investigation reveals that the implementation of social skills learning for class V students at elementary school Sukamaju Rancaekek, Bandung Regency primarily use the Jigsaw learning model in the context of long jump learning. Table 1 displays the preliminary stage of class V students in elementary school Sukamaju Rancaekek, Bandung Regency. Students' low social skills are evident in their average score of 58%. In cycle I, there was a rise in the number of students who demonstrated improved social skills. Specifically, there were six individuals, accounting for 30% of the overall student body. The mean student score was 33.65, corresponding to a percentage of 84.4%. In cycle I, students' social skills were developed utilizing jigsaw learning in long jump learning for V grade students at elementary school Sukamaju Rancaekek, Bandung Regency. If viewed from the proportion of students' social skills evaluation results in cycle I, it reached 30% of the total frequency of 6 students. There are still pupils who have not met the completeness criteria established by the researchers, namely 70% (incompleted) of the total frequency of 14 students.

a. There are still children who are confused during discussion sessions and express an opinion.
b. In the learning process, kids are difficult to handle and do not pay attention to the teacher's instructions.
c. Students are still not habituated to interacting with their group friends. Therefore, it is envisaged that it can be used as material for reflection in cycle II.

In cycle II, the number of students saw a rise in social skills; there were 17 pupils, or 85% of the total students. and the average student score is 36.75, with a percentage of 93% who have achieved the target set by the researcher and do not need to continue to the next stage, while

the 3 students who have not completed cycle II will be given direction, motivation, and learning in the form of habituation in delivering something, respect, and self-control so that students' social skills in the school environment and at home increase. During the execution of activities in cycle II, the researcher tried to reflect in order to improve the results of students' social skills using the Jigsaw learning model in long jump learning for class V students at elementary school Sukamaju Rancaekek, Bandung Regency. The research outcomes in cycle II have shown an improvement from the previous cycle, with the results acquired reaching the success indicators desired by the researchers. As a result, the research was discontinued and not carried on to the next cycle. In addition, research time is regulated by the school administration. The findings achieved in cycle II are as follows:

a. All students can participate in learning sensibly and work together in groups.
b. Students were extremely satisfied with using the jigsaw-type learning model when implementing the lesson.
c. Students have begun to be daring and confident in conveying ideas, asking questions, and mixing with their peers in class without reluctance.
d. All students have self-control in comprehending the norms of learning and school.
e. Every student knows how to talk appropriately to their peers in class and to the teacher.

The introduction of the collective cooperative learning model has a positive effect on increasing students' sports motivation. Depending on their stage of development, fourth-grade students aged approximately 9 to 11 years still prefer to study in groups. For children, group study is as important as their daily needs, such as eating and drinking (Wulandari & Jariono, 2022). This research is strengthened by (Sriyatin et al., 2018), who found that there was an increase in the learning outcomes of physical education through cooperative learning type jigsaw students at elementary school Sambigede 03 Sumberpucung Malang. Learning from a sociocultural perspective is a word that underlines the existence of individuals in a social environment where interaction is a learning process. Based on the results of (Usman et al., 2022), research regarding the interactions between the Jigsaw-type collaborative learning model and the Discovery learning model with high learning discipline and low learning discipline on student learning outcomes, it is hoped that educational institutions will be expected to take policies to improve the quality of learning, especially in developing learning models that are more student-centered, better known as integrated learning. Students learn by doing. Another benefit of collaborative learning is that cooperative learning pedagogical strategies can improve achievement disparities (Stowe, 2017). Changes in representation are also necessary for collaborative work because shared understanding or shared knowledge can only be reached through the partial convergence of the knowledge structures of the collaborating subjects (Silva & Sousa, 2022). Effective interaction necessitates collaboration among group members, active involvement, and fruitful work (Greenier, 2020).

CONCLUSION

The application of the jigsaw-type learning model in long jump learning increases students' understanding of learning at the psychomotor, affective, and cognitive levels, where students experience the development of social skills and adapt to the knowledge obtained.

Based on the research that has been done, it can be concluded that the application of social skills using the jigsaw learning model in long jump learning for class V students at elementary school Sukamaju Rancaekek, Bandung Regency. The results of data analysis showed that there was a significant increase in social skills using the Jigsaw learning model in long jump learning for class V students at elementary school Sukamaju Rancaekek, Bandung Regency. Generalizing the results of this research to other schools is rather challenging because this research was only conducted at one school; hence, future research needs to be carried out at several different schools with diverse conditions.

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