Application of the Cooperative Learning Model Jigsaw Technique in Efforts to Improve Learning Outcomes History for Class X Students of SMA Negeri 2 Rembang Teachings 2012/2013

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Abstract

This study aims to improve student learning outcomes by using more Berfariasi learning models, one of which is a jigsaw cooperative learning technique. Based on known results, prusiks students achieved mastery learning reaches 54.3% or 19 students completed with an average value of 70.7 after using the learning model Jigsaw cooperative learning techniques in skills I mastery learning students achieved 68.6% or 24 students completed with an average of 72.7 average. It can be concluded that with a history of knowing the Bahawa learning model, Jigsaw cooperative learning techniques can improve student learning outcomes in the classroom XH 2 Apex Senior High School.

Keywords: Learning outcomes, cooperative learning, jigsaw learning

Pendahuluan

Teaching and learning activities are The main activities in the educational process at school. The teaching and learning process determines success in achieving national education goals (Soeprapto, 2013, p. 12). Students involved in the teaching and learning process are expected to experience knowledge, understanding, skills, values , and attitudes changes. In the teaching and learning process, teachers will face students with different characteristics so that they will not be separated from problems with learning outcomes (Rasyid, 2009, p. 6).

In the efforts carried out by teachers to improve student learning outcomes, in the teaching and learning process, teachers must be able to plan, implement, and evaluate student learning outcomes. The teacher must create a situation that allows active and influential learning in this activity. Teachers can also be class managers to develop active, effective, enjoyable learning—these two roles in learning support each other. In History subjects, where there is too much material and memorization often results in students being less active during teaching and learning activities; they are usually busy when the teacher explains, busy copying what the teacher writes and says, some students are sleepy, talk to themselves, play alone, and so on. Students must focus more on receiving lessons (Senen et al., 2000, p.4).

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The cooperative learning model is a teaching method that emphasizes the formation of groups (Asma, 2006, p. 10). Each student within the group has varying levels of abilities (high, moderate, and low). The cooperative learning model prioritizes collaboration in problem-solving to apply knowledge and skills to achieve learning objectives (Zulhartati, 2011).

Using inappropriate methods in the learning process can lead to boredom, a lack of understanding of concepts, and monotony, resulting in students needing more motivation to learn. Student boredom leads to more passivity and less attentiveness in the learning process. In schools where the researcher conducted the study, conventional lecture methods are still commonly used, sometimes causing students to feel bored. In history lessons, where much material needs to be memorized, the use of lecture methods can lead to decreased student learning outcomes because many students may need help understanding or feel bored listening to explanations from the teacher. Here, the researcher tries to implement the Cooperative Learning model, precisely the Jigsaw technique, so that students can think actively and be allowed to push their abilities in various activities (Adiwibowo, 2010, p. 6). The Cooperative Learning model, precisely the Jigsaw technique, can develop a sense of democracy collectively and also assist students in their academic learning (Sulastri et al., 2009, p.7).

Method

Classroom action research is a systematic study to improve educational practices to enhance student learning outcomes through practical reflection and action (Ghony, 2008, p. 9). This is a classroom action research conducted in collaboration with subject teachers, referred to as observers.Classroom action research consists of a series of activities, with several cycles in this study (Ghony, 2008, p. 15). A cycle will be concluded once learning completeness has been achieved. Each cycle has four main activities: planning, action, observation, and reflection.

Result and Discussion

Based on the research results in cycles I and II, student learning outcomes can be improved in history learning using the cooperative learning model, precisely the Jigsaw technique at X.H SMA Negeri 2 Rembang. Learning outcomes represent the behavioral changes learners acquire after engaging in learning activities. The acquisition of these behavioral changes depends on what learners have learned (Anni, 2004, p. 4).

This is evident from the observations made by the researcher regarding the students' activity levels in cycle II, which showed an increase compared to student activity in cycle I. In cycle I, student activity resulted in 54%, significantly increasing to 76% in cycle II. In cycle II, students appeared more enthusiastic and engaged in learning. Furthermore, this can also be seen from the completeness of student learning and the average class scores from the final evaluation test at the end of each cycle, which also showed improvement. In cycle I, the classical learning completeness was 68.6%, with 24 students passing and an average class score of 72.7. In cycle II, the classical learning completeness increased to 77.1%, with 27 students passing, and the average class score reached 76.

The jigsaw technique in cooperative learning has many advantages, including increasing student activity, teaching students to learn and collaborate in groups, and fostering positive interpersonal relationships among students with different learning abilities. Additionally, it can enhance students' sense of responsibility toward their learning and that of others. Students not only learn the material given but also must be ready to present and disseminate that material to their group members. Thus, students depend on each other and must cooperate to learn the material effectively. Implementing guidance and peer motivation and gaining a deeper understanding of the material is also facilitated because students receive information not only from the teacher but also from peers and various other sources such as books or the internet.

In addition to the advantages, the use of this method also has some obstacles or drawbacks. For instance, teachers often need help dividing groups if the number of group members needs to be increased. In the Jigsaw learning model, students in the class usually become noisy because the seating arrangement changes, causing some commotion (Alfazr, 2012, p. 118). This noise occurs during the movement of seats from the original group to the expert group or vice versa. If the teacher actively supervises the group's performance, the discussion is hoped to continue. Therefore, as teachers, we must remain actively involved in managing the class and guiding and supervising students' performance within groups to ensure a smooth discussion.

Conclusion

This research utilized a classroom action research model consisting of two cycles. Each cycle comprises four stages: planning, action, observation, and reflection. The results obtained before the research (pre-cycle) revealed that 16 students, or 45.7%, did not pass, while 19 students, or 54.3%, passed, with an average class score of 70.7. Based on the results of cycle

I, it was necessary to implement cycle II because the results of cycle I needed to meet the predetermined success indicator of 75%. Based on the results of the final test in cycle II, it was found that the level of student learning completeness increased to 77.1%, with 27 students passing, while eight students, or 22.9%, still needed to achieve completeness. The average class score also increased to 76.

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