

THE APPLICATION OF JIGSAW TYPE OF COOPERATIVE LEARNING MODEL TO IMPROVE GEOGRAPHY LEARNING OUTCOMES IN SMAN 3 PINGGIR

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*Corresponding Author, Received: March 10, 2020, Revised: May 17, 2020, Accepted: June 10, 2020

ABSTRACT

The problem in this research are; low student motivation, the learning ability of students in the lower, the ability of students to solve the problem of low, communication skills among students is less, the ability of students to understand the teaching materials is low. Classroom Action Research (CAR) aims to improve the learning outcomes of Geography through the application of the jigsaw type cooperative learning model. Based on the discussion, this classroom action research can be concluded that the application of a jigsaw cooperative learning model can improve Geography learning outcomes. This is proven by data analysis. Mastery learning students before improvement only amounts to 9 (30%) only. However, after improving the first cycle of student learning completeness can be increased to 24 (80%). Furthermore, improvement in the second cycle of student learning completeness can be increased again to 30 (100%). However, after an improvement in the first cycle, students' absorption capacity can be increased (87%). Furthermore, after making improvements in the second cycle, students' absorption capacity can be increased to (96%).

Keywords: Learning Outcomes, Geography, Cooperative Learning Model, Jigsaw

INTRODUCTION

One way to improve the quality of human resources in special education Geography can be done by selecting the appropriate method with the required materials and material the student. A teacher who uses the method appropriate to the circumstances and conditions of the students, then the students will respond quickly or understand the material given by the teacher. This will have an impact on student achievement both cognitive, affective, and psychomotor aspects. What if the teacher provides methods are not appropriate to the student, then the student cannot respond to the requested material and feared student will increase

(Agus, 2010; Anneahira. 2011; Aunurrahman. 2009; Depdiknas. 2006; Krismanto. 2001; Rusman. 2014; and Sri Wardhani. 2005).

The cooperative learning model of the jigsaw focuses on group work of students in the form of small groups, as expressed by Jhonson in Rusman argues, "cooperative learning is a grouping technique in which students work directed towards learning goals in small groups that are generally consisting of 4-5 people (Hermon, 2005; Hermon, 2006). Some experts argue that the Jigsaw model has been able to improve academic results and change norms related to learning outcomes. In many cases, the cultural norms of young people do not like students who want to stand out academically. There are expert groups and home groups on the jigsaw model. A homegroup is the initial group of students consisting of how many members of the expert group are formed by taking into account diversity and background. While the expert group, which is a group of students consisting of members of other groups (origin groups) who are assigned to explore a particular topic and then explained to members of the original group. Here, the teacher's role is to facilitate and motivate members of the expert group so that it is easy to understand the material provided.

The key to Jigsaw is the interdependence of each student on the team members who provide the information needed. This means that students must have the responsibility and positive cooperation and interdependence to obtain information and solve the problems provided. The goal of the jigsaw learning model is to improve teamwork, cooperative learning skills, and mastery of knowledge in depth that is not possible for students if students learn the material individually (Hermon, 2015). Besides, the Jigsaw cooperative learning model increases students' sense of responsibility towards their learning and the learning of others. Students not only learn the material provided, but they must also be prepared to give and teach the material to other group members. Enhancing cooperative cooperation to study assigned material.

In connection with it, to overcome the problems in teaching Geography, the author writer will implement the cooperative learning model of Jigsaw. The reason the authors apply the jigsaw cooperative learning model to improve the learning outcomes of Geography because the jigsaw cooperative learning model will involve students directly in learning either individually or in groups.

METHOD

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This type of research is a classroom action research (CAR) with a jigsaw cooperative learning model consisting of two cycles, each cycle having 3 meetings, each of which has four stages namely planning, action, and observation, and reflection. To analyze the data, accuracy and perseverance is needed and the formula $A = \frac{f}{n} \times 100\%$. This research was conducted in SMA 3 Pinggir which became the subject of class X IIS 3 students with 32 students consisting of 19 men and 13 women

RESULTS AND DISCUSSION

CYCLE I

Planning

The activities carried out at this stage are preparing learning tools consisting of lesson plans, worksheets, test results for learning outcomes, and observation sheets.

Implementation

The implementation of the actions in the first cycle are as follows:

1) Introduction Activity (10 Minutes)

- Apperception, the teacher asks about the homework has given the previous meeting.
- Motivate student learning readiness.
- Conveying Basic Competencies and Indicators of learning through learning media that is learning videos according to the material. Classes are divided into groups (3-6 / group).

2) Core Activities (70 Minutes)

Initial group

- Students are divided into small groups of 3-6 people / groups.
- Distribute academic discourses or assignments that are relevant to the material being taught.
- Each student in the group gets a discourse or assignment according to the material by looking at different learning videos and understanding the information contained in them Expert Group
- Collect each student to have the same discourse or assignment in one group so that the number of expert groups matches the discourse or assignment prepared by the teacher.

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- In this expert, the group is assigned so that students learn together to become experts following the discourse or task for which they are responsible.

Initial group

- Assign all expert group members to understand and be able to convey information about the results of the discourse or tasks that have been understood to the initial group.
- When the task has been completed in the expert group, each student returns to the initial group.
- Give each student the opportunity to take turns to present the results of the expert group assignments.
- When the group has completed its task, as a whole each group reports or presents its results and the teacher provides clarification

3) Closing Activity (10 Minutes)

- The group is expected to report in writing the results of the discussion.
- Appoint one student to reflect on the material that has been discussed together
- Summarize the material that has been taught to strengthen student understanding.
- Follow-up given the task to make clippings about the material being taught.

Observations

The results of the observations on the implementation on the first cycle are;

- 1) Some students confused can not cooperate,
- 2) Most of students do not do the task,
- 3) There are students who are boasting,
- 4) There are students going in and out,
- 5) There are students who are cheating friends' work,
- 6) The learning atmosphere is rather noisy,
- 7) The study time is delayed, because students are not familiar with the Jigsaw cooperative model.
- 8) Not all of students are involved in the teaching and learning process.
- 9) Students are still afraid to express their opinions.
- 10) Teacher preliminary activities have not been utilized to the maximum extent possible.

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- 11) Teacher class management is not optimal.
- 12) The core activities are not in accordance with the compiled scenario.
- 13) Closing activities have not been carried out properly, so teachers do not carry out assessments and do not give homework to students.
- 14) Learning outcomes have improved, but there are still students who have not yet completed

Reflection

Based on the results of observations on the implementation of learning by applying the type of jigsaw cooperative learning model, the author's reflection as follows:

- 1) Activities start to show improvement, but there are still many weaknesses and shortcomings.
- 2) Likewise with the ability of teachers to carry out learning. There are still weaknesses including each activities.
- 3) Student learning outcomes begin to improve, but there are still students who have not yet completed.
- 4) Related with the problems, it is necessary to do improvements in the second cycle.

CYCLE II

Planning

The activities carried out at this stage are preparing learning tools consisting of lesson plan, worksheets, test results for learning outcomes, and observation sheets

Implementation

The implementation of the actions in the second cycle are as follows;

1. Introduction Activity (10 Minutes)

- Apperception, the teacher asks about the homework given in the previous meeting.
- Motivate student learning readiness.
- Delivering Basic Competencies and Learning Indicators through learning media in the form of learning videos that are appropriate to the material. Classes are divided into groups (3-6 / group).

2. Core Activities (70 Minutes)

Initial group

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- Students are divided into small groups of 3-6 people each groups.
- Distribute academic discourses or assignments that are relevant to the material being taught.
- Each student in the group have a discourse or a different task and understand the information contained therein in accordance with the material that has been shown through a projector in focus by using video

Expert Group

- Collect each student to have the same discourse or assignment in one group so that the number of expert groups matches the discourse or assignment prepared by the teacher.
- In this expert group is assigned so that students learn together to become experts in accordance with the discourse or task for which they are responsible.

Initial group

- Assign all expert group members to understand and be able to convey information through the media that has been provided about the results of the discourse or tasks that have been understood to the initial group.
- When the task has been completed in the expert group, each student returns to the initial group.
- Give each student the opportunity to take turns to present the results of the expert group assignments.
- When the group has completed its task, as a whole each group reports or presents the results and the teacher provides clarification of the results of the presentation through the media following the material discussed.

3. Closing Activity (10 Minutes)

- The group is expected to report in writing the results of the discussion.
- Appoint one student to reflect on the material that has been discussed together.
- Summarize the material that has been taught to strengthen student understanding.
- Follow-up given the task to make clippings about the material being taught.

Observations

The results of observations on the implementation of the second cycle are;

- 1) Students are not confused anymore in group learning,

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- 2) Students have done the assignment.
- 3) No more students boasting.
- 4) There are no students going in and out.
- 5) No student cheats on a friend's work,
- 6) The atmosphere of learning is fun, comfortable, and conducive.
- 7) Learning time can be well utilized by the teacher.
- 8) All students are involved in the teaching and learning process.
- 9) Students are no longer afraid to express their opinions.
- 10) Teacher preliminary activities have been utilized to the maximum extent possible.
- 11) Management class by teacher is good.
- 12) The core activities are in accordance with the compiled scenario.
- 13) Closing activities have been implemented well, so the teacher does not carry out the assessment and does not give homework to students.
- 14) Learning outcomes improve, all students complete

1. Reflection

Based on the results of observations on the implementation of learning by applying the type of jigsaw cooperative learning model, the author's reflection as follows:

- 1) Activity shows a very positive increase.
- 2) Likewise with the ability of teachers to carry out learning. Teacher weaknesses and shortcomings can be overcome.
- 3) Student learning outcomes are improve, all students complete.
- 4) There is no need to make improvements in the next cycle, it cause by the implementation of improvements in the second cycle can overcome the weaknesses and shortcomings of the implementation of learning.

Analysis of Research Findings Data

The implementation of the learning process as the implementation of Jigsaw models in Geography subjects illustrates that there has been an increase in student learning outcomes, both cognitive, psychomotor, and affective aspects. Assessment is carried out during the learning process and after the learning process ends. The following researchers present the data of Geography learning outcomes. The data above can be explained that the

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learning outcomes after being improved by applying the Jigsaw cooperative learning model have increased. Mastery learning students before improvement has amounted to 9 (30%) only. However, after improving the first cycle of student learning completeness can be increased to 25 (80%). Furthermore, improvement in the second cycle of student learning completeness can be increased again to 30 (100%). Likewise with the absorption of students, before improvements to the absorption of students only by (72%). However, after an improvement in the first cycle, students' absorption capacity can be increased (87%). Furthermore, after making improvements in the second cycle, students' absorption capacity can be increased to (96%).

CONCLUSION

Based on the discussion above, this classroom action research can be concluded: the application of the jigsaw model can improve the learning outcomes of students at XI IPS.1 class on semester II in SMAN 3 Pinggir, Pinggir District in 2017/2018 academic year. This is proven by data analysis. Before the improvement of students' learning completeness was only 9 (30%). However, after improving the first cycle of student learning completeness can be increased to 24 (80%). Furthermore, improvement in the second cycle of student learning completeness can be increased again to 30 (100%). Similar to the absorption of students, before the improvement of students' absorption was only by (72%). However, after making improvements in the first cycle students absorption can be increased to (87%). Furthermore, after making improvements in the second cycle, the absorption of students can be increased again to (96%).

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