



The Implementation of Jigsaw Type Cooperative Learning Model to Improve Student Learning Outcomes in Class VI Indonesian Language Subjects

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ABSTRACT

This study aims to describe the application of the jigsaw type cooperative learning model to improve the learning outcomes of Indonesian language of grade VI students of SDN 3 Bumi Nabung Baru. The approach used in this study is a descriptive qualitative research method. The subjects of the study were grade VI teachers and grade VI students with a total of 12 students. The techniques used in data collection were carried out by means of observation, interviews, and documentation. The results of the study showed that the application of the Jigsaw type cooperative learning model in Indonesian language learning can improve student learning outcomes. Student learning outcomes in the material Analyzing intrinsic elements of narrative text using the jigsaw type cooperative learning model can be seen from Three Domains, namely the cognitive domain, the affective domain and the psychomotor domain. The Cognitive Domain is a person's behavior that emphasizes intellectual aspects such as knowledge and thinking skills such as developing students' social skills, developing students' potential, developing students' abilities in understanding the material. The affective domain is a domain related to interests, attitudes, values and behaviors such as attitudes of mutual respect for opinions, increasing attitudes of cooperation, increasing attitudes of responsibility. Psychomotor domain is an aspect related to skills or the ability to act after students receive learning experiences such as presenting in front of the class to convey the results of discussions. Thus, the jigsaw type cooperative learning model has proven to be an effective alternative to improve the quality of learning in class VI of SDN 3 Bumi Nabung Baru

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INTRODUCTION

Learning Indonesian is one of the important lessons that must be carried out in schools, from elementary school to university. Indonesian language learning emphasizes the acquisition of four language skills that students must have. The four skills are listening skills, speaking skills, reading skills and writing skills. As a science that has an important role in human life, of course we as Indonesians are obliged to learn Indonesian well and correctly, both orally and in writing, as well as fostering an appreciation for Indonesian literary works (Ali Mustadi & M. Habibi, 2021).

In learning Indonesian, there is a lot of material that requires students to read various types of literary works. One of them is reading narrative text. Narrative text is a form of discourse that tries to describe as clearly as possible to the reader an event that occurred. Narrative texts are usually written based on fiction or imagination in the form of writing that attempts to tell or arrange events chronologically within a certain time. Narrative texts are divided into two types, namely expository narratives and suggestive narratives. In this research, narrative texts are only limited to suggestive narratives in the form of short stories and fairy tales.

Student learning outcomes are achievements achieved by students academically through exams and assignments, active asking and answering questions that support the acquisition of these learning outcomes. In academic circles, the idea often arises that educational success is not determined by a student's grades listed on a report card or diploma, but the measure of success in the cognitive field can be determined through a student's learning outcomes.

According to Syaiful Bahri Djamarah and Aswan Zain in Supardi (2013), to find out indicators of learning success can be seen from "students' absorption capacity and the behavior seen in students. "The intended learning outcomes are the achievement of learning achievements achieved by students with predetermined criteria or grades." Meanwhile, according to Nana Sudjana, the cognitive domain is concerned with intellectual learning outcomes which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation. This domain places more emphasis on the ability to think logically and rationally.

Increasing student learning outcomes can also be achieved due to effective learning using interesting and fun learning methods and models. In participating in the learning process, students will be actively involved and have high interest if the method implemented by the teacher really arouses students' enthusiasm for learning. So it is natural that student learning outcomes have increased.

One learning model that can be applied in the classroom to analyze the intrinsic elements of narrative text is the jigsaw type cooperative learning model. The learning model refers to the approach used, including learning objectives, learning environment and classroom management. Learning efforts are all student activities to improve existing abilities or improve new abilities, both abilities in the aspects of knowledge, attitudes and skills. These learning activities are carried out in group learning activities, so that students can learn from each other through exchanging thoughts or ideas and experiences.

The application of the Jigsaw type cooperative learning model in an educational context, especially in Indonesian language subjects, has proven effective in improving student learning outcomes. This model encourages students to collaborate and teach each other, thereby creating an interactive and interesting learning environment. Because with learning, it is hoped that students' abilities can develop in knowing, understanding and doing things (Novianti et al., 2022). Research conducted at SDN 3 Bumi Nabung Baru shows that the use of the jigsaw type cooperative learning model in learning Indonesian to understand the intrinsic elements in narrative texts can improve students' understanding.

Based on initial observations made by researchers, learning activities were less conducive because some students chatted, students were less active in learning to analyze the intrinsic elements of narrative texts, students lacked understanding in analyzing the intrinsic elements of narrative texts, lack of enthusiasm and cooperation in groups because some students depended on other group friends, and teachers were

less likely to provide opportunities for students to study in groups, because implementing peer guidance is important to give students opportunities to express opinions, accept differences of opinion in order to create cooperation.

The reason the teacher chooses the jigsaw learning model in analyzing the intrinsic elements of narrative text is because the teacher places each student as an individual who has superior potential and is able to become an expert on every problem they will face. Apart from that, the jigsaw type cooperative learning model can improve the learning abilities of each individual student in the class, because each class will be divided into several heterogeneous groups. The activities carried out will be planned with each group member, because each member is required to have a sense of responsibility towards the group to understand the material, analyze the intrinsic elements of narrative texts and achieve the learning goals that have been planned together.

Based on an interview with the homeroom teacher for class VI, Mr. Dedi Hermanto, S.Pd, the students' average score in learning Indonesian analyzed the intrinsic elements of narrative texts which did not meet the KKM standards. Of the 12 students, only 6 students were able to reach the KKM standard, namely 70, which was caused by the students' assumption that the Indonesian language lesson was not too difficult to learn. Another reason is the lack of available learning models that are suitable for use in learning Indonesian. This problem will affect learning objectives and student learning outcomes. However, after implementing the jigsaw type cooperative learning model, the students' average scores increased and reached the standard of completion.

This shows that students have been able to analyze the intrinsic elements of narrative texts and have been able to complete tests given by the teacher regarding the intrinsic elements of narrative texts, with a fairly good category. The teacher's activities in teaching and learning activities are also good. For example, before studying, the teacher carries out ice breaking activities to break the ice before learning takes place, the teacher also prepares learning programs, carries out analysis of learning outcomes, and prepares and implements improvement and enrichment programs. And student activities in learning carried out with the teacher in class in learning using the jigsaw type cooperative learning model are quite good.

In previous research regarding the jigsaw type cooperative learning model applied by Dedi Asmara et al entitled "Application of the Jigsaw Type Cooperative Learning Model to Improve Science Learning Outcomes for Elementary School Students 06 Sialang, Kapur IX District". This research aims to determine the increase in science learning outcomes. The results of the research show that there is an increase in student learning outcomes through the application of the jigsaw type cooperative learning model. The type of this research is classroom action research (PTK). This research is not something new, but what I researched regarding the application of the jigsaw type cooperative learning model is using qualitative research.

Based on this study, there are similarities and differences. The difference between Dedi Asmara et al's research and that of researchers lies in the type of research and the subjects used. Dedi Asmara et al's research used the classroom action research (PTK) method with science subjects, while the research used by researchers was a qualitative method with Indonesian language subjects. The similarity with this research lies in the learning model used, namely the jigsaw type cooperative learning model.

The reason the researcher took this title was to find out how the jigsaw type cooperative learning model was implemented at SDN 3 Bumi Nabung Baru and what the student learning outcomes were after implementing the jigsaw type cooperative learning model.

METHOD

This research uses a qualitative approach, the method used for the data in the research is not obtained through statistical procedures or other forms of calculation. According to Saryono (2012) Qualitative Research Methods are research used to investigate, discover, describe and explain the qualities or features of social influence that cannot be explained, measured or described through a quantitative approach. The qualitative descriptive method is data collected in the form of sentences, words or images that have meaning and can trigger a more real understanding than just numbers (Sugiyono, 2022).

This research was carried out in January 2025 - February 2025, at SDN 3 Bumi Nabung Baru. The subjects used in this research were students and homeroom teachers in class VI. To determine research sampling, the researcher used a purposive sampling technique. The purposive sampling technique can be used effectively in research that aims to evaluate the application of the jigsaw type cooperative learning model in improving student learning outcomes. By selecting class VI students, because class VI students had received learning treatment using the jigsaw type cooperative learning model, the results of which showed an increase in learning outcomes, so in determining the sample the researchers directed them to class VI. The application of this model allows students to collaborate in groups, which can improve their understanding of the subject matter and overall learning outcomes. The data collection techniques used are interviews, observation and documentation. In qualitative research with interviews, the aim is to seek as much and in-depth information as possible from informants.

With observation techniques, the researcher has the opportunity to directly observe the object to be studied, which aims to get the researcher closer to the object to be studied. Documentation is records of the past, this documentation is generally in the form of pictures/photos, monumental works of someone, or it can also be in the form of writings. The data analysis technique used in this research follows the Milles and Huberman concept. There are three activities in data analysis, namely:

1. Data reduction is the process of selecting, focusing, discarding and arranging data.
2. Data display or data presentation is an activity when data has been collected systematically and is easy to understand, making it easier to draw conclusions.
3. Drawing conclusions or verification is an activity of the complete configuration, and conclusions are also verified during the research. The initial conclusion is still temporary, but will change if real evidence is found.

RESULTS AND DISCUSSION

Photo of interview with principal



interview with class teacher VI



Interview with sixth grade students



The learning process takes place

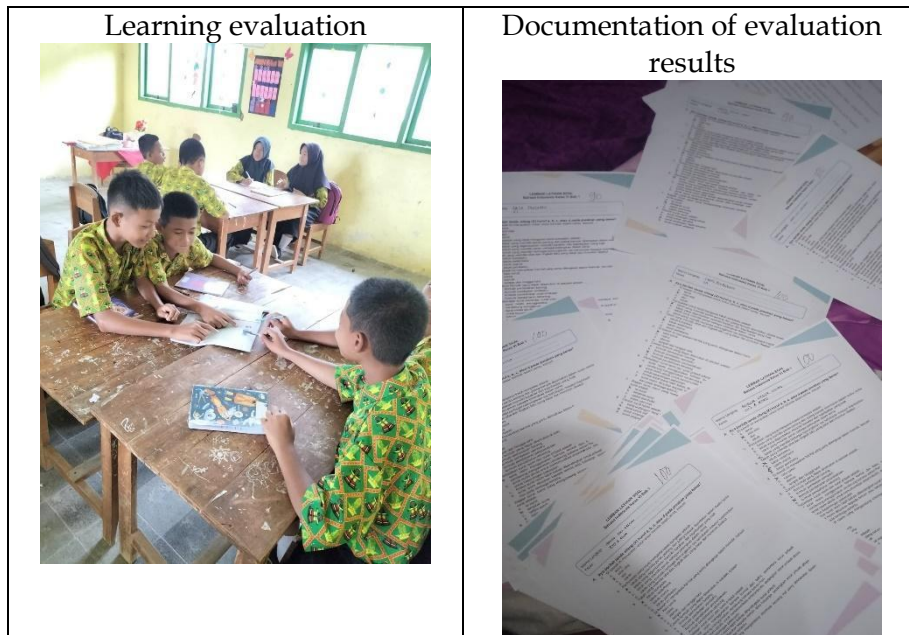


Group division



Presentation





The image above shows the results of interviews, observations and documentation of the implementation of the jigsaw type cooperative learning model at SDN 3 Bumi Nabung Baru.

A. The steps for the jigsaw type cooperative learning model according to Stepen, Sikes, and Snapp are as follows:

1. Create groups, each group consists of 3 to 5 students.
2. Each group member is given a different part of the material topic. (If each group consists of 5 students, then there are 5 different parts of material for each student).
3. Each group member reads to dig up information, so that students obtain information on the problem topic.
4. Students who have obtained information from the same problem topic meet in one group and discuss the topic (called an expert team).
5. After completing the discussion, the expert group returns to the original group, the results obtained are explained or taught to the original team members and each other member listens carefully.
6. Each expert team presented the results of the discussion.
7. The teacher makes a quiz. The quiz was conducted covering all the problem topics discussed earlier.
8. Calculation of group scores and determining group awards.

At this stage the learning activities have implemented a jigsaw type cooperative learning model in analyzing the intrinsic elements of narrative text but it has not been maximized because the teacher's voice is not audible. The results of observations from the 1st meeting showed that: Learning activities were not conducive because some students were chatting, students were less active in participating in learning to analyze the intrinsic elements of narrative texts, students lacked understanding in analyzing the intrinsic elements of narrative texts, lack of enthusiasm and cooperation in groups because some students depended on other group friends, students lacked responsibility in carrying out the tasks given, and students seemed embarrassed to express opinions or ask questions.

Researchers conducted research at the 2nd meeting, the application of the jigsaw type cooperative learning model in analyzing the intrinsic elements of narrative texts was optimal because the teacher's voice was clearly audible and no students were chatting alone. The results of the 2nd meeting were: The learning activities were quite conducive and some students were no longer chatting, because students were able to condition themselves to study with discipline. given, students can be responsible for carrying out the tasks given, and the learning atmosphere looks fun and students express opinions or questions to each other.

B. Improved Learning Outcomes

This jigsaw type cooperative learning model has been implemented by the class VI homeroom teacher at SDN 3 Bumi Nabung Baru since approximately 2 years ago starting in the 2023/2024 school year. However, teachers usually use this jigsaw type cooperative learning model only in certain subjects, for example, Mathematics, Social Sciences, Indonesian, and Civics. This learning model is a learning strategy that involves students in small groups to learn together. In this model, students are responsible for mastering parts of the lesson material and teaching it to other group members. Which aims to increase students' interest and attention, so that their learning outcomes also increase.

The teacher's role in the jigsaw type cooperative learning model is as a facilitator and motivator. The teacher's role as a facilitator is: giving direction to students during discussions, helping students form study groups, guiding expert groups and giving responsibility for teaching it to the original group, evaluating learning outcomes and giving praise to the best group and giving direction to other groups. The teacher's role as a motivator is: providing encouragement for cooperation, encouraging students to be proud of the results they have achieved, motivating students.

The steps for implementing the jigsaw type cooperative learning model applied by the teacher are as follows:

1. The teacher forms groups into 3 groups, each group consisting of 4 students.
2. Each member of the group is given a different part of the material topic.
3. Members of different teams with the same assignment form a new group (expert group)
4. After the expert group has discussed, each member returns to their original group and explains to the group members about the sub-chapters they have mastered
5. Each expert team presented the results of the discussion.
6. Then the teacher makes a quiz to measure students' abilities
7. And finally, open discussion, where the teacher provides reinforcement.

At the end of the lesson the teacher evaluates the material that has been studied and asks students questions to measure the extent of the students' level of understanding and mastery of the material analyzing the intrinsic elements of narrative texts. At that time students were able to answer questions and were able to analyze the intrinsic elements of narrative text.

The achievement of student learning outcome indicators can be seen from 3 domains, namely: cognitive domain, affective domain and psychomotor domain. The cognitive domain is a person's behavior that emphasizes intellectual aspects such as knowledge and thinking skills. Examples of cognitive aspects in jigsaw type cooperative learning are: Understanding facts, events, or methods. Facing real and new

problems, developing children's potential, and helping to solve the problems they face. The assessment activity involves giving questions, applying analysis and conducting evaluations.

The affective domain is the domain related to interests, attitudes, values and behavior. Examples of affective aspects in jigsaw type cooperative learning are: respecting each other's opinions, increasing cooperative attitudes, increasing responsible attitudes. The assessment activity is by assigning students to form discussion groups, then the teacher monitors the progress of each group's discussion. From this activity the teacher can assess the attitudes and behavior of each group member when interacting with other students.

The psychomotor domain is an aspect related to skills or the ability to act after students receive learning experience. Examples of psychomotor aspects in jigsaw type cooperative learning are: working together in groups, presenting in front of the class to convey the results of discussions, writing, and physical movements in discussions. The assessment activities involve observing attitudes of cooperation, observing attitudes of mutual respect, observing attitudes of discipline and observing attitudes of self-confidence.

To measure student learning outcomes, teachers prepare tests during learning evaluation which aim to determine the completeness of student learning outcomes. The learning results obtained during the learning evaluation at the first meeting were an average score of 68 for 6 students, and at the second meeting the test results during the learning evaluation had an average score of 95 for 12 students. So, all class VI students had achieved completeness. Student learning outcomes increase by implementing the jigsaw type cooperative learning model. This shows that students are able to analyze the intrinsic elements of narrative texts and have completed the tests given by the teacher.

CONCLUSION

From the description above, researchers can see the conclusion that it is true that the jigsaw type cooperative learning model can improve student learning outcomes because learning activities using the jigsaw type cooperative learning model cover 3 domains, namely cognitive, affective and psychomotor. From these three domains, students are able to understand the intrinsic elements of text material, able to develop student potential (cognitive). Can increase the attitude of cooperation between groups, responsibility for the tasks given, attitudes of tolerance and mutual respect, and discipline within the group (Affective). Meanwhile, the (psychomotor) aspect includes presenting in front of the class to convey the results of discussions, carrying out assignments given by the teacher, and readiness to learn.

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