Implementation of The Jigsaw Learning Model In Improving Learning Motivation And Learning Outcomes

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ABSTRACT

This research is entitled Implementation of the Jigsaw Learning Model in Increasing Learning Motivation and Learning Outcomes. This research is qualitative research as a data collection technique: 1). Observation suggests that observation is a complex process, a process composed of various biological and psychological processes. 2). Interviews to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic. 3). Documentation, records of events that have passed, documentation can be in the form of writing, drawings, or someone's monumental works. .In this research, researchers used data analysis techniques proposed by Milis and Huberman. Where researchers carry out analysis techniques in two ways. The first way, researchers carry out direct analysis during the research process, either interviews or observations. The second way, researchers carry out an analysis after collecting data in a certain period through three stages including: Data Reduction (Data Selection), Data Display (Data Presentation) and Conclusion Drawing/Vertification (Conclusion Drawing). The results of this research. Based on the results of research on the application of the Jigsaw model in SD/MI, Bulu Cina Village, Kec. Perak Perak District. Deli Serdang can be concluded that the application of the Jigsaw model is more fun to apply, students really like exchanging opinions with fellow experts and home groups, changes in the way students learn are caused by students being required to be able to master the material given by the teacher. By applying the Jigsaw model , the teacher does not play an active role in explaining the material because of the division of home and expert groups. Apart from that, students' knowledge and character can be assessed while home and expert group discussions are taking place.

Keywords: Implementation, Jigsaw Learning Model, Learning Motivation, Learning Results

1. Introduction

Education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential, have religious spiritual strength, self-control, personality, intelligence, noble morals and skills that are needed by themselves, society, nation and state (Nasional, 2003). Teaching as a profession includes educating, teaching and training. Educating means continuing and developing life values, teaching means continuing and developing science and technology, while training means developing skills in students. In other words, a teacher is required

to be able to harmonize cognitive, affective and psychomotor aspects in the learning process (Suprihatiningrum, 2013).

In learning, there are students who quickly digest the material, there are students who are currently digesting the material, and there are also students who are slow to digest the material given by the teacher. There are many types of learning for students that can be provided by teachers according to the students' learning styles (Djamarah, 2014).

If students are initially not happy in participating in the learning process, it can be confirmed that students will not be able to develop thinking skills. Classroom learning at school often gives the impression that it is less interesting and boring. So that students feel that it is just a boring lesson. This can be seen from the test scores of class V students, many of which are still incomplete. To achieve the competency standards above, learning methods are needed. This is closely related to motivation and learning outcomes, learning outcomes are the abilities possessed after receiving the learning experience (Nana, 2007).

Based on the description that has been presented in the background of the problem above, one of the problems that is considered to influence student learning outcomes is the learning model chosen by the teacher. So the problem is formulated as follows: What is the description of the implementation of the Jigsaw type cooperative learning model.

Theoretical Basis

The teacher's task is to prepare a generation of people who can live and play an active role in society. Therefore, it is impossible for a teacher's work to be separated from social life. This means that what teachers do will have an impact on people's lives. On the other hand, the higher a person's professional level, for example a person's teacher level, the higher the respect given by society (Sanjaya, 2006). Teacher competence so that they can carry out their professional authority. The learning model is the entire series of presentation of teaching material which includes all aspects before and after learning carried out by the teacher as well as all related facilities which are used directly or indirectly in the teaching and learning process. A teaching model can be interpreted as a plan or pattern used in compiling a curriculum, organizing student material, and provide guidance to teachers in the classroom in teaching settings or other settings.

Learning models have four special characteristics that strategies, methods or procedures do not have. These characteristics include:

a. Logical theoretical rationale, compiled by the creators or its developer;
b. The basis for thinking about what and how students learn (learning goals to be achieved);
c. Teaching behavior required for the model to be implemented successfully;
d. The learning environment necessary for the learning objectives to be achieved

The learning model describes the overall sequence of steps which are generally followed by a series of learning activities. The learning model can also be interpreted as a pattern where the teacher sets tasks and questions and provides materials and information designed in the form of arranging the material, preparing the curriculum, and giving instructions to the homeroom teacher to solve students' problems (Cindy Nur Lutfitaningrum, 2017). Process Learning is a communication process between educators and students, or between students. In the communication process, it can be done verbally

(orally), and it can also be done non-verbally, such as using computer media in learning. However, whatever media is used in learning, the essence of learning is characterized by a series of communication activities.

This jigsaw type of cooperative learning has been tested and developed by Elliot Aronson and his friends at the University of Texas. The meaning of jigsaw in English can be interpreted as a jigsaw. Apart from that, it is also called a puzzle, namely a puzzle of putting together pieces of a picture. This jigsaw type cooperative learning model takes the pattern of working together in the form of small groups and each group member is formed into an expert group. Where the expert group studies the material they get to teach the material to their friends in the original group (Rahmatika Rasyidin, dkk, 2022).

Meanwhile, the home group is a group consisting of several expert members formed by taking into account diversity and background. The role of the teacher is to facilitate and motivate the mastery of the material so that it is easy for students to understand. This means that students must have a sense of responsibility, work together to get the information they need and solve the problems given.

1. Jigsaw type Cooperative Steps, as follows (Piyadi, Ahmad Amin, n.d.):
   The Jigsaw type Cooperative Steps are as follows:
   a. Students are grouped into 5 team members
   b. Each person on the team is given a different part of the material
   c. Each person on the team is given an assigned share of the material
   d. Members from different teams who have studied the same subchapter meet with a new group (expert group) to discuss their subchapter.
   e. After completing the discussion as an expert team, each member of the expert team returns to their original group and takes turns with their teammates about the sub-chapters they have mastered and each other member listens seriously.
   f. Each expert team presents the results of the discussion.
   g. Teacher gives evaluation
   h. Closing.

2. Advantages of Jigsaw Cooperative (Eka Trisianawati, n.d.):
   The advantages found in the Cooperative Jigsaw method are as follows:
   a. Enables students to develop creativity, abilities and problem-solving abilities according to their own wishes.
   b. The relationship between teachers and students runs in a balanced manner and the learning atmosphere allows for a very close relationship so that there is harmony.
   c. Able to combine various learning approaches, namely group, individual and class approaches.
   d. Motivate teachers to work more actively and creatively.

3. Weaknesses of Jigsaw Cooperative (Eka Trisianawati, n.d.):
   Adapun kelemahan yang ditemukan dalam metode Kooperatif Jigsaw sebagai berikut:
   a. If the teacher does not remind students to always use cooperative skills in their respective groups, it is feared that discussions will be hampered.

b. It takes more time to condition students to form groups well.
c. If there are not enough group members, it will cause problems.

Learning

Learning in the context of this research is a subject taught in state public schools. By Zakia Drajat is as follows:

Efforts to provide guidance and care for students so that after completing their education, children can understand what is contained in Islam as a whole, appreciate its meaning and objectives and ultimately be able to put it into practice and make the teachings of the Islamic religion which they have embraced as their view of life so that they can bring salvation in this world and the hereafter ("Ilmu Pendidikan Islam," 2008).

Meanwhile, according to Nur Ukhbiyati, an education system can provide a person with the ability to lead his life in accordance with Islamic ideals, because Islamic values have become and colored his personality (Dkk, 2003). Islamic Religious Education is education that is based on the Koran. and hadith in producing Islamic students. In the Koran, Allah SWT explains that people who are knowledgeable or knowledgeable in both religious knowledge and general knowledge will be raised several degrees.

It is clear that in order for humans not to fall into the wrong path, it is better for humans to have knowledge by following education from the basic level to a higher level. This is as stated in the word of Allah QS. Al-Mujadilah verse 11

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمۡ تَفَسَّحُواْ فِي ٱلۡمَجَٰلِسِ فَٱفۡسَحُواْ يَفۡسَحِ ٱللَّهُ لَكُمۡۖ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ
يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖۚ وَٱللَّهُ بِمَا تَعۡمَلُونَ خَبِيرٞ

Meaning: who believe, if it is said to you, "stand up in the assembly," then spread out, Allah will surely make room for you, and if it is said: "Stand up," then stand up, Allah will surely exalt those who believe among you and others. -people who have been given several degrees of knowledge and Allah knows best what you do.

2. Methods

In this research, the author uses a qualitative research approach, because it presents data in the form of words. Qualitative research method is a research method based on postpositivism or interpretive philosophy, used to research the conditions of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews and documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand the uniqueness of constructing phenomena, and discover

Data Collection Technique

1. Observation

Observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation..(Sugiyono, 2016) Sutrisno Hadi stated that observation is a complex process, a process that is composed of various biological and psychological processes. Two of the most important are the processes of observation and

memory. Observation data collection techniques are used if the research concerns human behavior, work processes, natural phenomena and if the number of respondents being observed is not too large. In terms of the process of carrying out data collection, observation can be divided into Participant Observation (participant Observation) and Non Participant Observation, then in terms of the instruments used, observation can be divided into structured and unstructured observation (Sugiyono, 2015).

2. Interview

An interview is a meeting of two people to exchange information and ideas Through questions and answers, so that meaning can be constructed on a particular topic. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, but if the researcher wants to know things from the respondents in more depth. 4 Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to get to the bottom of things from respondents that are more in-depth and the number of respondents is small. Interviews can be conducted in a structured or unstructured manner, and can be done face to face (Face to Face) or by telephone (Sugiyono, 2015).

3. Documentation

Documentation is a record of events that have passed, documentation can be in the form of writing, drawings, or someone's monumental works. 6 document studies are a complement to the use of observation and interview methods in qualitative research. Research results from observations and interviews will be more credible/trustworthy if they are supported by a personal history of life in childhood, school, at work, in society, or an autobiography. Research results will also be more credible if they are supported by existing photographs or academic papers and art (Sugiyono, 2014).

Data Analysis Technique

In this research, researchers used data analysis techniques proposed by Milis and Huberman. Where researchers carry out analysis techniques in two ways. The first way, researchers carry out direct analysis during the research process, either interviews or observations. The second way, researchers carry out an analysis after collecting data in a certain period through three stages including:

1. Data Reduction (Data Selection)

   Reducing data means summarizing, selecting the main things, focusing on the important things, and looking for themes and patterns. Data that has been reduced will provide a clearer picture and make it easier for researchers to carry out further data collection. Data reduction can be assisted using electronic equipment such as mini computers by providing codes for certain aspects.

2. Data Display (Data Presentation).

   In qualitative research, the process of presenting data can be carried out in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. But what is

most often used in qualitative research is narrative text.By displaying data, it will make it easier for researchers to understand what happened, plan further work based on what has been understood. It is recommended that in displaying data, apart from using narrative text, you can also use graphs, matrices, networks and charts.

3. Conclusion Drawing/Vertification (Conclusion Drawing)
   The initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions reached are credible conclusions.

3. Results And Discussion

Teacher and Student Learning Activities

Based on the results of observations of the learning method used by the class teacher using the Inquiry learning model. The inquiry learning model is a learning model where the teacher tries to direct students to be able to realize what they have learned while studying. So that students are able to think and engage in intellectual activities and process the learning experience into something meaningful in real life. In the learning process, students can follow and understand well the material presented by the teacher, however tend to get bored and less active.

Based on the results of observations at this meeting, the teacher began to understand well the steps for using the Jigsaw model, but it still looked stiff and unstructured. Apart from that, students also seemed confused about the application of the Jigsaw model, because this was the first time they had encountered this model during the Indonesian language learning process. It is very difficult for students to be directed to the division of home and expert groups. However, students seemed very enthusiastic about discussing and exchanging opinions, as well as when discussing with their home group. After that, students are given assignments to do and will later present them in front of the class. At the end of the learning activity, the teacher announces the best group and concludes the lesson with the students, after which the teacher gives homework and informs them of the material that will be studied at the next meeting.

This instrument consists of 4 meetings which must be filled in according to the learning activities of teachers and students in the classroom. For teachers, it consists of 15 points which must be filled in by researchers and provide an assessment consisting of 4 categories, namely 1 (poor), 2 (fair), 3 (good), 4 (very good). Meanwhile, the student learning activity instrument consists of 9 points which must be filled in by researchers and provides an assessment consisting of 4 categories, namely 1 (poor), 2 (fair), 3 (good), 4 (very good).

a. The first meeting
   In the teacher's first meeting learning activity observation instrument, the first point is, the teacher motivates students to attract attention so that they follow the learning process well, getting point 4, before starting learning, students already look very enthusiastic and can focus on receiving the material. The second point, namely conveying the goals and benefits of learning, gets point 4 because the teacher has conveyed the goals and benefits of learning

and students responded well. In the third point, asking questions to mastery of the material gets 4 points, meaning the teacher tries to find out the extent of students' knowledge of the material to be studied.

b. Second meeting
At the second meeting, the first point, namely, the teacher motivates students to attract attention so that they follow the learning process well, getting point 4. Before starting learning, students already look very enthusiastic and can focus on receiving the material. The second point, namely conveying the goals and benefits of learning, gets point 4 because the teacher has conveyed the goals and benefits of learning and students responded well. In the third point, asking questions to mastery of the material gets 4 points, meaning the teacher tries to find out the extent of students' knowledge of the material to be studied.

c. Third meeting
At the third meeting, the first point, namely, the teacher motivates students to attract attention so that they follow the learning process well, getting point 4. Before starting learning, students already look very enthusiastic and can focus on receiving the material. The second point, namely conveying the goals and benefits of learning, gets point 4 because the teacher has conveyed the goals and benefits of learning and students responded well. In the third point, asking questions to mastery of the material gets 4 points, meaning the teacher tries to find out the extent of students' knowledge of the material to be studied.

d. Fourth meeting
The meeting of the first four points, namely, the teacher motivates students to attract attention so that they follow the learning process well, getting point 4, before starting learning, students already look very enthusiastic and can focus on receiving the material. The second point, namely conveying the goals and benefits of learning, gets point 4 because the teacher has conveyed the goals and benefits of learning and students responded well. In the third point, asking questions to mastery of the material gets 4 points, meaning the teacher tries to find out the extent of students' knowledge of the material to be studied.

Very different from the steps of the Jigsaw learning model developed and tested by Elliot Aronso. The steps are:

a. Formation of the home group The home group is the first group formed in the lesson. Each original group consists of 4-5 members with heterogeneous abilities.
b. Learning in the home group. In this stage, there is a distribution of tasks for each member of the home group. Then each member studies the subject matter that will become their expertise, which is done individually.
c. Formation of an expert group. In this stage, after each member of the original group has received the task of studying the sub-material that is his or her expertise, then each expert on the same sub-material from a different group joins to form a new group called the expert group.
d. Expert group discussion In this stage, expert group members carry out tasks and discuss

problems for which they are responsible. Each member of the expert group studies the subject matter until they reach a level where they feel confident that they are able to convey and solve problems involving the subject matter for which they are responsible.

e. Home (main) group discussion In this stage, expert group members return to their respective home groups. Then each group explains and answers questions regarding the subject matter of their expertise to other members of the original group. This takes place in turns until all members of the original group have had their turn.
f. Class discussions guided by the teacher, class discussions discuss important concepts that are the subject of debate in expert group discussions. Teachers try to correct wrong concepts to students.
g. Giving quizzes Quizzes are done individually, the scores obtained by each member of the original group are added up to obtain the total group score.

4. Conclusion

1. The Jigsaw learning model involves more interaction between students and students, students with teachers and students with their learning environment. Students study together and ensure that each group member has truly mastered the material they have studied. The advantage gained from implementing the Jigsaw model is that students can achieve good learning outcomes because cooperative learning can increase student learning motivation, which is one of the factors that influence learning outcomes.

2. Based on the results of research on the application of the Jigsaw model in SD/MI, Bulu Cina Village, Kec. Perak Perak District. Deli Serdang can be concluded that the application of the Jigsaw model is more fun to apply, students really like exchanging opinions with fellow experts and home groups, there is a change in the way students learn because students are required to be able to master the material that has been given by the teacher. By applying the Jigsaw model , the teacher does not play an active role in explaining the material because of the division of home and expert groups. Apart from that, students' knowledge and character can be assessed while home and expert group discussions are taking place.

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