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# Improving Indonesian Language Learning Outcomes Through a Jigsaw Type Cooperative Approach for Junior High School Students

**Firman[1], Mirnawati[2], Fadly Akbar[3], Sakinah Fitri[4]**

Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo[12]
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sawerigading Makassar[3]
Fakultas Bahasa dan Sastra, Universitas Negeri Makassar[4]

firman_999@iainpalopo.ac.id[12], Fadlyakbartalas12@gmail.com[3], sakinahfitri86@gmail.com[4]

**Abstract**

This study aims to improve economic learning outcomes through a Jigsaw type cooperative approach in grade VII junior high school students. The results of this classroom action research are expected to provide significant benefits, both for individuals and for educational institutions. The results of the implementation of the first cycle showed that there were 22 (55%) students in very low category, 4 (10%) students in low category, 10 (25%) students in medium, 4 (10%) high students, and there are no students in the very high category. If the average score of economic learning outcomes is entered into five categories, then the mastery category is 0-39% (low). While the results of the implementation of the second cycle showed progress that and 40 students, only 4 students (10%) had very low mastery levels, 8 students (20%) had low mastery levels, 14 students (35%) had moderate mastery levels, 9 students (22.5%) with a high level of mastery, 5 students (12.5%) with a very high level of mastery. If the average score of economic learning outcomes is put into five categories, then the mastery level is 55-74% (medium). There were 29 students (72%) who had very low mastery of economics learning outcomes in the first cycle, the second cycle was reduced to 3 students (7.5%). In the first cycle there was only 1 student (2.5%) who had a high level of mastery and in the second cycle it changed to 8 students (20%) who had a high level of mastery. In the first cycle there were no students in the very high category, however, in the second cycle there were 4 students (10%) who had a high level of mastery.

**Keywords:** *Indonesian, jigsaw type cooperative*

## Introduction

In the learning process, there is an educational interaction between teachers and students. This interaction occurs because there is a process of giving and receiving. The teacher is the giver and the student is the receiver. This continues in every learning process. The teacher positions himself as a transmitter of information according to the mandate of the curriculum. The teacher's function is only to convey and students listen to information.

Responding to this phenomenon, the government together with education experts are trying to improve quality. Designing programs such as equalization, training, and upgrading to add insight for “teachers as professionals. In addition, a review and refinement of the curriculum

was carried out. Starting from the 1968 curriculum to the 2004 curriculum or KTSP. To achieve the expected results, approaches such as the CBSA approach, the communicative approach, and the Jigsaw cooperative approach were initiated and others.

The presence of this approach is assumed, that the teacher pays less attention to student activity and creativity. In the learning process students are subjects as well as important components that can improve learning outcomes. If students are motivated and earnestly learn, then the learning outcomes of economics will increase. Students are required to be active and directly involved in learning activities, not waiting for what the teacher will give.

We realize that studying economics requires the active role of students. However, the reality is different. The teacher's domination is more than that of the students' own activities. If the conditions of the learning process like this continue, then the achievement of the objectives of economic learning that emphasizes reasoning and the formation of student attitudes will not be achieved. This situation resulted in a lack of motivation to learn. Students are not given the opportunity to experience learning activities that involve all their abilities. Therefore, in the learning process, it is necessary to familiarize students to be more active and have the opportunity to gain knowledge with a Jigsaw type cooperative approach to economic learning.

## A. Learning Process

The nature of learning is a process characterized by positive changes in the individual. Change as a result of the learning process can be seen in various forms. Slamet (1995:2) suggests that learning is a process carried out by a person to obtain a new behavior change as a whole. Djamarah (2000:11) suggests that learning is a process of changing behavior thanks to experience and practice, meaning that the learning process is a change in behavior, both regarding knowledge, skills and attitudes, even covering all personal aspects of the learner.

Learning is the process of changing the behavior of each learner to achieve goals. Changes in behavior based on the above opinion can be characterized, namely (1) changes due to learning; (2) changes are continuous and functional; and (3) changes are positive. Expected changes and learning is a change in behavior and understanding of concepts. The change in behavior in question is the activeness and motivation of students to do something that makes them understand the concept. Meanwhile, the change in understanding is meant by the level of students' ability to do something in the learning process. Such changes experienced by students in the process of learning economics have stages, including: (1) understanding stage; is an initial activity in studying economics and students receive knowledge stimulation through the learning process; (2) receiving stage; students process understanding through learning and then determine mental, physical, emotional attitudes to find out what is received; and (3) production stage; Demonstrate the ability to recall the results of information obtained and stored in memory.

And at these stages, it is known that the economic learning process is an activity that is deliberately carried out in studying economics so that changes in behavior and economic knowledge occur. This process begins with the stimulation of knowledge to students who are then able to produce the knowledge they have acquired.

## B. The Nature of Cooperative Strategy Learning

Cooperative means working together to accomplish a goal. In cooperative activities, a person looks for results that are profitable for himself and also beneficial for his group members. So

cooperative learning is learning that uses small groups so that students work together to maximize their own learning activities as well as other members. The simple way is that the class is organized in small groups after asking for lessons and the teacher. Then students work on the task until all group members understand the task given to them.

Cooperative strategies seek to produce mutually beneficial participation. This means that all members in one group are successful and mutually beneficial, share the same fate, the results of one's work caused by oneself can also help friends. So, the cooperative strategy is essentially used to share the materials they have. Co-operative strategies are appropriate social behavior under certain conditions. Cooperative learning does not cause intellectual conflict, but these activities work together to achieve the same goal.

Eggan and Kauchak (1996) stated that cooperative learning is a learning strategy that involves students together to achieve goals. Cooperative learning aims to improve student achievement, provide lessons to make decisions, provide opportunities to interact, and learn with other students who come from different backgrounds, cultures, and abilities.

Learning strategies are characterized by three structures, namely: (1) task structure that refers to two things (how learning is organized and the types of activities carried out by students) that can apply to classical learning and small group learning; (2) the structure of learning objectives is interdependence in doing tasks which include: individualistic goal structure, competitive structure, and cooperative goal structure; (3) reward structures, namely individualistic reward structures, competitive reward structures, and cooperative reward structures.

Based on the explanation above, it is concluded that cooperative learning is learning that consciously and deliberately develops interactions that focus on placing students in small, heterogeneous groups to avoid offences and misunderstandings that can cause intellectual conflict in real life.

## C. Cooperative Learning Principle

Anitah W. et al. (2007:8-9) states that the main principles and cooperative learning are: (1) the same goal in students in groups makes activities more cooperative, One student may want to please his teacher, another wants to attract the attention of other classes as an opportunity to understand. do the task as well as possible, meaning that the more the students' goals are the same, the more cooperative they are. (2) positive dependence, members in a group can work together, either individually which is done in various ways, namely: special roles for observers, ratings, or explanations.

On that basis, we can see the differences between cooperative learning and group learning, namely: (1) cooperative learning has various models and techniques while group learning has one model; (2) cooperative learning has a certain structure and amount while group learning has one way of completing certain tasks; (3) cooperative learning activates all groups to play a role in completing tasks, while group learning causes dependence symptoms between groups; (4) Cooperative learning increases the social potential of its members, while group learning is highly dependent on the good intentions of all group members.

## D. Characteristics of Cooperative Strategy Learning

The benefits and cooperative learning by Anitah W.dkk., (2007:9) include: (1) improving student learning outcomes, (2) improving relationships between groups, cooperative learning

provides opportunities for each student to interact and adapt with friends. one team receives lessons, (3) increases self-confidence and motivation to learn, fosters the nature of togetherness, cares for each other and is considerate, contributes to the success of the team, (4) fosters the realization of students' needs to think, learn cooperatively applied to share teaching materials, (5) integrates and applies knowledge and skills, (6) increases positive behavior and class attendance, and (7) is relatively inexpensive because it does not require special costs to implement it.

Ibrahim (in Ridwan 2006:19-20) states as follows: (1) increasing the time devoted to assignments, (2) a higher sense of self-esteem, (3) improving student attitudes, (4) improving attendance, (5 ) dropout rates are lower, (6) acceptance of individual differences is greater, (7) disruptive behavior is reduced, (8) interpersonal conflict is reduced, (9) apathy is reduced, (10) deeper understanding, (11) greater motivation, (12) higher learning outcomes, and (13) increased kindness, sensitivity, and tolerance.

The advantages of cooperative learning according to Nurhadi (in Ridwan, 2006:20) are: (1) making it easier for students to make social adjustments, (2) developing true joy of learning, (3) enabling students to learn from each other about attitudes, skills, information, social behavior, and views, (4) enabling the formation and development of social values and commitment, (5) increasing metacognitive skills, (6) eliminating selfishness or egoistic nature, (7 ) increase sensitivity and social solidarity, (8) eliminate students and the suffering caused by loneliness or isolation, (9) can be a reference for the development of a healthy and integrated personality, (10) build friendships that can continue into adulthood , (11) prevent the onset of mental disorders, (12) prevent the occurrence of delinquency in adolescence, (13) lead to rational behavior in adolescence, and (14) various social skills needed to maintain relationships and mutual need can be taught and practiced.

Hill and Hill (in Mah¬easy 2006:16) state that the advantages of cooperative learning are (1) increasing student achievement, (2) deepening student understanding, (3) pleasing students, (4) developing student leadership attitudes, (5 ) develop positive student attitudes, (6) develop self-respect, (7) make learning inclusive, (8) develop a sense of belonging, and (9) develop skills for the future.

Furthermore Ibrahim, et al (2000:6-7) that cooperative learning has the following characteristics: (1) students work in groups cooperatively to complete the learning material, (2) groups are formed and students who have high, medium, and low abilities, (3) whenever possible, group members come from different races, cultures, ethnicities, genders, and (4) rewards are group oriented rather than individual.

## E. Objectives and Steps of Cooperative Strategy Learning

The goals of cooperative learning are different from the goals of conventional learning. The purpose of cooperative learning according to Slavin (1995) is to create a situation of individual success which is determined by the success of the group. Development of a cooperative approach model to achieve Ibrahim's three learning objectives. et al (2000:7-9) as follows (1) cooperative learning aims to improve student performance in academic tasks (2) believe that focusing attention on the cooperative approach group can change cultural norms and make achievement in assignments academic learning; (3) cooperative learning provides opportunities for students with different backgrounds and conditions to work interdependently on common tasks and through the use of cooperative reward structures, learn to respect each other; (4)

teaching students the skills of cooperation and collaboration to help students understand difficult concepts.

The steps towards cooperative learning according to Ibrahim, et al (Ridwan, 2006:21) include: (1) delivering goals and motivating students; (2) presenting information; (3) organize students into study groups; (4) guiding group work and study; and (5) evaluation.

### F. Type of Cooperative Strategy Learning

Cooperative learning proposed by Ibrahim et al. (in Ridwan, 2006:21-23 and Suardi, 2004:4-7), several types are known, the following is a brief description: (1) Cooperative Learning of the Student Teams Achievement Division (STAD) type by Robert Slavin and his friends at the University John Hopkins, and is the simplest cooperative learning because the teacher refers to group learning of between 4-5 people, presenting new academic information to students; (2) group investigation is a more complex cooperative learning model, this model was first applied by Thelan and Sharan (teachers teach communication skills and good group processes) topic selection, cooperative planning, implementation, analysis and synthesis, presentation of final results, and evaluation; and (3) a structural approach developed by Spencer Kagen et al. emphasizes the use of structures that influence student interaction, known as two types of think-pair-share structures and numbered-head-together structures.

### G. Jigsaw Type Cooperative Learning

Jigsaw has been developed and tested by Elliot Aronson and his friends at the University of Texas and then adapted by Slavin and his friends at Johns Hopkins University. In the application of the Jig¬saw type, students are divided into groups of 5-6 members of heterogeneous study groups. The subject matter is given to students in the form of text. Each member is responsible for studying a particular section of the given material. For example, if the material being taught is the excretory system, one student learns about the kidneys, another student learns about the liver, another student learns about the lungs, and the last one learns about the skin. Members and other groups who are assigned the same topic gather and discuss about the topic. This group is called the expert group.

Furthermore, members of the expert team, return to their home groups and teach what they have learned and discussed in their own groups. In relation to economics learning, it is very appropriate to apply the jigsaw type cooperative approach by the teacher in the learning process. Because economics as a science is very different from other disciplines. Economics emphasizes student groups to reason and behave rather than receiving information from the teacher. Each member in the group is assigned a task and role of each.

## Method

Penelitian ini merupakan penelitian tindakan kelas. Penelitian tindakan kelas ini dilaksanakan di SMP Negeri 1 Palopo. Penelitian ini dilakukan melalui dua siklus. Setiap siklus dilaksanakan sebanyak dua pertemuan. Prosedur kegiatan dalam setiap siklus meliputi perencanaan, tindakan, observasi atau evaluasi dan refleksi. Teknik pengumpulan data yang digunakan dalam penelitian ini di antaranya adalah : (1) teknik observasi, (2) teknik tes, dan (3) teknik dokumentasi. Analisis data dilakukan melalui tiga tahap: (1) tahap pertama mereduksi data, yakni kegiatan menyeleksi data sesuai dengan fokus masalah (2) tahap kedua, yaitu mendeskripsikan data sehingga data

yang telah diorganisir jadi lebih bermakna. Mendeskripsikan data dalam penelitian ini dilakukan dalam bentuk tabel, (3) tahap ketiga yaitu, menyimpulkan data yang artinya bahwa data yang sudah lengkap akan dilakukan penafsiran dan penarikan kesimpulan berdasarkan deskripsi data.

# Results and Discussion

## A. Improving Student Learning Outcomes

After presenting one basic competency in Cycle I, a test of learning outcomes was carried out in the form of daily tests. The analysis of the score of economic learning outcomes with a Jigsaw type cooperative approach during learning in Cycle I is shown in table 1 below:

***Table 1. Statistics of student learning outcomes in Cycle I***

| Statistics | Statistical value |
|---|---|
| Subject | 40 |
| Highest score | 85,39 |
| Lowest score | 3,57 |
| Ideal score | 100 |
| average score | 14,71 |

From the table above, it shows that the average score of economic learning outcomes on the material on the basic competence of "analyzing the factors causing social conflict in society" with the Jigsaw type cooperative approach with an average score of 14.71. The highest score is 85.39 and the lowest score is 3.57 and the ideal score is 100.

If students' economic learning outcomes scores are grouped into five categories as described in the methodology, then the frequency distribution and percentage of economic learning outcomes scores are obtained as shown in table 2 below:

***Table 2. Distribution of frequency and percentage of student learning outcomes in Cycle I***

| Score | Category | F | % |
|---|---|---|---|
| 0-39 | Very low | 22 | 55 |
| 40-54 | Low | 4 | 10 |
| 55-74 | Medium | 10 | 25 |
| 75-89 | High | 4 | 10 |
| 90-100 | Very high | 0 | 0 |

Table 2 shows that and 40 students there are 22 students (55%) are in the very low level of mastery category, 4 students (10%) are in the low level of mastery category, 10 students (25%) are in the category of mastery level medium, 4 students (10%) are in the category of high mastery level, and there are no students who are in the very high category. If the average score of economics learning outcomes is included in the five categories above, then the student's average score is in the very low category with a mastery level of 0 - 39%.

## B. Descriptive Analysis of Cycle Test Results

The results of the descriptive analysis of the score of economic learning outcomes with the Jigsaw type cooperative approach to sociology learning during Cycle II can be seen in table 3 below.

***Table 3. Statistics of learning outcomes in Cycle II***

| Statistics | Statistical value |
|---|---|
| Subject | 40 |
| Highest score | 95 |
| Lowest score | 23 |
| Ideal score | 100 |
| average score | 65,24 |

The table above shows that the average score of economic learning outcomes on the basic competence of "analyzing the relationship between social structure and social mobility" with the Jigsaw type cooperative approach is an average score of 65.24. The highest score of 95 and the lowest score of 23 were achieved by the students and the ideal score was 100.

If the scores of economic learning outcomes are grouped into five scales, then the distribution of the frequency and percentage of economics learning outcomes scores are as in table 4 below.

***Table 4. Distribution of frequency and percentage of student learning outcomes in Cycle II***

| Score | Category | F | % |
|---|---|---|---|
| 0-39 | Very low | 4 | 10 |
| 40-54 | Low | 8 | 20 |
| 55-74 | Medium | 14 | 35 |
| 75-89 | High | 9 | 22,5 |
| 90-100 | Very high | 5 | 12,5 |

Table 4 above shows that and 40 students, there are 4 students (10%) are in the very low level of mastery category 8 students (20%) are in the category of low mastery level, 14 students (35%) are in the category of moderate level of mastery, 9 students (22.5%) were in the category of high level of mastery, 5 students (12.5%) were in the category of very high level of mastery. If the average score of economic learning outcomes is included in the five categories above, then the average score of students is in the medium category with a mastery level of 55 - 74%.

Furthermore, the following section will describe the score of student learning outcomes during learning with the Jigsaw type cooperative approach in Cycle I and Cycle II.

The distribution of the frequency and percentage of student learning outcomes after the Jigsaw type cooperative approach was applied in Cycle I and Cycle II showed an increase in economic learning outcomes, namely in the first cycle there were 29 students (72.5%) in the very low level of mastery category. , in Cycle II it was reduced to 3 students (7.5%). Then in the first cycle there was 1 student (2.5%) in the category of high mastery level and in the second cycle it changed to 8 students (20%). Furthermore, in the first cycle there were no students in the very high category and in the second cycle it increased to 4 students (10%) who were categorized as having a high level of mastery.

Based on the description above, it is generally stated that there is a change in activity and an increase in economic learning outcomes from Cycle I to Cycle II. The changes that occurred in the first cycle to students were: (a) motivated to take economics lessons, the attendance rate of students to take economics lessons increased; (b) students' attention to learning has also changed, at the beginning of the meeting there were 25% of students doing other activities and

students occupying the back seat; (c) the fear of students working on questions is reduced, meaning that the number of students answering questions posed by the teacher increases; (d) increased student involvement in learning.

In cycle II, a number of changes were noted, including: (a) the interest, enthusiasm, and attention of students towards learning increased; (b) students learn to experience changes that initially only depended on the material by the teacher and were active in finding the materials needed in the learning process; (c) generally the students' enthusiasm has increased, they enjoy learning economics with a Jigsaw type cooperative approach; (d) students' skills in answering questions, correcting answers, and responding to the learning process increase.

## C. Reflection on the Implementation of the Jigsaw Cooperative Approach to Economic Learning

### Reflection Cycle I

At the beginning of the first cycle the enthusiasm and activeness of students in the learning process was almost non-existent. Less students who provide feedback, comments or questions. Generally act passively, listen and wait for what is explained by the teacher. With a Jigsaw type cooperative approach applied, with problem solving. So at the beginning of the meeting the teacher explains in detail the ways that students must follow in solving problems, starting with identification, classification, application to processing the results. Students follow it smoothly and they write it down in their notebooks.

To make learning effective, teachers train and familiarize students with solving problems independently according to their roles. The teacher conveys a question related to the material being taught and assigns students to complete it with the stages as described. Students show poor ability because on average only 7.5% or 3 students are able to complete it correctly.

One thing that stands out the most in Cycle I is that students are active and diligent in taking notes on what the teacher says, both in the form of material and matters relating to the economy in general. This advantage is what underlies the teacher to make an action plan for Cycle II to do something that can make them more active.

### Reflection Cycle II

In cycle II, motivation and interest in participating in economics lessons increased. In cycle II, the teacher applies the implementation of actions according to the role. This means that in the second cycle the activities were changed by selecting groups that were active in the learning process during Cycle I. Furthermore, the groups took turns to present the material like the teacher and other students were tasked with taking notes on things they considered important to be discussed at the end of the meeting.

During the learning process. teachers feel the benefits: students are motivated, active, and active in learning. The teacher burden is reduced. In general, students' attitudes and enthusiasm for learning with the Jigsaw type cooperative approach increased, as did student learning outcomes in Cycle I and Cycle II. This is because the teacher pays attention to the effective psychomotor and cognitive domains.

**Student Reflection Analysis**

And the results of student reflection can be concluded that generally think that economics lessons are difficult to learn and understand because they require a high level of accuracy and are memorized. So that at the beginning of learning takes place, students sometimes feel tense and do not concentrate on learning. However, with the Jigsaw type cooperative approach, students understand that economics lessons are not as difficult as they imagine. Studying economics with the right approaches and methods can be fun. Learning with a Jigsaw type cooperative approach really helps students understand economic concepts.

## Conclusion

Based on the results of data analysis and discussion, it can be concluded that the learning outcomes of economics in class VII students of SMP Negeri 1 Palopo have increased with the Jigsaw type cooperative approach. In detail the results achieved in Cycle II can be stated as follows:

1. The mastery of class VII students in cycle I with the basic competence of "analyzing the factors causing social conflict in society" is very low category with an average score of 14, 71 from the ideal score of 100.
2. The mastery of class VII students in cycle II with the basic competence of "analyzing the relationship between social structure and social mobility" is in the medium category with an average score of 65.24 from an ideal score of 100.
3. There was an increase in students in Cycle I by 50.53; and
4. Jigsaw cooperative approach in learning can make students more active and enjoy learning economics.

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