

Cooperative Learning Model Jigsaw and interest Type In Improving: Learning Outcomes Of SMA Negeri 1 Sutera Kabupaten Pesisir Selatan

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Abstract: Effect of Cooperative Model of Jigsaw Type Learning and Student Interest in improving learning outcomes in SMA Negeri 1 Sutera. The research method used in writing this essay in accordance with the type of research is quasi experimental research (quasi experimental), where the research variables can not be fully controlled. This research has a control group. The research design used to measure learning method and student's interest toward the result of dissemination of culture and religion. This research is parenting at level (2x2), with state of student interest level. The results of the study revealed (1) the learning outcomes of students who were taught by the Jigsaw cooperative model approach were better than the conventional approach, (2) the students' learning outcomes had high interests taught by the Jigsaw type cooperative model better than the conventional approach, (3) learning of students with low interests taught by Jigsaw type cooperative models is better than conventional models.

Keywords: Cooperative Learning Model Of Jigsaw Type And Interest In Enhancing Learning Result

Received February 06, 2018;
Revised February 17, 2018;
Accepted February 21, 2018;
Published Online March 30, 2018

Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



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Introduction

The development of the education sector is one of the priorities in national development in Indonesia. This is understandable, given that national education has a very important function and purpose, as stated in the law of the Republic of Indonesia no 20 of 2003 on National Education System (Sisdiknas) in the following 3 chapters. National education functioned to develop capability and shape the character and civilization of dignified nation with in life of the nation, aims to the development of the

potential of learners to be mnusia who believe and cautious of the God Almighty, noble morality, healthy knowledgeable, capable, creative, independent and become citizens of a democratic and responsible. In harmony with national development policies, much attention and efforts have been made by the government in improving the quality of education, including the improvement of school curriculum, teacher quality improvement, school based management, educational facilities and so on. Although some of these efforts have been fruitful, but not optimal, such as in the implementation of the learning process and achievement of student learning outcomes at every level of education.

Learning process and student learning outcomes according to Purwanto (1998: 106) are generally influenced by factors derived from the students themselves (factors in) both physiological and psychological such as physical conditions, senses, talents, interests, intelligence, motivation and cognitive abilities, comes from outside the students (external factors), both environmentally and instrumental such as nature, social, curriculum, teacher, facilities and facilities and school management concerned.

Among these factors, the teacher factor in choosing the learning method and the students' learning interest had an effect on the success of the learning process. Jigsaw learning method is a learning that relates learning materials to real-world context faced by everyday students both in the family environment, community, nature and the world of work using the way of group discussion. Through the learning model of Cooperative Learning Jigsaw Type students are able to cooperate and work together to make connections between their knowledge and their application in

daily life, involving the seven main components of learning, namely constructivism (questioning), inquiry, learning community, modeling, reflection, and authentic assessment. The cornerstone of Jigsaw's philosophy states that knowledge can not be transferred from teacher to student as well as fill empty bottles, because students' brains are not empty but already contain knowledge of previous experiences. Students not only "receive" knowledge, but "construct" their own knowledge through intra-individual (assimilation and accommodation) and inter-individual (social interaction) processes or in groups. Basic science (basic science), especially Social science (IPS), is the foundation for the development of science and technology in the future. The scope of history material itself consists of macro, micro and symbolic level. Students having difficulty understanding historical concepts caused students' interest to study history to be low which further resulted in low student learning outcomes. Based on the pre-observation that the author did since January 6 to January 15, 2017, it is known that many teachers who present the material with story telling. So that learning becomes less interesting and make children sleepy. This causes students to be less interested in learning. This fact can be seen from the average score of the first semester exam students of grade XI SMAN I Sutera academic year 2016/2017.

Average Grade Level Semester Test History class XI SMAN 1 Sutera.

No	Class	Average grade values
1	XIA ₁	37,73
2	XIA ₂	35,55
3	XIA ₃	32,89
4	XIA ₄	41,72
5	XIA ₅	31,53
6	XIS ₁	34,38
7	XIS ₂	35,55
8	XIS ₃	34,92
9	XIS ₄	37,11
1	XIS ₄	34,92

Source: TU SMA Negeri 1 Sutera

Sed on the standard content of high school history subjects, one of the subjects studied in the secondsemester of XI is the relationship between the development of new understandings and social transformation with the awareness of the national movement. the relationship of the development of new understandings and social transformation with awareness of movemen.

Method

This type of research is quasi experiment, where the research variable is not possible to be controlled fully. This type of research has a control class.

The research design used to measure the influence of learning methods and students' learning interest on learning outcomes on the material of nationalism nationalism development in Philippine, Malaysia, Vietnam, India and Egypt, in this study is the pattern of treatments by levels (2x2), taking into account the circumstances of each level of student learning interest (Hadi, 1998: 447).

Model interest	Learning Jigsaw (B ₁)	Learning Conventional (B ₂)
High (A ₁)	A ₁ B ₁	A ₁ B ₂
Low (A ₂)	A ₂ B ₁	A ₂ B ₂

Information:

A₁B₁ = Student learning outcomes with high interest in Jigsaw

A₁B₂ = Learning outcomes Highly interested students with conventional learning

A₂B₁ = Learning outcomes Students with low interest with Jigsaw

A₂B₂ = Learning outcomes Students with low interest with conventional learning

Results and Discussion

Learning with the Jigsaw Cooperative Learning model of learning is a learning that is recommended to be implemented in schools. Cooperative Learning Model Type Jigsaw is a learning concept that helps teachers link between the material taught to the real-world situations of the students and encourages students to make connections between their knowledge and application in their lives as family members and the community.

Based on the result of research activity of learning by using Jigsaw Cooperative Learning type learning model on the material of nationalism nationalism development in countries of Filiphina, Malaysia, Vietnam, India and Egypt which has been done, can be seen the influence of Jigsaw Cooperative Learning model of learning and interest in learning to the following learning result this.

Student learning outcomes taught by Jigsaw Cooperative Learning model learning approach were better than the students' learning outcomes taught by conventional approach. A cooperative learning approach in school can be applied because in the opinion of experts that Jigsaw is designed to enhance students' sense of responsibility for their own learning as well as the learning of others. requires every student to be actively involved in the learning process. This will make the students accustomed to activate the knowledge and skills that already exist

The results of the first hypothesis test show that in general the group of students taught using the Jigsaw Cooperative Learning model learning approach obtaine higher learning outcomes than the group of students taught using the conventional approach.

Student learning outcomes that have high learning interest taught by Jigsaw Cooperative Learning type learning model was better than student learning outcomes that have high interest in classes taught by conventional approach. The results of the second hypothesis test show that in general the group of students with high learning interest, obtaining higher learning outcomes by using Jigsaw cooperative learning model type rather than using conventional approach. Johnson, E. (2010)

In Jigsaw Cooperative Learning type learning model, students who have a high learning interest can make it more enjoyable and active in learning. Students will devote their attention seriously to understanding the concepts being studied. As Hurlock (1990) points out that students 'interest in learning is highly dependent on learning opportunities. With high interest in learning, students' learning activities tend to increase in the sense that students earnestly learn to achieve learning goals and will not feel satisfied if they do not understand and master the concepts is being studied. This condition is supported by the Jigsaw Cooperative Learning model of learning used. Hurlock, Elizabeth B (1978).

In the conventional learning model, students with high learning interests are limited to finding and finding problems. This is because teachers dominate learning activities, while conditioned students receive passive learning. This will have an impact on the lack of opportunities for students with a high learning interest to participate actively in the learning process. Teachers explain the subject matter thoroughly. At the time of concept discovery, all learning activities were initiated by the teacher, while the students were faced with situations of receiving what teachers rejected. So the conventional approach is less supportive or facilitating for the high interest in student learning. This causes the concepts that have been studied less developed and do not last long in the cognitive structure of students, so that students who have interest in learning high did not develop optimally and omit ultimately less supportive in improving student learning outcomes.

Learning outcomes of students with low learning interests taught by cooperative learning model Jigsaw type was better than student learning outcomes that have low learning interest in classes taught by conventional approach. The result of the third hypothesis test shows that in general the group of students with low learning interest, obtained high learning outcomes by using Jigsaw cooperative learning model type instead of using conventional approach. This was in accordance with the expert opinion which suggests that Jigsaw learning model was a cooperative learning technique consists of several members of a group who are responsible for the mastery of learning materials and able to teach the material to other members of the group. Sudjana, Nana (2001).

With the Jigsaw Cooperative Learning model of learning, students with low learning interests can be more passionate and will devote their attention seriously to understanding the concepts being studied. In the conventional approach, students with low learning interests are less interested in studying well. Students learn sober and do not try hard to follow lessons such as students with high learning interest.

Students with low learning interest will tend to be passive in learning. As a result, the cognitive structure of students can not develop optimally and ultimately less support the improvement of student learning outcomes. From the above explanation, it can be concluded that the learning done with Jigsawakan Cooperative Learning type learning model can give a better effect on the improvement of student learning outcomes that have low interest when compared with the learning done with the conventional approach.

Conclusion

Based on data analysis and discussion of research conducted to find out how Influence of Cooperative Learning Model Jigsaw type and Interest learning on Student Results in SMA N 1 Sutera seen from the interest of learning and learning outcomes, the researchers draw the conclusion that has been categorized run well and in accordance with procedures established by the government and the school itself, can be explained as follows:

From the study interest data it can be concluded that high interest study group and low interest, using Jigsaw Cooperative type learning model get good learning result compared with conventional learning.

From the learning result of student history using Jigsaw Cooperative Learning model type and conventional learning approach by taking into account the level of student's interest to the subject of history. This type of Jigsaw Cooperative Learning learning model can increase students' interest in history learning with heterogeneous student ability level. This learning approach is more effective than conventional to improve learning outcomes. In addition, interest in learning on history subjects can also affect the quality of achievement of student learning outcomes history. Student learning outcomes taught by Jigsaw Cooperative Learning model learning approach are better than the students' learning outcomes taught by conventional approach. Student learning outcomes that have high learning interests taught by Jigsaw Cooperative Learning type learning model is better than student learning outcomes that have high interest in classes taught by conventional approach. The learning outcomes of students with low learning interests taught by Jigsaw cooperative learning model are better than the students' learning outcomes that have low interest in the class taught by conventional approach.

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