

Effectiveness of information services using cooperative learning approach with Jigsaw Technique to improve understanding of bullying

Fatmawati Sitepu¹, Yeni Karneli¹

¹Universitas Negeri Padang

*Corresponding author, e-mail: fatmawatisitepu97@gmail.com

Abstract

Bullying is a deviant behavior that many students do, *bullying* by students do can occur because of students' misunderstandings about the nature of this deviant behavior. One way to increase students' understanding of bullying is to provide information services using a cooperative learning approach with a jigsaw technique. The aims of this research are tested the significant difference in understanding bullying between the experimental group students who participated in the information service using cooperative learning approach with jigsaw technique with control group students who participated in information services using lecture and question and answer methods. The research method used is a quantitative research method. The total sample of this study was 32 students with 16 students in the experimental group and 16 students in the control group. The results showed that there was a significant difference in understanding of bullying between experimental group students who are given information services using a cooperative learning approach with jigsaw techniques and control group students who are given information services using lecture and question and answer methods. Thus, the information service uses a cooperative learning approach with an effective jigsaw technique to increase students' understanding of bullying.

Keywords: Information service, cooperative learning approach with jigsaw technique, understanding of bullying.



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Introduction

Adolescence is a stage in the life of an individual at which time the individual experiences various shocks and problems related to himself and his social relationships. Environmental influences can cause aggressive behavior in students (Illahi & Neviyarni, 2018). Adolescent behavior as an outburst of negative emotions and erratic moods will be displayed in the form of aggressive behavior such as hitting, attacking, cursing, issuing harsh words, threatening, cursing and so on (Karneli et al., 2018). The estimated worldwide prevalence of students involved in bullying cases as victims is 7% to 43% and as perpetrators 5% to 44% (Silva et al.,

2017). Indonesia is the country that occupies the top position in cases of bullying in schools at the Asean level, namely 84%, followed by Nepal and Vietnam 79%, Cambodia 73% and Pakistan 43% (Weekly, 2017).

The 2015 UNICEF report that violence against children is widespread in Indonesia, 40% of children aged 13-15 years report having been physically assaulted at least once a year, 26% report having received corporal punishment from parents or caregivers at home and 50% of children reported being bullied at school (Mardina, 2015). KPAI summarizes the number of child complaints cases based on the 2016-2020 child protection cluster in the education aspect as many as 3,194 cases (KPAI, 2021). Bullying in schools carried out by students does not only occur at the national level, but also occurs at the level of the province of West Sumatra. This is in accordance with data from the Padang Police during 2014 to 2015 the number of reports of bullying cases in schools is quite high both at the elementary, junior high, high school levels, as many as 72 cases of bullying were reported in the form of acts of abuse, bullying, harassment and unpleasant acts (Hermalinda et al., 2017). Next data from the Padang Police in January-July 2016 reported 16 cases of bullying and in January-May 2017 as many as 44 cases of bullying. Based on data from the Online Information System for the Protection of Women and Children (SIMFONI PPA), the number of bullying cases in West Sumatra increased in 2018 with 39 cases and from January-June 2019 there were 43 cases.(PPA, 2019). Bullying in Padang City School is in first place with 6 cases out of 19 cases(Son, 2020).

Bullying behavior is caused by several factors including: 1) the perpetrator has been a victim of bullying, 2) wants to show his existence, 3) wants to be recognized, 4) the influence of negative television shows, 5) seniority, 6) covers up his shortcomings, 7) seek attention, 8) want to be famous and 9) follow suit (Dianes & Alizamar, 2019). Broadly speaking, the factors that influence bullying behavior are family factors, school factors and peer factors(Tumon, 2014).

Bullying is the act of a person or group of people trying to physically or psychologically harm a person or group of people who are weaker (Putri & Karneli, 2021). In line with previous opinion. Elliot (2005) explains bullying as an act that is done by someone intentionally to make other people afraid or threatened. *Bullying* is a negative and often aggressive or manipulative action by one or more people towards another person or people that is carried out within a certain period of time (Sullivan et al., 2004). Whereas Sejiwa (2008) states that bullying is a situation where someone abuses power or power or physically strong and mentally strong group.

Bullying classified differently by experts. Sullivan et al., (2004) stated that bullying behavior is divided into four, namely physical bullying, verbal bullying, nonverbal bullying and bullying by damaging property/goods. Physical bullying includes biting, hitting, kicking, punching, scratching, spitting, tripping. Verbal bullying includes calling with harsh language, cursing, threatening, teasing with language that contains sexual elements, giving negative comments. Nonverbal bullying includes making negative movements/gestures, showing negative facial expressions, ignoring, bullying by damaging property/goods including tearing clothes, destroying books and destroying property/goods.

The impact of bullying behavior is most clearly seen from the physical aspects such as wounds, bruises, headaches, sore throats, flu, coughs, chest pains and even death. Impacts that are less visible but have long-term effects such as disturbed psychological conditions and poor social adjustment (Yandri, 2014). In line with the previous opinion, Yonita & Karneli (2019) explain the impact of bullying the most obvious is physical health, such as cuts, bruises,

headaches, sore throats, flu, coughs, chest pains and even death. In addition, psychological conditions and poor social adjustment.

Based on the opinion above, it can be concluded that bullying is a negative behavior carried out by a person or group of people who have power and power which is done physically, verbally, non-verbally and damages property/goods repeatedly, so that cause a person or group of people to be physically or psychologically hurt.

Efforts that can be made by researchers to increase understanding of bullying is to provide information services. Firman & Syahniar (2015) stated that information services needed by students in schools were formulated from planning, implementation, evaluation and follow-up. Information services are services that provide various information to students to provide understanding and prevention so that they are not wrong in making decisions (Bahri et al., 2017). In line with previous opinion Prayitno (2012) explains that information services are services that meet individual deficiencies in the information they need. The general purpose of implementing information services is to master certain information by students so that it can be used for their daily needs and their development. The specific objectives are related to the counseling function. The function of understanding is the most dominant and is directly carried out by information services, students understand various information and its intricacies so that it can be used to prevent problems, solve problems, develop and maintain self-potential and allow students to open themselves up to actualize their rights (Prayitno, 2017).

Furthermore, to support the implementation of information services, researchers used the jigsaw technique. Technique Jigsaw is a type of cooperative learning that encourages students to be active and help each other in mastering the subject matter to achieve maximum achievement (Isjoni, 2012). Hamdani (2011) revealed that the jigsaw technique is a learning model that encourages students to study together in small, heterogeneous groups to complete learning tasks.

Furthermore Lie (2004) explains jigsaw are designed to increase students' sense of responsibility for their own learning as well as for the learning of others. Students not only learn the material provided, but they must also be ready to provide and teach the material to other group members.

From this explanation, the cooperative learning approach with the jigsaw technique is an approach that emphasizes student cooperation in small groups to master the lesson. If students in learning with the jigsaw technique apply steps that are in accordance with the procedure, then they can master the lesson. So it is important to apply a cooperative learning approach with the jigsaw technique as an effort to increase understanding about bullying.

Based on the description above, the researcher is interested in conducting research on the effectiveness of information services using a cooperative learning approach with a jigsaw technique to improve understanding of bullying in high school students.

The purpose of this study was to compare the effectiveness of providing information services using a cooperative learning approach with the jigsaw technique with the provision of information services without using a cooperative learning approach with the jigsaw technique to improve the understanding of bullying in high school students.

Method

This study uses a quantitative method of Quasi Experiments with the design of The Nonequivalent Control Group Design. In this study there are experimental groups and control groups given pretest and posttest. The population of this study were students of class XI IPS 1, XI IPS 2 and XI IPS 3 SMA Negeri 6 Padang as many as 90 students and the sample was selected using purposive sampling technique obtained by 32 students as the research sample. A need assessment was conducted to see students' understanding of bullying which would then be divided into experimental and control groups. The research instrument used a test instrument in the form of multiple-choice questions that were assessed by 3 validators. The number of question instruments distributed to students is 32 questions. In this study using a binary scale model with data analysis using the Wilcoxon Signed Rank Test and the Kolmogorov Smirnov 2 Independent Samples with the help of SPSS version 20.

Results and Discussion

The results of the research that was carried out at SMA Negeri 6 Padang were divided into the experimental group and the control group. Specifically, this study was to determine the effectiveness of information services using a cooperative learning approach with a jigsaw technique to increase understanding of bullying for high school students. Descriptive data was carried out in each research group (experimental group and control group). In the following, the researchers present the results of research on the effectiveness of information services using a cooperative learning approach with a jigsaw technique to increase understanding of bullying for high school students.

Table 1. Results of the Pretest and Posttest Understanding of Bullying in the Experimental Group and the Control Group

Score	Category	Experiment				Control			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
> 22	High	0	0	14	87.50	0	0	6	37,50
11-21	Medium	12	75.00	2	12.50	14	87.50	8	50.00
< 10	Low	4	25.00	0	0	2	12.50	2	12.50
Amount		16	100	16	100	16	100	16	100

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Table 2. Kolmogorov Smirnov Analysis Results 2 Independent Samples Understanding Bullying Experiment and Control Group

Test Statistics		<i>Posttest</i> Understanding Bullying
Most Extreme Differences	Absolute	.688
	Positive	.000
	negative	-.688
Kolmogorov-Smirnov Z		1,945
asyp. Sig. (2-tailed)		.001
a. Grouping Variable: Group		

As shown in Table 2 the probability numbers Sig. (2-tailed) understanding of bullying in the experimental group and the control group is 0.001 or the probability is below 0.05 ($0.001 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted, namely "there is a significant difference in understanding of bullying between the experimental group students who were given information services using a cooperative learning approach with the jigsaw technique and the control group was given information services using lecture and question and answer methods.

The application of the jigsaw technique is effective in increasing students' understanding of bullying because in practice students are more comfortable discussing with their friends so that it helps students in concluding, besides that students are encouraged and given the responsibility to help each other in understanding the material. thus will help students better understand about bullying.

The effectiveness of information services using a cooperative learning approach with the Jigsaw Technique to improve understanding of bullying is also supported by the results of research conducted by Yulianti (2019) which shows that the jigsaw learning model can improve students' short story appreciation ability. Sari (2021) shows the results of his research that the jigsaw learning strategy is effective for training students' critical thinking. Furthermore, research conducted Hoerunnisa (2017) to improve reading comprehension of descriptive texts with the Jigsaw Technique, the results showed that the Jigsaw Technique was effective in increasing students' understanding of descriptive texts. The previous research supports the effectiveness of the Jigsaw Technique in improving students' understanding, where this increase in understanding emphasizes the mastery of students' concepts on the material given.

So it can be concluded that the understanding of bullying can be improved by using information service activities using a cooperative learning approach with the Jigsaw Technique and information services without a cooperative learning approach using the Jigsaw Technique. However, from the results of hypothesis testing and process activities, information services using a cooperative learning approach with the Jigsaw Technique are more effective in improving understanding. In information service activities using a cooperative learning

approach with the Jigsaw Technique, students are required to work together in groups to master the material so that each student can master the material discussed at that time

Conclusion

Based on data analysis with statistics and hypothesis testing, it can be concluded in general that the jigsaw technique applied in information services is effective in increasing students' understanding of bullying, it can be seen from the increase in posttest scores of students who are given information services using a cooperative learning approach with higher jigsaw techniques, compared to the posttest scores of students who were given information services without special treatment, this happened because the cooperative learning approach with the jigsaw technique emphasized student teamwork in understanding the material so that it would reduce students' bullying behavior. Some further conclusions are as follows.

(1) There is a significant difference in students' understanding of bullying in the experimental group before and after being given information services using a cooperative learning approach with the Jigsaw Technique. This shows that information services using a cooperative learning approach with the Jigsaw Technique can improve students' understanding of bullying. (2) There is a significant difference in understanding bullying of control group students before and after being provided with information services using lecture and question and answer methods. This shows that information services using lecture and question and answer methods can also improve understanding of bullying, but are not more effective than information services provided using a cooperative learning approach with the Jigsaw Technique. (3) There is a significant difference between the students' understanding of bullying in the experimental group who were given information services using a cooperative learning approach with the Jigsaw Technique and the control group students who were given information services using the lecture and question and answer method. This shows that the provision of information services using a cooperative learning approach with the Jigsaw Technique is more effective in increasing students' understanding of bullying than providing information services without special treatment.

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