IMPROVEMENT OF LEARNING OUTCOMES OF FREEDOM OF ORGANIZATION FOR ELEMENTARY SCHOOL STUDENT THROUGH COOPERATIVE LEARNING OF TYPE OF JIGSAW

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Abstract. The purposes of this research are to study the increase of activity and learning outcomes of freedom of organization for elementary school students through cooperative learning of type of Jigsaw. The subjects of this study are students of class V Elementary School of State 14 Poasia, Kendari-Indonesia. This type of research is Classroom Action Research consists of 2 cycles including is planning, action implementation, observation or evaluation, and reflection. The results of this research are: (1) During 2 cycles, the process of cooperative learning type Jigsaw can increase teacher activity (cycle I: 76,92% and cycle II: 92,31%) and student activity (cycle I: 76,92% and cycle II: 92.31%), and (2) During 2 cycles, the cooperative learning type Jigsaw can improve the learning outcomes of freedom of organization for elementary school students (cycle I: 65%, and cycle II: 90%).

Keywords: Cooperative Learning of Type Jigsaw, Learning Outcomes of Freedom of Organization, Elementary School Students

INTRODUCTION

According to the experience of teachers in Elementary School of State 14 Poasia that the method often used in learning of Citizenship Education is a lecture method, but this method has not been able to achieve the expected results. One of the reasons is that the lecture method used in the learning process tends to focus on the teacher, causing students to become passive and just as listeners only. In fact, in learning activities of students are preferred to build their own knowledge learned so that students can easily master and understand a concept. This leads to low student learning outcomes for civic education. In particular, the results of the re-examination student of class V of Elementary School of State 14 Poasia on the subject matter of freedom of organization only reached 64%.

Based on the phenomenon, the author tries to provide solutions to solve the problem of low learning outcomes of students by using cooperative learning. Because this learning can improve motivation, learning outcomes and storage of lesson material (Nur et al, 2000: 23). In addition, in this lesson the role of teachers is more emphasized as organization of teaching and learning activities, information resources for students, encouragement for students to learn, as well as provider of materials and learning opportunities for students.

Cooperative learning model using type of Jigsaw, because with the consideration that type of Jigsaw is the simplest cooperative learning model and involves many students so it is possible for students who difficulty will be helped and difficult material will be easier to understand. In addition, with this learning can motivate students in understand a concept and minimize the level of learning difficulty of students, especially on the material freedom to organize.

Thus, the purpose of this study is to assess the increased activity and learning outcomes of freedom of organization for elementary school students through the cooperative learning of type of Jigsaw.

METHOD

The subjects of this study are students of class V of Elementary School of State 14 Poasia amounting to 20 students consisting of 10 female students and 11 male students. This type of research is a classroom action research, the characteristic of this study is the presence of specific actions to improve teaching and learning in the classroom (Muhtar, 2007: 4). This research is conducted in 2 cycles, and each cycle through planning stages, action execution, observation or evaluation, and reflection. The design of this study as shown in Figure 1 below.

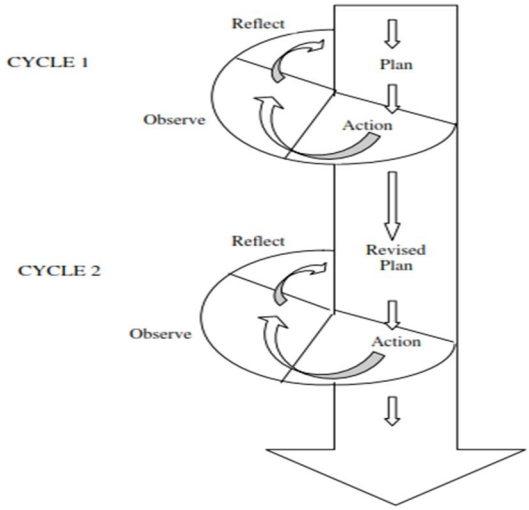

Figure 1. Classroom Action Research Design developed by Kemmis and Taggart (in Yoni, 2010: 168)

The data of this study were collected through observation technique and learning outcomes test. Observation techniques, ie observation of teacher teaching activities and student learning activities during the learning process with cooperative of type of Jigsaw. The test of outcomes learning is to do formative test to students after the cooperative learning process. Data analysis in

this study using descriptive statistical analysis to calculate the student's score, the average student score, mastery learning, the success of teacher teaching activities and the success activate learn students. The indicators of the success of the study are as follows: (1) Students' learning outcomes are said to be complete if at least 80% of students have achieved a minimum learning outcome of 70, and (2) Teachers and students activity is said to succeed if the percentage of activity implementation process reaches at least 85%.

RESULTS AND DISCUSSION

1. Results Research of Cycle I

The first cycle of learning activities, carried out according to the learning scenario that has been prepared with Jigsaw type cooperative learning model. Teachers prepare students to learn. Then the teacher divides the students into several groups of origin, and each group consists of 5 students, and each is numbered. The teacher explains the learning objectives to be achieved in the learning activities and apperception.

In the core activities, the teacher explains the subject matter. Furthermore, the teacher asked questions in the form of Student worksheet. Each student in the same group of origin learns different material from each other and works on the questions in the Student worksheet according to the material studied each. Students from groups of origin who study the same material, gather with other group members, form groups (groups of experts) and discuss the same material. After the discussion, members of the group of experts return to their original group. The members of the expert group with each of the mastered material gave an explanation to a group of friends. The teacher randomly assigns questions to the students by mentioning the number. Furthermore, individual tests are held, then the teacher gives awards to the group whose members get high score. In closing activities, the teacher guides the students to summarize the subject matter and then the teacher gives the house assignment**.**

The activities of teachers and students in the learning cycle I, each reaching 76.92% for the first meeting and 84.62% for the second meeting. While the completeness of outcomes learning students only reached 65%, with an average value of 61.40.

2. Results Research of Cycle II

Learning activity cycle II, carried out according to the learning scenario that has been prepared as in cycle I. Implementation to improve the weakness in the implementation of cycle I. In the core activities, the teacher explains the subject matter. Furthermore, the teacher asked questions in the form of Student worksheet. Each student in the same group of origin learns different material from each other and works on the questions in the Student worksheet according to the material studied each. Students from groups of origin who study the same material, gather with other group members, form groups (groups of experts) and discuss the same material. After the discussion, members of the group of experts return to their original group. The members of the expert group with each of the mastered material gave an explanation to a group of friends. The teacher randomly

assigns questions to the students by mentioning the number. Furthermore, individual tests are held, then the teacher gives awards to the group whose members get high score. In closing activities, the teacher guides the students to summarize the subject matter and then the teacher gives the house assignment**.**

The activities of teachers and students in the learning process cycle II, each reached 84.62% for the first meeting, and 92.31% for the second meeting. While the completeness of student learning outcomes reached 90%, with an average value of 78.20.

To see the improvement of teacher and student activity on Jigsaw type cooperative learning process in cycle I and cycle II as shown in Figure 2 below.

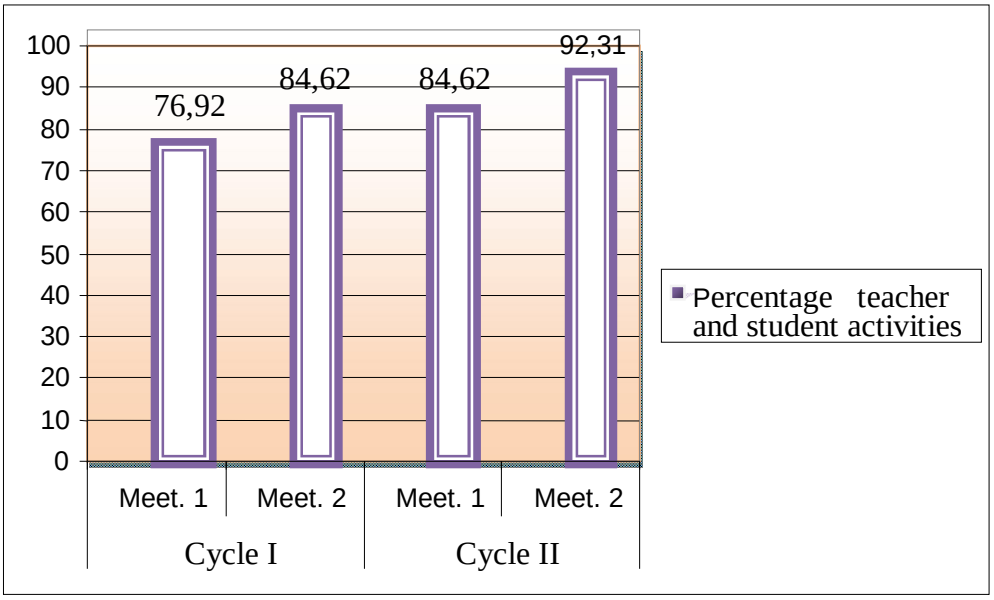

Figure 2. Increased activity of Teachers and students through Jigsaw type cooperative learning in Cycle I and Cycle II

There is an increase in teacher teaching activity through the cooperative learning of type of Jigsaw, either from first meeting to second meeting, or from cycle I to cycle II. Similarly, students' activities in learning activities through the cooperative learning of type of Jigsaw also improved, either from the first meeting to the second meeting, or from cycle I to cycle II.

In the learning process, teachers act as mentors and facilitators. Teachers provide problems in the form of Student worksheet then guide students to solve learning problems in groups and discuss the problems in groups before discussed together in the classroom. When students have difficulty solving learning problems, teachers can provide direct guidance to both groups and to students. This is in line with the opinion of Nur (2000: 24) which states that in Jigsaw type cooperative learning, teachers divide students into groups of 5 members each, based on certain academic performance (eg past grades). During the study group task of team members is to thoroughly master the assigned material. If the group or students experience difficulties, then the

teacher provides guidance or direction so that students who know to help their friends who have difficulty.

While improving student learning outcomes through the cooperative learning of type of Jigsaw on cycle I and cycle II as Figure 3 below.

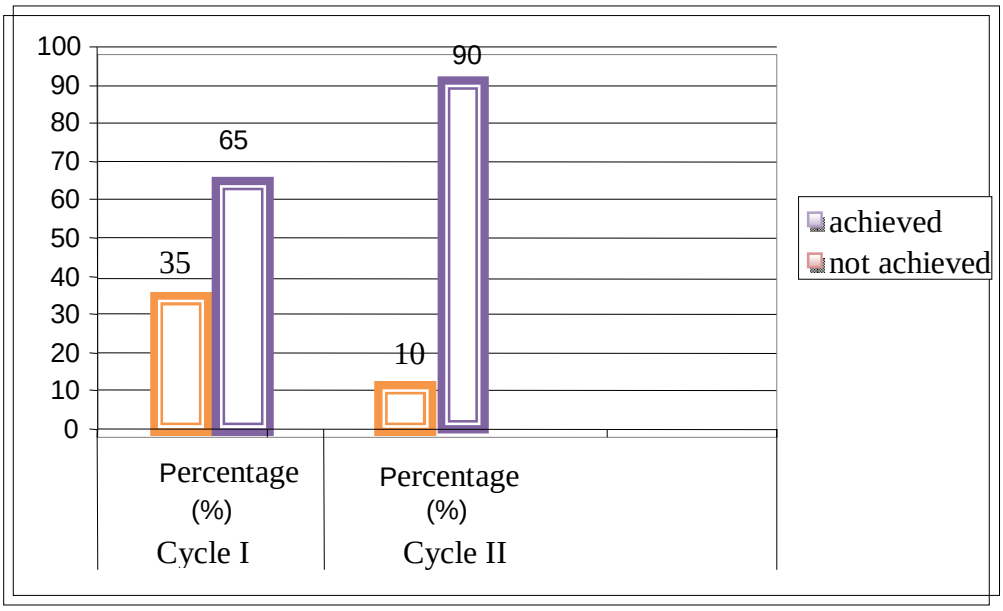

Figure 3. Improved student learning outcomes through the cooperative learning of type of Jigsaw in Cycle I and Cycle II

There is an increase in student learning outcomes through Jigsaw type cooperative learning, where cycle I has not achieved complete learning as defined in the indicators of student learning success. However, in the second cycle students' learning completeness is nearing perfect.

In learning cycle I, students are less active in group work activities so as not to be able to understand the material freedom of organization. To overcome these problems, teachers direct students to be active in group work. Activity of students in the learning process can improve students' ability to understand the subject matter taught and have implications on improving student learning outcomes in the action of learning cycle II. This condition is in line with the opinion of Poedjohartono (2003: 13) which states that knowledge can only be understood or mastered seriously by a person if the person actively constructs (form) the knowledge in his mind, if the knowledge is not actively constructed by the person who concerned, that knowledge cannot be mastered seriously.

In the learning action cycle I and cycle II, in general, students feel enthusiastic to learn together and help each other in solving learning problems. In Jigsaw type cooperative learning there are two benefits that can be obtained directly by the students, that is easy to understand the subject matter and trained to always cooperate.

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CONCLUSION

Based on the results and discussion of the study, it was concluded that:

1. The learning outcomes of freedom of organization of class V students of Elemenatary School of State 14 Poasia can be improved through the cooperative learning model of type of Jigsaw. Increased student learning outcomes through the cooperative learning of type of Jigsaw from cycle I to cycle II by 25%,
2. There is an increase in teacher teaching activity through the cooperative learning model of type of Jigsaw on material freedom of organization from cycle I to cycle II, with an increase of 15.39%.
3. There is an increase in student learning activity through the cooperative learning model of type of Jigsaw on material freedom of organization from cycle I to cycle II, with an increase of 15.39%.

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