

Improve The Responsibility of Student Through Cooperative Learning Model Type Jigsaw in Social Studies Learning

Reza Rahma Zakiah¹, Sapriya², Faqih Samlawi³

Social Studies Education Study Program, Faculty of Social Science Education
Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract. This research is initiated by the problem that happened at young learners at VII B Junior High School of Al-Inayah Bandung, it was founded by the researcher at her first observation, exactly the poor moral of responsibility students at social subject. This study conducted using the model of class treatment research designed by Kemmis and Mc. Taggart in three cycles. The selected alternative problem solving is using corporative research study jigsaw type. That alternative is recognized successful due to each of cycle significantly went through ascension, by gaining the cycle result I 64%, cycle II 76,2% and cycle III reached to 88,3%. In other side, the increasing of responsibility students can be showed by concerning the changes of each indicator, properly the learners can fulfill their compulsory well, stop fighting, avoid making any noises during learning process, achieve the satisfied learning result, behave as proactive during the learning process, persevering, independent and stop blaming other person and be able to accept others' opinion during the discussion process. In a nutshell, the model of cooperative learning type jigsaw can improve the responsibility of students in learning social subject in VII B class Junior High School of Al-Inayah Bandung.

Keywords: Model, Cooperative Learning, Jigsaw, Responsibility.

Correspondence. reza.rahma52@gmail.com

Article History. Received July 2019, Received in revised September 2019, Accepted December 2019
©2019. International Journal Pedagogy of Social Studies. Department of Social Studies Education

A. INTRODUCTION

This study is initiated by the result of first observation and the interview which has been conducted by the researcher at class VII B Junior VII B Junior High School of Al – Inayah Bandung. This study shows us several problems that commonly happen during teaching learning process, especially in learners' behaviors and responsibility of them towards learning process. In addition, there are few indicators of less responsibilities' learners in the teaching learning process. First, the less conducive or not whole-hearted of students such as making a noisy and ignoring attention during the learning process. Second, the study revealed that vast of learners avoid to finish the task given by teacher, as an example when teacher required them to accomplish the assignment on book, they even enjoying to make a joking with their classmates, and the same case as homework. Third, when they are worked in group, they obviously careless with their obligations, for instance discussing the other

topics instead of defined topic its self. Fourth, when the teacher asks them questions relating to the materials, there must be none of students would answer those questions. Fifth, leaving class not in punctual time, certainly before teacher end the class.

Therefore, the data pointed out that in the learning process of class VII B VII B Junior High School of Al – Inayah Bandung has some troubles on it that lead students become less responsible person. Besides, some odds founded from booth teacher and learners. The researcher found that less effective of learning process has been coming from uncontrol teacher especially in the discussion that impact to both attention and concentration of students on the learning process. The less responsible of students appeared in learning process was strongly influenced by teacher, either in learning method or learning approach itself.

The learners' problem must be soon overcome, due to the aim of learning social in high school level as stated by Sapriya (2009, p.45)

“To get the learners well prepared as society who have competence in knowledge, skills, attitudes and values that can be utilized to solve the problem either individual or group then having the ability to take the decision and taking part in residents event in diversity to be good society”

From that statement, the implantation of knowledge, skills and values is absolutely essential to carry out. One of the ways to go is applying jigsaw cooperative to reach those three main goals. On the learning process, learners are expected to have the responsibility towards their task and obligation. The responsible is the compulsory stuff for learners. A few essential characters that support the responsible of students in their learning are obviously must be improved and developed on the learning method. Moreover, according to the expert: According to Lewis (Putri, D. 2016) the responsibility to study is the willingness of someone to do the task well with all kind of consequences. The responsible person has a faith that his self has valuable thing that can make others people feel the same. The charge of work not only finishing all the tasks, either individual or group but also not to discuss something beyond the topic. In addition, on process of learning the students not only provided the concept of learning, the bringing them up the sense of responsible instead. As stated by Sumaatmadja, N (Hidayah, E, 2012) one of the objectives learning social studies:

“Supplying the learners with the awareness, the positive behaviors and adequate skills that can be useful for the environment as integral part of life”

Furthermore, learning social studies is not all about knowing materials concept, but the learners must own the awareness and the sense of responsibility, positive behaviors and look after the environment. Based on the case, so the treatment to achieve the goal of learning is a must. To lead the learners become more liable towards their compulsory. If only they have committed to their self the learning process will run concussively and effectively.

The learning model that some experts believe will be appropriate to improve the sense of responsible on learning social studies is using learning model cooperative type jigsaw. This will enable learners to upgrade their sense of responsible because each of them will required to learn a topic altogether, and there is team expert in which all of them have to explain the materials has been learnt to their groups, this stuff is being convinced will develop the responsibility of students. In line with Lie (2017, p.69) revealed that jigsaw is the learning model that demands students to work in team and own the chances to cultivate the information and improve the communication skills.

Based on the background, the author is interested to conduct the research in order to improve the sense of responsible of students using cooperative model learning type jigsaw that expected will impact to students' behaviors. Therefore, the researcher is appealed to conduct the study titled “Improve the responsibility of student by cooperative learning model type *jigsaw* at social studies class”.

B. METHOD

This research was conducted in VII B VII B Junior High School of Al-Inayah Bandung, this decision is based on the first observation by researcher and also the result of discussion with partner teacher and advisor that concluded the sense of responsibility of learners in learning social studies. Research design that implemented in this study is class treatment that tends to the Kemmis model and Mc Taggart in 3 cycles with four steps, planning, action, observation and reflection.

To collect the data, the researcher applied the observation, interview and documentation. The closed observation consists of observation sheet of responsibilities' learners, evaluation sheet type jigsaw and observation sheet of teacher. In other hands, the interview was conducted with several students and partner teacher as observer when it last. The last stuff is documentation in term of lesson plan and teaching learning process. To collect the data, the researcher implementing data reduction, conclusion and varication. Whereas data

validity is using triangulation data and member check.

C. RESULT AND DISCUSSION

Based on the research result with 3 cycles, there was significant improvement in VII B Junior High School of Al-Inayah Bandung, it can be clearly seen from each cycle that has been conducted. The following chart is the result from cycle 1 to cycle 3.

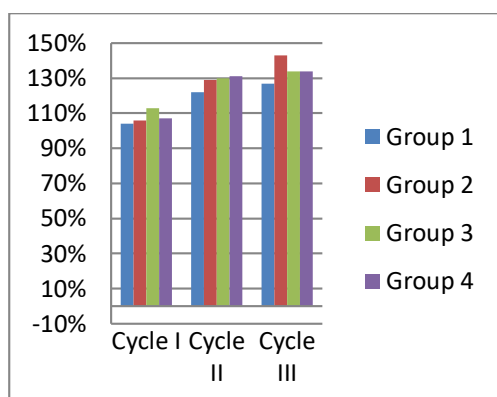


Figure 1. The result of observation in each group towards the responsibility behavior

Referring to the result, it is identified that the responsibility of students has been increased in average. In cycle I, the average attitude of responsibility of students in social studies learning is 64% with medium responsibility criteria, based on the results of observations that have been conducted. Then in the second cycle the average attitude of responsibility of students reached 76.2%, there is an improvement from the previous cycle of 12.2%, then in the second cycle reached the criteria of High School students' responsibility, although it still had to be more increased. Furthermore, in cycle III, the attitude of responsibility of students has increased by an average of 88.3%. This shows that in cycle III it has increased from cycle II which is 12.1% so in this case the attitude of responsibility of participants has extremely increased.

The research outcomes can be viewed in following illustration:

1. Lesson plan of social studies learning to improve the responsibility of students

using the Jigsaw type cooperative learning model in class VII B Junior High School of Al-Inayah Bandung

Making lesson plan is an essential before doing the teaching learning process in classroom. As stated by Degeng (Uno, 2009: p 2) lesson plan is an Endeavour to make the students well-learners. This notion implicitly shows us that in learning process there is option, decision, development the method to achieve the goal of learning.

Therefore, when viewed from the pre-research conducted, discussions about students feel bored with social studies using monotonous learning models. Then a suitable learning model is needed to increase the responsibility of students in social studies learning. According to Trianto (2009, p. 1) the learning model is a plan or a pattern that is used as a guide in classroom learning or learning in a tutorial. Moreover, because the learning model is important to apply, here the researcher, with the approval of the adviser and partner teacher, determines the type of Jigsaw cooperative learning model to increase the motivation of students' responsibilities.

According to Permendiknas No. 41 concerning process standard p. 7, there is a statement relating to the learning activity. It revealed that learning process includes a syllabus and lesson plan (RPP) which contains the identity of the subject, competency standard (SK), basic competency (KD), and indicators delivery of competencies, learning objectives, teaching materials, time allocation, and learning resources. Thus, in making a lesson plan, after determining the appropriate learning model, the researcher takes several steps before implementing teaching learning process. The researchers with partner teachers draw up an agreement on research time, then draw up a lesson plan (RPP) that will be used during action, then the researcher arranges research instruments in the form of observations of the activities of educators and students in accordance with the indicators of responsibility and indicators of the type of cooperative learning model that is approved by the supervisor, then do reflection as a form

of evaluation and follow-up to be carried out for further research.

In accordance with Majid, A. (2007, p. 22) these are the following benefits of lesson plan:

- a. As the program director to achieve the learning objectives
- b. As the fundamental pattern in managing the task and authorization
- c. As the guidelines for each element for both teacher and learner
- d. As the indicator of effectiveness, the program in order to investigate the punctuality and late works
- e. As the arrangement materials data to gain the balance of works
- f. To efficient time, power, equipment and budget.

From this explanation, we can conclude that learning planning is very useful for educators to more easily carry out learning in class. Lesson plan is also the first step before implementing the learning process in order to achieve the objectives in learning.

2. The implementation of social studies learning to improve students' attitude of responsibility by using a type of jigsaw cooperative learning model in class VII B VII B Junior High School of Al-Inayah Bandung.

The execution of the Jigsaw cooperative learning model to improve the attitude of responsibility of students is basically an application that has been designed in the lesson plan (RPP). Basically, social studies subject according to Maryani, E. (2009, p. 15) are part of the school curriculum whose main responsibility is to assist students in developing the knowledge, skills, attitudes, values required to participate in community life at the local level, national and global. Subsequently from the above thoughtful it can be concluded that social studies subjects are one of the subjects that are apposite for increasing students' attitude of responsibility, because there is a dimension of values and attitudes that can help students gain the changes and the better improvement.

The realization of social studies learning to improve the attitude of responsibility of students through a type of jigsaw cooperative learning model is an application of the lesson plan (RPP) that has been made and implemented properly. As strengthened by the observational data presented previously, it showed that cycle I had a percentage of 64%, then in cycle II it had increased by 12.2%, with a percentage of 76.2%, and in cycle III it had increased by 12.1% with a percentage of 88.3%.

The implementation of the first cycle was carried out on March 28, 2019, by discussing the materials of the Indonesian Community during the Pre-litigation Period. By using the following implementation steps: First, there is a preliminary activity in which learning is listed beginning with greetings, and prayers together, teachers check the attendance of students, then provide motivational videos, and finally educators ask the previous materials and informing them the following materials. Secondly, it turns to the core activities in which the teacher conveys the materials, then gives the opportunity for students to ask questions which has not understood yet. Lastly applies the Jigsaw type cooperative learning model.

Previously, the teacher explains in advance the steps of using the jigsaw model, and the students were divided into groups of 4 novel groups, after gathering with the group from which the teacher divided the materials that had to be discussed and the students in the original group were divided into expert groups. After the discussion activities with the expert group, students return to the prior group to explain the results of the discussion, but unfortunately in this first cycle there are still many students who still look confused because they still do not understand the learning model applied, and when mobilizing the original group to the expert group and vice versa is still not conducive so it takes a lot of time, and finally the teacher appoints one member of the expert group to present the results of the discussion. The last activity is closing, in this case the teacher asks several students to conclude the materials that has been taught, and the educator gives the task for the next meeting. Ultimately the class ends by reciting *Hamdalah*.

The accomplishment of the second cycle was carried out on April 4, 2019, by discussing the materials of the Indonesian people in the pre-literary period in concerning to economic, educational and political aspects. The implementation is almost the same as that carried out in the first cycle, only in the second cycle the instructor gives a more detailed explanation of the steps of using a jigsaw cooperative learning model so that students had better, but instructor still must be able to manage time well when the discussion activities are carried out. Furthermore, it ended with a closing activity. In this second cycle the whole learning process has begun to run well and the attitude of responsibility of students has begun to increase.

Furthermore, the implementation of the third cycle was carried out on April 15, 2019, by discussing the material of Indonesian society during the Hindu-Buddhist period in view of economic and educational aspects. The implementation in the third cycle is the same as the previous cycle, only in this cycle III the instructor shares the learning two meetings due to previous reflection, during the discussion activities, succeeding is not enough to result in not yet delivering the results of the discussion from the experts. Related to this cycle III the overall learning process is well done, and conducive. And the attitude of responsibility of students has been seen to increase the comparison with the previous cycle. During the discussion, there was not enough time so that the results of the discussion had not been delivered from the expert group to the original group. Therefore, in this third cycle the entire learning process has been carried out well, and conducive. Moreover, the attitude of responsibility of students has seen an increase compared to the previous cycle.

Based on the description, the implementation of classroom action research

to improve the attitude of responsibility of students by using a type of jigsaw cooperative learning model has been going well and as expected.

3. The obstacle dealt with to improve the attitude of responsibility of students by using a type of jigsaw cooperative learning model in class VII B Junior High School of Al-Inayah Bandung.

In the research that has been carried out, of course, it is inseparable from the obstacles faced by researchers, these are several odds:

First, instructors still could not ménage the class well. Secondly, in the first cycle the mobilization of students from the original group to the expert group was still not conducive because the students did not completely understand the whole steps in the type of cooperative learning model applied. Third, the initial cycle of time spent on discussion is insufficient so that educators must be able to manage their time effectively and efficiently. In addition, the last obstacle is that in the initial cycle still many passive students when learning activities take place.

4. The results of increasing students' attitude of responsibility by using a jigsaw type cooperative learning model

According to Hamalik (2007, p. 30) learning outcomes are changes in behaviors in a person which can be observed and measured in terms of knowledge, attitudes and skills. These changes can be interpreted as an improvement and development that is better than before. Student learning outcomes to improve the attitude of responsibility by using a type of jigsaw cooperative learning model has increased significantly from each cycle, for more details below are presented the results of each cycle performed:

Table 1. Percentage of Observation Assessment towards the Attitudes Responsibilities of Students

No	Indicator	Percentage			Description
		Cycle I	Cycle II	Cycle III	
1.	Doing Obligations	69,8	85,4	96,5	Increased
2.	Be Proactive	64,6	74	88,5	Increased
3.	Self control	59,4	80,2	93,1	Increased
4.	diligent	61,5	77	87,3	Increased
5.	Independent	62,5	74	86,2	Increased
6.	Achieve good results	66,7	71,9	86,2	Increased
7.	Reflective	63,5	71	80,4	Increased

Based on the table, we can clearly see that there is a significant enhancement in each indicator of student responsibility. The most noticeable increase is in indicator number 1 (Performing obligations) and indicator number 3 (Self-control), which in indicator number 1 there is an increase with the difference from cycle I to cycle II by 15.6%, and the difference from cycle II to cycle III of 11.1%. In indicator number 1 these learners whose origins have not been able to carry out their learning obligations properly in the sense of not being able to accomplish individual assignments and group assignments, because the majority of these students are still busy with their own activities such as chatting and staring.

However, the implementation of this type of jigsaw cooperative learning model the attitude of responsibility of students is more increasing, as a result of students that are divided into expert groups and original groups, where each student must be able to explain the results of discussions with expert groups to their respective home groups. Furthermore, in indicator number 3 there was an escalation with the difference from cycle I to cycle II by 20.8% and the difference from cycle II to cycle III by 12.9%. In indicator number 3, initially there were still many students who did negative things such as chatting with their friends, walking around casually, and leaving the class prematurely. However, this can be overcome by implementing a jigsaw

cooperative learning model. From the two indicators, there are 5 indicators that have increased each cycle, but not as significant as the indicators previously described.

In essence, this study seasoned a significant increase in increasing the attitude of responsibility of students with the overall final result of cycle I reaching 64%, cycle II with a final percentage of 76.2%, and cycle III reaching 88.3%. So the application of the Jigsaw cooperative learning model has succeeded in increasing students' attitude of responsibility.

CONCLUSIONS

Lesson plan with the implementation of a jigsaw cooperative learning model to improve the attitude of responsibility of students in social studies learning in class VII B is done in 3 cycles. The first thing to do is to do a pre-research, and observe each one problem in each classroom. Thus, afterwards researchers conducted consultations and asked for suggestions on problems found with supervisors and partner teachers. At the time when the researcher has found a problem in the class, then determine the object that will be used as research until finally the researcher chooses class VII B. Determination of indicators of responsibility is based on the theory in chapter II and then consulted with the supervisor. After that, the researcher compiles a lesson plan (RPP) that will be carried out during the action. In addition to making lesson plans, research

instruments for the activities of educators and students must be designed by researchers to facilitate observers to assist researchers in conducting observations in class.

The enjoyment of learning by applying a jigsaw cooperative learning model brings students to always be responsible for the tasks that become their obligations that carried out in groups. This habituation can increase the attitude of students' responsibility in social studies learning, even though the implementation is only carried out in 3 cycles. This stuff can be an evident from the results of research that shows an increase in the attitude of responsibility of students in each cycle and achieve excellent grades.

The defiance that occur during learning through a jigsaw cooperative learning model to improve the attitude of responsibility of students in social studies learning. These following obstacles encountered during the research process: The instructor has still unable to manage the students properly, In the first cycle, the mobilization of students from the original group to the expert group was still not conducive because they do not understand about the steps of the type of cooperative learning model applied, In the introductory cycle the time spent on discussion is not enough so that the instructor must be able to manage his time effectively and efficiently, and In the initial cycle there are still many students who are passive and less talking when learning activities take place.

The attitude improvement of responsibility of students through the type of jigsaw cooperative learning model in social studies learning has increased significantly. This can be seen from the development in the attitude indicator of responsibility, namely students are able to carry out their duties properly, not making noise, not chatting when learning takes place, achieving good learning outcomes, being proactive

in learning, persevering, being independent, and not blaming others and being able to accept the opinions of others when the discussion takes place. All these aspects have increased from the first cycle to the third cycle of the category quite good with a percentage of 64%, 76.2%, and 88.3%. From these data it can be clearly seen that the use of a jigsaw cooperative learning model can improve the attitude of responsibility of students in class VII B Al-Inayah.

REFERENCES

- Hamalik, O. (2007). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara
- Hidayah, E. (2012). *Peningkatan Hasil Belajar Ips Melalui Model Pembelajaran Kooperatif Tipe Group Investigation Pada Siswa Kelas IV b Sd Negeri Gamol. Lumbung Pustaka Universitas Negeri Yogyakarta*
- Lie, Anita. (2017). *Cooperative Learning*. Bandung: Grasindo
- Majid, Abdul. (2007). *Perencanaan Pembelajaran: Mengembangkan Standar Kompetensi Guru*. Bandung: PT Remaja Rosda Karya
- Maryani, E. (2009). *Pengembangan Program Pembelajaran IPS untuk Meningkatkan Keterampilan Sosial*. Bandung: Alfabeta
- Putri, D. (2016). *Tingkat Tanggung jawab Belajar Siswa Kelas VIII SMPN 13 Yogyakarta Tahun Ajaran 2015/2016 dan Implikasinya Terhadap Usulan Topik-Topik Bimbingan Belajar*. (Skripsi). Fakultas Pelatihan dan Pendidikan Guru. Universitas Sanata Dharma
- Sapriya. (2009). *Pendidikan IPS: Konsep dan Pembelajaran*. Bandung: Alfabeta
- Trianto. (2009). *Mendesain Model Pembelajaran Inovatif-Progresif*. Kencana Prenada Media Group: Jakarta
- Uno, B. Hamzah. (2009). *Model Belajar Menciptakan Proses Belajar*

REZA RAHMA ZAKIAH, SAPRIYA, FAQIH SAMLAWI/ *Improve The Responsibility of Student Through Cooperative Learning Model Type Jigsaw in Social Studies Learning*

Mengajar yang Kreatif dan Efektif.
Jakarta: PT Bumi Aksara
Peraturan Menteri Pendidikan Nasional
Republik Indonesia Nomor 41

Tahun 2007 tentang Standar
Proses Untuk Satuan Pendidikan
Dasar dan Menengah.