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Efforts To Improve Students Understanding of Indonesian Diversity Material Through Cooperative Type Jigsaw Method

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Abstract

The purpose of this research is to improve students' understanding of the material on Indonesian diversity in class VII, semester 2, academic year 2023-2024. The research method is classroom action research. This research covers three cycles where each cycle includes four stages, namely planning, action, observation and reflection. The research period is 4 months, namely from March 2024 to June 2024 with 24 students as research subjects, while data is collected through tests, interviews and observations. The results of the study showed that there was a significant increase in PPKn learning outcomes in class VII students. This is evidenced by the average PPKn test results in each cycle increasing, namely in cycle 1 = 76.46, cycle 2 = 77.92, cycle 3 = 79.83 and the results of the interviews conducted concluded that learning PPKn through the Cooperative Type Jigsaw method is fun. This researcher concluded that learning PPKn using the Cooperative Type Jigsaw method can improve students' PPKn learning outcomes.

Keywords: Student Understanding, Indonesian Diversity, Jigsaw type Cooperation.

1 INTRODUCTION

Education plays an important role in improving the overall quality of human beings and maintaining the identity of the nation. Education organized by educational institutions is expected to produce good human resources (Nurhadi, 2019). The Indonesian government organizes a national education and teaching system regulated by law. In a narrow sense, education is generally interpreted as a human effort to develop his personality in accordance with social and cultural values.

National education functions to develop abilities and shape the character of a dignified national civilization to educate the nation's life, aiming to develop students to become humans who believe in and are devoted to God Almighty, have noble morals, are capable, creative, independent, and become democratic and responsible citizens.

The implementation of learning in schools requires systematic steps to achieve the desired goals (Wibowo, 2018). Things that need to be done in learning by finding appropriate, effective, critical ways, understanding and being able to apply them to everyday life and there is an evaluation of learning so that skills and knowledge truly belong to students. Teaching methods can be interpreted as a way or technique used by teachers in presenting teaching materials to students to produce student learning success. Especially in supporting the learning process of Pancasila and Citizenship Education (PPKn).

Learning using the cooperative jigsaw method directly is to form student activities to work, experience, find and discuss problems and find solutions to problems, not transfer knowledge from teacher to student. Students understand the meaning of learning, what its benefits are, what their status is, and how to achieve it.

In the learning process will be faced at the introduction stage of new things. At this stage of the process the child will be more able to understand and get to know more in a broad understanding of the diversity that exists in Indonesia. In the diversity of the community that multicultural cultural diversity is an effort to maintain and respect to avoid conflict. Unity becomes a way to minimize the problem of splitting problems (Sari & Najicha, 2022). Basically, PPKN education in elementary schools is very important in learning to citizenship including diversity in regions in Indonesia. Indonesia is a diverse country with diversity, religion includes the distinction of religion, culture, language, race, ethnicity, there is wife or other.

Regarding such multicultural diversity, there are very often problems and conflicts on a group of cultures and impacts on harmonican (Akhmadi, 2019). Citizenship education teaches Indonesian diversity. Of course this is related to the diversity of multicultural Indonesian people, so that PPKN learning is used as a reference for the basis of learning development in elementary schools regarding diversity. The application of learning media development can make an innovation in helping learning activities to see pleasant learning outcomes, student attention, regular, and not bored. Law of the Republic of Indonesia Number 5 of 2017 concerning the Progress of Culture that the diversity of regional culture is the wealth and identity of the nation that is indispensable to advance Indonesian national culture amidst the dynamics of world development. Wealth of ethnic diversity, customs, language, local knowledge and technology, traditions, local wisdom, and art. This diversity is a cultural heritage of a noble nation that forms the nation's identity (Ariadi, 2021).

In PPKN learning also discusses character, in learning PPKN characterized by its own character is in the existing curriculum. In the value contained Indonesian character education there is Law Number 20 of 2003 in general education including the value of character education general character values namely nationalist, religious, integrity, independence and cooperation. Character values are also taught in PPKN learning with diversity. By faced with problems regarding divisions that affect bullying, sexual criminal acts, killing violence, social inequality and reduced human concern. Problems and events in this matter can be said that Indivindu and groups lack of understanding of diversity, there is understanding, and actions are not reflected in diversity behavior (Bachrudin & Kasriman, 2022).

They are aware that what they learn is useful for their lives later. Students are accustomed to solving problems, finding something useful for themselves and struggling with ideas.

SMP Yaspen Tugu Ibu 1 Depok is one of the junior high schools that has learning facilities that can support the learning process with the cooperative jigsaw method. The classroom is equipped with a projector and internet facilities, etc. that can be accessed by students while in the school building. However, not all teachers use these media for learning activities. In the teaching and learning activities of class VII students of SMP Yaspen Tugu Ibu 1 Depok, especially in the subject of PKn, the results are quite good but need to be improved so that it is expected to improve its implementation.

This is proven by the average score of students below the KKM, namely 75 and 60%. The results of student interviews on March 20, 2024, showed that students did not understand PKn learning. Therefore, the researcher intends to improve students' understanding of the material on Indonesian Diversity through the cooperative type of jigsaw method, so that the learning outcomes and implementation of learning from class VII students of SMP Yaspen Tugu Ibu 1 Depok can increase according to the researcher's expectations. Based on the background of the problem stated above, the formulation of this problem is can the cooperative type jigsaw learning method improve students' understanding of diversity material in class VII of the even semester of SMP Yaspen Tugu Ibu 1 Depok The objective to be achieved in this study is to improve and improve the understanding of PKn learning of class VII students of SMP Yaspen Tugu Ibu 1 Depok with learning and solving real problems that arise in the classroom by means of the Classroom Action Research (CAR) method using the Cooperative Type Jigsaw Method.

2 RESEARCH METHODS

The research method used is a qualitative method in the form of classroom action research, which is intended to overcome a problem that exists in the classroom. "Classroom action research (CAR) is a form of collaborative research carried out by educators to improve the learning process that has been carried out in order to improve student learning outcomes (achievement) through stages known as cycles". This learning method is carried out to improve students' understanding of the material on Indonesian Diversity in class VII of SMP Yaspen Tugu Ibu 1 Depok through the cooperative type of jigsaw method. This research was conducted from March to June 2024 in the 2023/2024 Academic Year.

The data source in this study was taken from key informants, namely the Civics subject teacher in class VII of SMP Yaspen Tugu Ibu 1 Depok as the observer and the research subjects were 24 students in class VII of SMP Yaspen Tugu Ibu 1 Depok. The data collected used interview data collection techniques for key informants and research subjects and supported by observation data collection techniques in the form of direct observations of research subjects and researchers as teachers who implement the jigsaw cooperative type. Data collection techniques in this study were written tests, observations, interviews, documentation and field notes. (1) Observation, used to collect data on student and researcher activities in learning activities implemented through the jigsaw cooperative method. (2) Tests, used to obtain data on student understanding of Indonesian diversity material through the jigsaw cooperative learning method. (3) Interviews, used to strengthen data in determining responses to the implementation of learning and to find data that is difficult to observe during observation, namely data on student attitudes in implementing the learning faced. The data obtained were then analyzed descriptively as one of the considerations for drawing conclusions. interviews consisting of interview guidelines for students and interview guidelines for collaborators (observers). (4) Documentation, used to obtain school data and student names, as well as photos of recordings of the research action process. Documentation is a method for obtaining or finding out something with books, archives related to what is being studied. (5). Field Notes, making notes and comments on raw notes in the field that are inseparable from the focus of the research.

The data analysis technique in this classroom action research uses the qualitative descriptive analysis technique, the stages of which include: (1). Data reduction, reducing data means summarizing, choosing important things, looking for themes and patterns. The activity of summarizing data obtained from interviews and observations; (2) Data description is the presentation of data carried out in order to coordinate the results of the reduction by arranging a narrative of a collection of information that has been obtained from the results of the reduction, so that it can provide the possibility of drawing conclusions and taking action; (3) Verification is providing conclusions regarding the results of interpretation and evaluation. This activity also includes finding the meaning of data and providing explanations. To find out the increase in student understanding by applying a direct learning model with data, data on student understanding is needed which is obtained from learning outcomes/test scores.

In classroom action research, validity is the consistency of the research process as required in qualitative research. The validity criteria for qualitative research are direct meanings that are limited by the researcher's own perspective on the research process. Data validity is done by triangulation by comparing data collected from various sources, namely, tests, observation results, and interview results. In this study, democratic validity is used, validity that is concerned with the consistency of the role given by each group involved and various suggestions and considerations given by the groups involved in relation to the treatment or actions taken by the research, namely the teacher himself and the influences it causes.

3 RESULT AND DISCUSSION

The research that will be carried out begins by observing the research subjects and locations, namely class VII students at Yaspen Tugu Ibu 1 Middle School, Depok, the research subjects are 24 students, observations are carried out to identify problems that exist in class VII at Yaspen Tugu Middle School. Mother 1 Depok. The research conducted initial observations by observing the course of learning in the classroom. As a result of initial observations, the research found that the learning process had not fully achieved its objectives.

The research was carried out at this location because it was discovered that the results of students' understanding were not sufficient to reach the specified minimum completeness criteria, so the research looked for a solution, namely applying the jigsaw type cooperative method to class VII students at SMP Yaspen Tugu Ibu 1 Depok. Research is focused on increasing students' understanding.

3.1 Sub Results

3.1.1 Siklusl 1

Implementation of cycle 1 in April 2024. The time allocation used in learning is 3x30 minutes. The main material discussed is the understanding of Indonesian diversity. There are 24 students in grade VII when this learning is carried out.

The implementation of learning in cycle 1 uses the jigsaw type cooperative method with a discussion of the problems brought up in learning, which is expected to trigger critical thinking attitudes from students. The results of the implementation of cycle 1 based on observations and tests carried out are with an average student score of 76.46 which is still insufficient to achieve the completion criteria.

3.1.2 Siklusl 2

Based on the implementation of cycle 1, in the implementation of cycle 2, there was an increase in learning outcomes for students based on observations and tests conducted. In cycle 2, the material on gender equality was implemented The presence of 24 class VII students.

The implementation of cycle 2 resulted in an increase in learning outcomes with a result of 77.92. Although it has not reached the minimum completion value, there is an increase in student activity.

3.1.3 Siklus 3

Based on the results and reflections obtained from cycle 2, in cycle 3 the implementation of learning refers to the material of maintaining the important values of diversity. The allocation of time for implementation is 3x30 minutes. The presence of class VII students is 24 people.

The implementation of cycle 3 resulted in a significant increase and the results reached the minimum completion criteria (KKM) of 75, namely with an average value of 79.83 from 24 students. The increase in learning outcomes is supported by the results of observations with the enthusiasm and courage to express opinions and answer from students.

3.2 Sub Discussion

This research was conducted to improve the understanding of grade VII students at SMP Yaspen Tugu Ibu 1 Depok on the material of Indonesian Diversity through the cooperative type of jigsaw method. The researcher will discuss the overall results of the study by explaining the success of the efforts made in each cycle implementation for the shortcomings that occurred in the implementation of the stages of the cycle. The presentation is intended to draw conclusions from the results of the data obtained based on learning outcomes in the cycle, observation results in learning activities, interview results with informants and key informants, and reflections carried out in each implementation of the action.

Based on the results of the research implementation, by carrying out cycles divided into 3, namely cycle 1, cycle 2, and cycle 3, it shows an increase in learning outcomes in students. Starting from the implementation of cycle 1 which gave rise to student understanding of 76.46, cycle 2 of 77.92, up to the implementation of cycle 3 of 79.83, therefore the increase that occurred can be seen. Until the average value in cycle 3 was achieved at 79.83, which showed that the minimum expected completion criteria were met, which was 75. The data showed that the efforts made by the teacher to improve students' understanding of the material on Indonesian diversity through the cooperative type jigsaw method showed significant results of improvement and progress as expected.

3.3 Tabel

Tabel 1. Tuliskan caption singkat di atas tabel

Tahap	Tuntas	Tidak Tuntas	Rata-rata	Presentase Ketuntasan	Keterangan
Prasiklus	10	14	72,66	41,20%	Belum Tuntas
Siklus I	17	12	76,46	67,20%	Belum Tuntas
Siklus II	19	5	77,92	75,60%	Tuntas
Siklus III	22	2	79,83	88,20%	Tuntas

3.4 Picture



Gambar 1. Izin Penelitian



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Gambar 2. learning process

4 CONCLUSION

Based on the data obtained in this study with the effort to implement the jigsaw type cooperative method, students' mastery of group learning with the competency standards of Indonesian diversity. It can be concluded that the effort to implement learning through the jigsaw type cooperative method can improve students' understanding of the PPKn subject on the Indonesian Diversity material in class VII of SMP Yaspen Tugu Ibu 1 Depok. With the average learning outcomes obtained based on the results of observations in each cycle implemented, namely in cycle 1 the average value obtained was 76.66 which showed that it had not been achieved according to the minimum completeness criteria of 75, then the average value in the next cycle, namely cycle 2, showed an increase, with an average value of 77.92. However, these results still do not meet the completeness criteria. Then it was proven that there was a significant increase in cycle 3, with an average value of 79.83 which showed completeness according to the specified criteria.

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