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ENHANCING ACTIVITIES TYPES OF TEACHERS USING COOPERATIVE JIGSAW IN CLASS VIA

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ABSTRACT

Application of jigsaw cooperative learning is done to increase the activity of teachers. The method used is qualitative descriptive method to describe the condition of the activity of teachers in the learning theme 8 sub themes 1. This type of research is "Classroom Action Research" or the classroom action research (PTK). This study was conducted using two cycles. The procedure of research include: (1) planning, (2) implementation, (3) observation (4) evaluation and (5) result. The technique of collecting data through observation / observation of teacher activities that take place in two cycles at the end of the lesson. The conclusion of this study is, activity increased teachers who in turn have an impact on student learning outcomes also increased.

Keywords: Cooperative Approaches Jigsaw mode and Improvement Activities Teacher .

1. INTRODUCTION

Based on documentation on VIA grade students of SD Negeri 5 Tambakasri Sumbermanjing Wetan District of Malang Regency, on thematic repetition, the average test results students achieve mastery of 43% and 57% are under the minimum completeness criteria (KKM) which has been set at 75. Many aspects that affect several unsuccessful students reach KKM these aspects that include aspects of teachers, students, teaching methods and others. Presumably because the teacher is not in the selection means and media student learning in schools is inadequate. Lack of teachers in the learning keaktivan can affect student learning outcomes are declining.Based on the problem of low activeness, creativity,pleasure, and the learning achievement of eight sub-themes themes that result in less berhasilya 1 in accordance with the expected learning. Therefore, the learning that has been set will be the implementation of cooperative learning or called Cooperative Learning type jigsaw. Cooperative learning steps are (1) the researcher will divide the students into groups; (2) Researchers distribute learning materials are different; (3) The expert team of researchers chose each according to his ability; (4) each team of experts will gather to discuss the material to be learned; (5) expert teams will be back in each group to explain to friends dikelompoknya; (6) researchers will divide the worksheet that will be discussed; (7) students presented the results of the next class discussion; (8) researchers provide reinforcement and evaluate learning activities that have been carried out. Cooperative learning is learning in groups.Cooperative learning is a learning model that integrates social skills for academically charged up to the individual and group experiences, help each other, discuss, argue and complementary to gain a common understanding ".Jigsaw type of cooperative learning is learning conducted in the presence of a team of experts. Classes will be divided into groups for and select each of the different expert teams in one group.

Jigsaw cooperative learning is a type of cooperative learning that consists of several members in one group responsible for the study and mastery of matter capable of teaching the material to the other members in the group. Cooperative learning model jigsaw is a cooperative learning model where students learn in small groups of 4-6 people are

heterogeneous and cooperate positive interdependence and is responsible for the completeness of the material part of the lessons to be learned and deliver the material to the group members. Steps cooperative learning jigsaw types, namely:

1. Dividing 5 or 6 students into a jigsaw heterogeneous group.
2. Assigning one student in the group becomes the leader or a team of experts.
3. Divide the lesson into 5 or 6 pieces.
4. Each student in the group one part of the lesson.
5. Provide time for students to read the parts of the subject matter has been assigned to him.
6. The students of the group jigsaw join a group of experts who have the same material and discussion.
7. Back to the jigsaw group.
   Students present in the studied part of the group.
8. Jigsaw group presented the results of focus group discussions in class.
9. At the end of the activities the students are given a problem.

Ratumanan (2002: 67), states that the interactions that occur in a jigsaw cooperative learning can stimulate the formation of new ideas and enrich the intellectual development of students. From these statements it can be concluded that the excess of the jigsaw as follows:

1) Facilitate the work of teachers in teaching because there is a group of experts tasked with explaining the material to a colleague.
2) Develop students' ability to express an idea or ideas to solve problems without fear of making a wrong.
3) to improve social skills, are developing a sense of self-esteem and positive interpersonal relationships.
4) Students are more active in speech and because students are given the opportunity to discuss and explain the material in each group.
5) The students better understand the material given for further study and simple with group members.
6) The student is to master the material because it is able to teach the material to friends group learning.
7) Students are taught how to work together in groups.
8) The material given to students can be evenly distributed.
9) In the process of student learning positive interdependence.

Thematic learning can be defined as a matter of learning activities by integrating multiple subjects in a single theme or topic. Thematic learning is learning that combine multiple subjects into one. So this jigsaw type of cooperative approach well done to mempelajaran thematic. This approach aims to know How is the implementation of a cooperative approach to learning theme jigsaw type 8 sub themes VIA 1 class students of SD Negeri 5 Tambakasri Sumbermanjing Wetan District of Malang mainly on the activity of the teacher?Salvin (in Vienna, 2008: 242) suggests two reasons that learning with

cooperative approaches (cooperative learning) is a form of learning that can improve learning during this time.

First, several studies have shown that the use of jigsaw type of cooperative approach to improve student achievement as well as to improve social relationships, fostering acceptance shortage of self and others, and can improve self-esteem.

Second, cooperative learning can realize the needs of students in learning, thinking, problem solving and integrating knowledge with skill.

For these reasons, researchers conducted research to prove the cooperative learning approach can improve learning outcomes theme 8 sub-theme 1 SDN 5 Tambakasri Sumbermanjing Wetan District of Malang.

Research related to jigsaw type of cooperative learning in the learning process has been conducted by several researchers is entitled 'Application of jigsaw cooperative learning to improve student learning outcomes in science teaching fourth grade' '. In research conducted in grade IV MI Ishlahul Anam Cakung, East Jakarta is known that the learning outcomes of students who are taught using a model jigsaw increased. Such improvements can be seen from the first cycle of 6.42 (47.36%) and in the second cycle of 8.78 (94.73%). This suggests that the increased research on student learning outcomes.

" The implementation of cooperative learning model jigsaw to improve student learning outcomes at the sub-themes of the wealth of energy resources in Indonesia ". This study dilaksakan in grade IV A Cibeureum SDN Cianjur Regency. In his research shows an increase in student learning outcomes are the result of the first cycle of 67%, the second cycle of 77%, and the third cycle by 92%.

" Application of the method cheerful permanis to increase participation and learning achievement PKN Seventh Grade Students of SMP I Hidayatul Ulum Dayu Semester Year 2017/2018 ". In his research shows an increase in the participation of the pre until the end of the action amounted to 72.2%, and increase student mastery of pre-up evaluation at 35.4%. This suggests that the cooperative learning method jigsaw type effective for use in learning.

2. RESEARCH METHODS

Research carried out in the form of classroom action research (PTK), research conducted when learning takes place at VIA grade students of SD Negeri 5 Tambakasri. The technique of collecting data in the form of tests. This research was done in 2 cycles. Research procedure each cycle includes planning (plan), action (action), observation (observation) and reflection (reflection), and revise plan (improvement plan). The next step in the cycle is a revised planning, action, observation, and reflection.

a.Observasi

In this study, the authors observe and take notes about a learning situation and learning activities of students during the learning theme 8 sub-theme 1.

Observers observe the implementation of learning and learning activities of students during the lesson theme 8 sub-theme 1 that uses the jigsaw cooperative approach. The instruments used in the form of teacher activity observation sheet and activity of students according to the type of cooperative approach jigsaw.

b. Test

In this study, a technique also used that test. The test is used to determine the student's level of understanding and application of concepts theme 8. Bumiku sub themes 1. the time difference and the effect that has been given. Persiklus given test used to measure the level of students' understanding of the concepts of learning theme 8 sub-theme 1 through a cooperative approach jigsaw. Tests were given total 25 questions consisting of essay questions. The weight of the value of essays 4.

$$\text{Value} = \frac{\text{Acquisition value}}{\text{The maximum value}} \times 4$$

Information :
Score = Value achieved by a student
Acquisition value = Number of right x weighting each problem
The maximum value = Sum of all matter x weighting each problem

c. Data Analysis, Evaluation and Reflection

In each observation must have used an analysis of data. The data analysis is a follow-up of the data collection methods. By analyzing the data that has been collected to determine whether the study authors achieved anything yet. Techniques in menganilisis these data are as follows:

1. Data analysis

a) Descriptive qualitative analysis

Qualitative description used to describe the properties of a condition existing at the time the observations were made, resulting descriptive data in the form of written words that can be observed using instruments such as observation sheet.

b) Quantitative descriptive analysis.

Quantitative descriptive obtained from the results of student test scores during the first sub-theme. Data retrieved by using the following formula:

$$\text{Value} = \frac{\text{Acquisition value}}{\text{The maximum value}} \times 4$$

Information :
Score = Value achieved by a student
Acquisition value = Number of right x weighting each problem
The maximum value = Sum of all matter x weighting each problem

The formula is taken to assess student test results during the first sub-themes consisting of 25 essays that each question has a weight of 4. From this research, students can tell if it has met KKM completely determined by the school, namely 75.

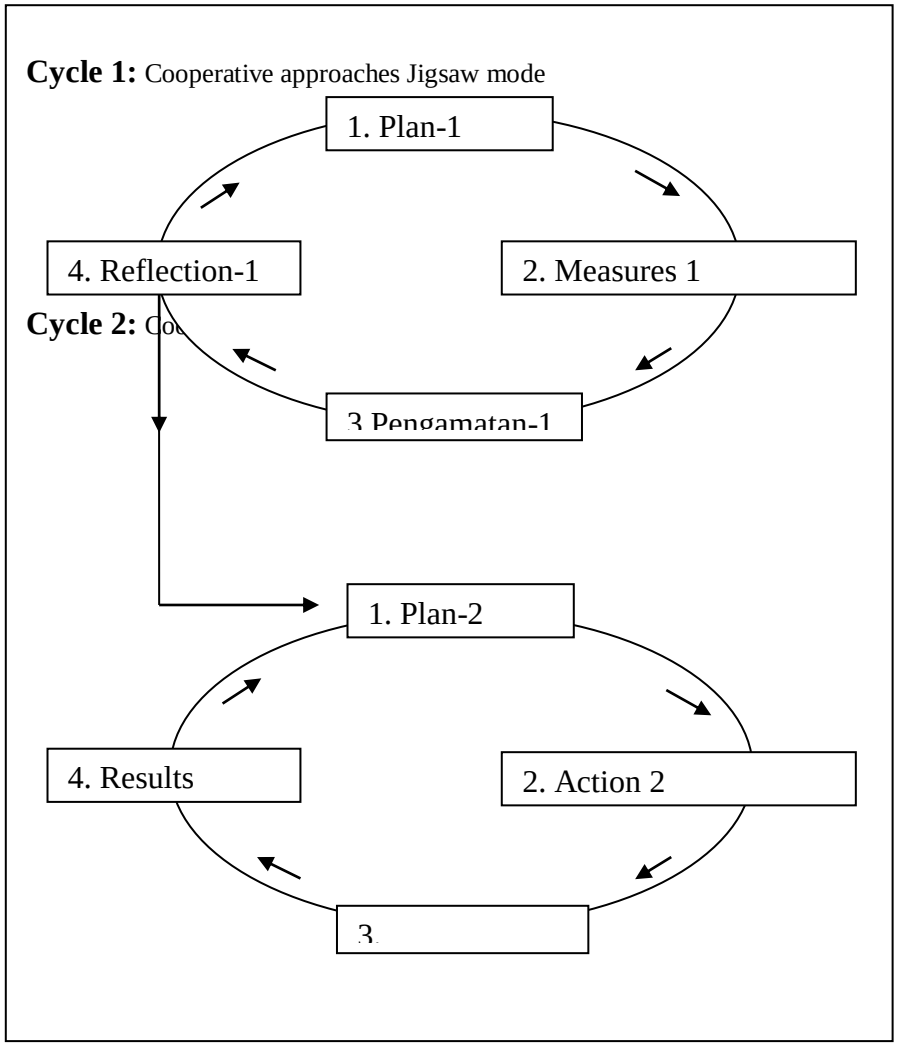
2. Evaluation

Evaluation is used to measure whether the research activity has been carried out in accordance with the objectives of this study. The evaluation was done by collecting data from the research that has been done. Both assays teacher, student activity data and the data of student learning outcomes.

Evaluation of activities can be seen the extent to which the results obtained from the research activity, how the level of achievement of the research and to plan things to do for the foreseeable future.

3. Reflection

Reflection is an evaluation conducted by researchers associated with the research that has been done. Reflection can be obtained from the observation activities of teachers and students. The goal is to find out the weaknesses and the strengths of this study as a follow-up to be carried out by the researcher. Reflection gained from research activities in the first cycle and the second cycle. This study uses a workflow stages (planning, action, observation, and reflection are presented in three cycles). Having first gained major problem of how to enhance the understanding of the theme of 8 sub-theme 1 with a contextual approach. Flow execution of research through the cycle shown on the chart as follows:

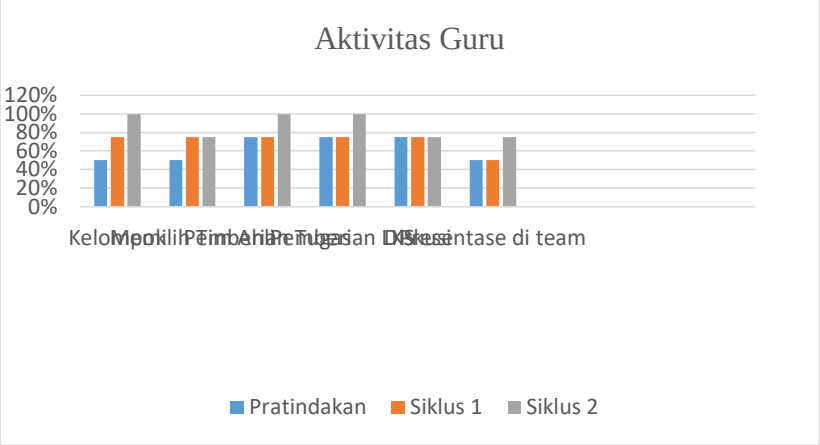


3. RESULTS AND DISCUSSION

Based on research that has been conducted the research results are presented in the following diagram:

1. Teacher activity

Teacher activity can be described in the chart and table below:



Teacher Activity Graph pratindakan, Cycle I and Cycle 2

From the graph it can be seen on prasiklus teacher activity ratio, the first cycle, the second cycle increased from pratindakan group activities reached 50%, in the first cycle is 75%, in the second cycle reaches 100%. In the expert team activities also increased, namely on pratindakan with a percentage of 50%, 75% in the first cycle and the second cycle reaches 75%. In the event of assignment on partindakan with a percentage of 75%, 75% the first cycle, and the second cycle of 100%. In giving activity also increased duties on pratindakan ie 75%, 75% the first cycle, and the second cycle of 100%. Activity also increased the percentage of a team that is on pratindakan 50%, the first cycle of 50%, and the second cycle 75%.

The average percentage of completeness pratindakan teacher activity on 72%, in the first cycle 83%, and the second cycle 93%. From these data it can be concluded that the type of jigsaw cooperative approach can increase the activity of teachers on thematic learning.

4. CONCLUSION

From the research that has been done can be concluded that:

1. During the learning process the activities of teachers has risen from the data that have been obtained show that the activity of teachers pratindakan reached 63%, whereas in the first cycle to 71%, and of the percentage amount can be known adanaya increase in the activity of teachers of pratindakan with the first cycle reach 8%. In the second cycle the percentage reached 87.5% of the data it can be seen an increase of 24.5%. Based on these data we can conclude that the teacher has been carrying out all activities of the learners well.
2. Lack of previous cycles has been improved and increased so that it becomes better.
3. When the teacher activity has increased can be assured this will affect the improvement of student learning outcomes.

5. SUGGESTION

Based on the discussion and conclusions of this study, it can put forward some suggestions as follows:

a. Researchers gain knowledge in selecting the strategy / model for effective learning and fun for students in the learning process Thematic, using a jigsaw-type cooperative approach.
b. Researchers are able to plan carefully learning scenarios that will be used to teach, so that learning objectives can be achieved. Students were delighted with the activity, and growing love of learning, so that students can easily understand all the lessons learned.
c. This research may be conducted more research to improve the results even better.
d. For schools, teachers should make learning with jigsaw type of cooperative approach for learning more effective.

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