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Application of jigsaw cooperative learning model to improve Indonesian language learning outcomes in class V in SD inpres kolongan, sub-district kalawat, South minahasa district

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Abstract
This study aims to improve learning outcomes of Indonesian through the use of the Jigsaw Model with picture media in improving the learning outcomes of reading skills in fifth grade students of SD INPRES Kolongan, Kalawat sub-district. This research was conducted in two cycles. Each cycle consists of four stages, namely Planning, Implementation, Observation and Reflection. Data collection techniques are interview, observation and documentation tests. The results showed that (1) the skills of teachers in the first cycle were 78.57% with criteria both in the second cycle 89.28% with very good criteria; (2) student learning activities in the first cycle 71.88% with criteria quite active, learning activities in the second cycle 80% with active criteria. (3) Student learning outcomes in the first cycle 70.62% and in the second cycle 84.06%. Based on the results of the study it can be concluded that the application of the jigsaw cooperative learning model can improve the learning outcomes of Indonesian students in grade V SD INPRES Kolongan. As for the suggestions in this study are 1) the jigsaw cooperative learning model can be used as a means of the teacher to improve the quality of learning Indonesian at elementary school. 2) In using the cooperative jigsaw model the teacher must follow the steps well so that the learning outcomes can be successful in class students V SD INPRES Kolongan, sub-district Kalawat.

Keywords: cooperative jigsaw model, learning outcomes, Indonesian language

1. Introduction

His is in line with what was stated by Maunadi (20013), namely in terms of the process, education is communication because in the educational process related to communication, communication. In connection with that, Rusman (2008) [16] directs learning that supports one-way communication (one-way communication) transforming from teacher to student, translated must be interactive feedback between students and teachers. Like the implementation of Munadi (2013), the use of media or assistive devices is recognized by the fact that practical education greatly helps improve student learning achievement. Based on Act No. 20 of 2003 article 1 invites opinions about "education is a conscious and threatened effort to realize learning and learning processes so that active students develop the potential needed to improve spiritual relations, improve, improve, improve, improve, improve, improve, and improve and the skills needed by themselves, society, nation and country. Maman Suryaman students, (2010) [21]. In literary teacher competency learning is required to be able to motivate students so that they can increase interest in appreciation of literary work.

According to Burhan Nurgiyantoro (2011) [14], in the world of education reading activities and tasks are things that cannot be bargained for. Suminto A. Sayuti (2000) [20], short stories are fictional prose works that can be read in one sitting and the stories are quite accessible to special effects in the reader. There is also Soekanto, *et al*. (Trianto 2007) [30]. Expressing the purpose of the learning model is a conceptual discussion that describes a systematic process in organizing certain learning experiences. Learning and teaching for role learning and teaching in learning and teaching teaching activities. This answers with what was stated by Eggen and Kauchak (in Trianto 2007: 5) [30] stating that the learning model provides learning and direction for teachers to teach.

Joice and Weil Related to the learning model is a plan or polla that can be used to make a curriculum, discuss learning materials and guide learning in class or others (Joiche and Weil, 2000: 1)

Elliot Aronson and friends from the University of Texas, and adopted by Slafin and friends at Jhon Hopkins University. According to Lie (1993) [11] this Jigsaw model is a cooperative learning model by the way students learn in small groups consisting of 4 to 6 Heterogeneous people and students work together and support each other and help answer positively independently.

According to Suyanto (2009) [22] the Jigsaw learning model includes coopertive learning with the following syntax: direction, information on teaching materials, making heterogeneous groups, providing teaching materials (LKS) related to several findings in accordance with many students in the group.

According to Rusman (2008) [16] this jigsaw learning model is also known as cooperative experts. Because members of each group are faced with different debates. However, the questions discussed in each of the same groups, we refer to as a team of experts discussing the issues discussed.

According to Arens (1997) [2] the jigsaw type coopertive learning model is a cooperative learning model in which students learn in small groups consisting of 4-6 heterogeneous people and work together are interrelated positively and responsible for the subject matter that needs to be discussed and deliver the material to other group

members. Media Picture Understanding Media image
According to Sadiman, *et al*. The general form of media images is summarized in terms of graphic media. Graphic media is a visual-based media consisting of symbols, images, points, lines to describe and summarize ideas and events. Image media is one of the most popular ones used. He represents a common language, which is understandable and can be enjoyed everywhere. According to Cecep Kusnandi, *et al*. Media images are media that serve to convey messages through images that are requested by the sense of sight. The message conveyed is poured through visual communication symbols. Image media have the purpose of attracting attention, clarifying material, illustrating facts and information. Richard E Mayer stated that media images are any form of static or dynamic graphics, among others: photos, graphics, floor plans, illustrations (consisting of two or more images), and also animations or cartoons. The act of building a relationship between mental verbal and mental pictorial is an important step in conceptual understanding. The material delivered with well-constructed multimedia should be able to be better at receiving messages than just words. Dimyati and Mudjiono (2002) [7] learning outcomes are the results shown from an interaction of learning actions and are usually indicated by the test scores given by the teacher. Hasan Hamid (1992/1993) argues that learning outcomes are abilities possessed by students after receiving their learning experiences. Also commonly called the value obtained by students after participating in teaching and learning activities at certain intervals.

Methods

This research was conducted using classroom action research (Kemmis and Taggart in Zainal Aqib, 2006) [32] consisting of four stages: planning, implementation, observation and reflection with two cycles. Namely: Planning, Implementation, Observation / observation, Reflection Phase. The flow of this research can be seen in the design of the following cycle

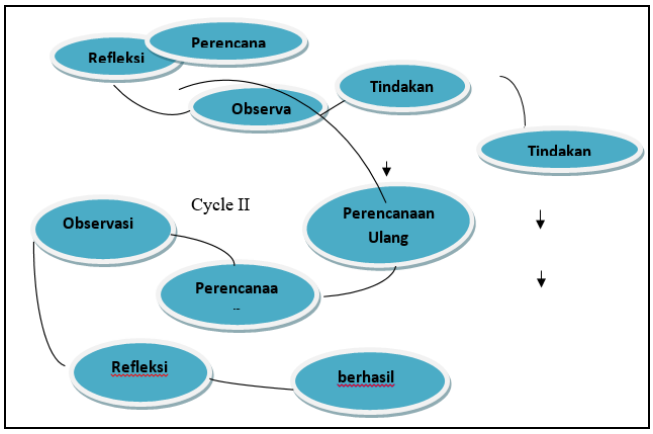

Fig 1

Cycle according to Kemmis and McTaggart (in Zainal Aqib, 2006) [32].
The research subjects were grade V SD Inpres Kolongan, Kolongan Sub district, South Minahasa Regency. With a total of 20 students consisting of 12 women and 8 men even with teachers as researchers in the same room.
Arikunto (1998) suggests that data collection methods are ways that can be used by researchers in collecting data so that work is easier and the results are better.
Data from the observations were analyzed by research, then interpreted based on the experience experienced by the teacher. While the analysis data is based on the provisions of student learning by comparing the learning outcomes of the research cycle. Using the learning completeness formula as follows:

Individual completeness
Trianto (2009)
KB = T X 100%
Tt
Information:
KB = Learning Completeness
T = Number of scores obtained by students
Tt = Total Total Score
Classic completeness
KK = JT x 100% (Mulyasa, 2009)
JS

Information
KK = Percentage of classical learning completeness
JT = Number of students completed
JS = Total of all students

Classical completeness is said to be achieved when 75% of all students obtain a minimum score of 75, so the class is said to be complete.
And to analyze the activities of teachers and students using the following formula:
NR = JS x 100% (Mulyasa, 2009)
BC

Information
NR = Percentage of average teacher / student activity
JS = Number of activity scores performed
SM = Maximum score obtained from teacher and student activities

Results and Discussion

The results of the research on improving the quality of Indonesian language learning that have been running so far, the results of student learning before the implementation of the study obtained low results. Therefore there needs to be a change and improvement of the learning process both in terms of the models, strategies, methods and media used by the teacher in the learning process.
Of the problems found in the SD Inpres Kolongan which made Indonesian language learning outcomes low, this shows that the tests conducted by teachers on formative tests were only 8 students who completed or 44.4% of 20 students. This means that there are 12 people or 55.6% who have not yet reached the KKM. The lowest value is 45 while the highest value is 85, where the standard used for Indonesian in class V is 75.

Table 1

No	Name	Value	Note	
			Complete	Not complete
1	L1	90		
2	L2	50		✓
3	L3	70		✓
4	L4	50		✓
5	L5	85	✓	
6	L6	70	✓	
7	L7	95	✓	
8	L8	80	✓	
9	L9	70		✓
10	P10	65	✓	
11	P11	65		✓
12	P12	95	✓	
13	P13	75	✓	
14	P14	70		✓
15	P15	85	✓	
16	P16	70		✓
17	P17	65		✓
18	P18	75	✓	
19	P19	80	✓	
20	P20	70		✓

Based on the above analysis it was concluded that learning Indonesian in the first cycle of the material reads the understanding of getting the final test results of the action not fulfilling the percentage of completeness of learning criteria which only reached 40%, there were still 60% of students stated to be incomplete. With the lowest value of students is 50, the highest value is 95 and the average value of class 70 is thus the study continues to cycle

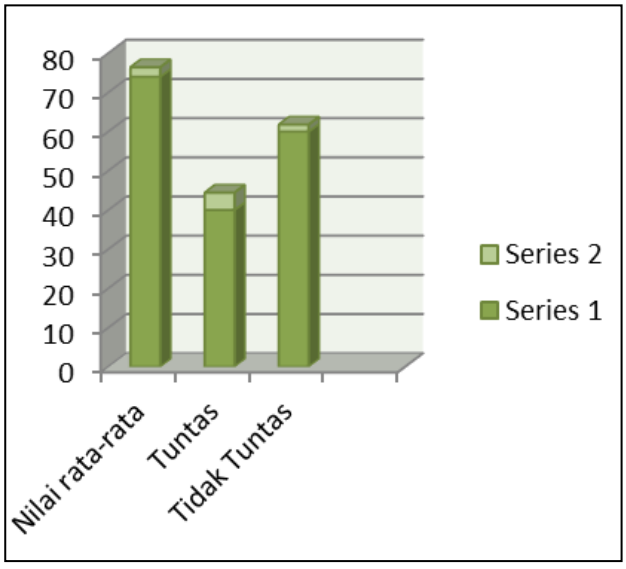

Fig 2

Weaknesses in cycle 1 are: students have difficulty recording the contents of the story through heard reading, the teacher does not conclude the subject matter properly, and the reading comprehension results are not in accordance with the specified KKM.

Cycle II

The draft has been prepared at the planning stage of the second cycle using an innovative lesson plan. Implementation as follows:

Table 2

No	Name	Value	Note	
			Complete	Not Complete
1	L1	90	✓	
2	L2	80	✓	
3	L3	85	✓	
4	L4	90	✓	
5	L5	95	✓	
6	L6	80		
7	L7	95	✓	
8	L8	80	✓	
9	L9	70		✓
10	P10	85	✓	
11	P11	80	✓	
12	P12	95	✓	
13	P13	70		✓
14	P14	85	✓	
15	P15	95	✓	
16	P16	70		✓
17	P17	85	✓	
18	P18	75	✓	
19	P19	80	✓	
20	P20	75	✓	

Based on the above analysis it was concluded that learning Indonesian in the second cycle of reading comprehension material had the final test results of the action fulfilling the percentage of minimum completeness criteria which reached 90% and there were still unfinished 10%, with the lowest score of students was 70, the highest score was 95 and the score on average 83 so the research has been successful.

Recapitulation of data in cycle I and cycle II

Recapitulation of data from research results in cycles I and II can be seen in the following table:

Table of recapitulation of data percentage in cycle I and cycle II

Table 3

No	Source Data	Cycle I	CycleII
1	Hasil aktivitas siswa	40 %	80 %
2	Hasil belajar siswa	71,88 %	90 %
3	Keterampilan guru	78,57 %	89,28 %

Discussion

In the discussion section, the researcher will provide a discussion that begins with the description of pre-cycle learning, the results of the first cycle and second cycle.

1. Implementation of Cycle I Learning

In using the Jigsaw cooperative learning model the teacher does not guide maximally. Students cannot work well together in groups.

2. Implementation of cycle II learning

The teacher uses the jigsaw cooperative learning model in group discussions and continues to guide students in the teaching and learning process. In the pre-cycle learning outcomes activities students have not finished learning, because of the 20 number of students there are only 8 students who complete the study or 44.4% while 12 students or 55.6% have not finished learning. After the improvement is proposed, in the first cycle the percentage of student learning shows that this progress is proven through the results of the formative test 71.8 even though it has not yet reached the KKM, then student learning outcomes continue to increase after the second cycle, the success of students reaches an average value of 8.3. This data shows that the initial conditions for the implementation of Indonesian language learning in fifth grade students of SD Inpres Kolongan in semester 1 of the 2018/2019 academic year before using the cooperative jigsaw model. In the first cycle using the jigsaw cooperative learning model without teacher guidance. Then the second cycle uses the jigsaw cooperative learning model with the guidance of the teacher. Thus research through PTK with cycle stages is stopped because the increase in student learning outcomes has achieved the expected value.

Therefore, from the description of the discussion above, it can be concluded that the application of the jigsaw cooperative learning model to improve Indonesian language learning outcomes of fifth grade students of SD Inpres Kolongan, Minahasa Utara district.

Conclusions

Based on the results of the research and discussion it can be concluded that:

a. The application of the jigsaw cooperative learning model can improve the learning activities of SD INPRES Kolongan students

b. The application of the jigsaw cooperative learning model can improve the learning outcomes of Indonesian students in grade V SD INPRES Kolongan.

This is indicated by an increase in the grade average value of 40% in the first cycle and then increased again in the second cycle to 80%. Improving student learning outcomes occurs because in the jigsaw cooperative learning model, students are more motivated and active in learning.

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