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APPLICATION OF THE JIGSAW LEARNING MODEL TO THE LEARNING OUTCOMES OF HISTORY OF XI GRADE STUDENTS AT SMA NEGERI 4 LUBUKLINGGAU

Yaswan Rilau Nisas, Yeni Asmara, Agus Susilo¹

History Education Study Program, Faculty of Social Sciences and Humanities, PGRI Silampari University

Surel: yaswanrilau@gmail.com, yeni.stkip@gmail.com, agussusilo4590@gmail.com^{1**}

Abstract

The purpose of this study was to find out whether the use of the Jigsaw learning model can significantly improve the history learning outcomes of class XI students in history subjects at SMA Negeri 4 Lubuklinggau. To ensure an interesting teaching and learning process, it is important for the world of education to continue to develop its ability to educate using the latest learning models. This research methodology is quantitative and has a quasi-experimental attitude. A total of 265 students from class VII became the study population, while 32 students from class XI MIA 4 became the research sample. Simple random sampling was used to collect the sample. This can be seen from the results of the analysis with the t-test which obtained $t\text{-count} > t_{\text{table}} (7.20 > 2.567)$ this means that H_0 is rejected, H_a is accepted. According to the findings of this study, there has been a considerable increase in. These results are in accordance with the research objectives so that learning outcomes continue to increase and become an alternative for teachers in the future to continue to innovate.

Keywords: Application, Jigsaw learning model, Learning Outcomes

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan model pembelajaran Jigsaw dapat meningkatkan hasil belajar sejarah siswa kelas XI pada mata pelajaran sejarah di SMA Negeri 4 Lubuklinggau secara signifikan. Untuk memastikan proses belajar mengajar yang menarik, penting bagi dunia pendidikan untuk terus mengembangkan kemampuannya dalam mendidik dengan menggunakan model-model pembelajaran terkini. Metodologi penelitian ini adalah kuantitatif dan memiliki sikap eksperimen semu. Sebanyak 265 siswa dari kelas VII menjadi populasi penelitian, sedangkan 32 orang dari kelas XI MIA 4 menjadi sampel penelitian. Simple random sampling digunakan untuk mengumpulkan sampel. Hal ini dapat terlihat dari hasil analisis dengan uji-t yang diperoleh $t_{\text{hitung}} > t_{\text{tabel}} (7,20 > 2,567)$ hal ini berarti H_0 ditolak H_a diterima. Menurut temuan penelitian ini, telah terjadi peningkatan yang cukup besar dalam. Hasil ini sesuai dengan tujuan penelitian agar peningkatan hasil belajar terus meningkat dan menjadi salah satu alternatif bagi Guru kedepan untuk terus berinovasi.

Kata Kunci : Penerapan, model pembelajaran Jigsaw, Hasil Belajar



INTRODUCTION

Education is a system and a human way to improve the quality of life. According to A. and S.A.H. Susilo (2021) education is a process of interaction between teachers and students who seek to increase mental growth so that they can become independent and whole. Education is life for humanity as a whole, not just a means of preparation for life. Education according to Abdillah (2019) is a deliberate and organized effort to guide students in developing the physical and spiritual potential that adults have given them to mature and achieve goals so that students are able to carry out their life tasks. independently.

In the educational process the teacher plays a very important role, in which the teacher plays the role of imparting knowledge to students. according to (A. & I. Susilo, 2019), a teacher is someone who has the ability to teach, educate, assess and evaluate students in the learning process and transferring knowledge from learning origin available to students. In the learning process, the teacher as an educator has a role, namely to be a motivator in the learning process and so that students develop according to their potential, talents and interests at school as well as the community (Absor, 2020). from (Sembiring &, 2013), teachers have an important role in teaching and learning activities, so that teaching and learning activities are successful as teachers must be required to master and know various skills that can support the effectiveness and efficiency of teaching and learning activities so that they can maximize learning outcomes.

Learning outcomes refer to the results given to students in the form of evaluations after participating in learning activities by assessing students' knowledge, attitudes and skills with changes in behavior (Juwahir & Subagyo, 2018). Based on (Mulyono, 2021) learning outcomes mean that the skills acquired are cognitive, affective and psychomotor and all are obtained through a teaching and learning process. The cognitive domain is a domain that includes mental (brain) activity, the affective domain is a domain related to attitudes, and the psychiatric domain is a domain related to the use of skills or agency, after a person gains new experiences (Handayani, 2018). This research examines cognitive aspects or knowledge aspects (Hasanah, Uswatun, 2019).

To overcome student learning outcomes that have not been maximized, a teacher must create a pleasant learning atmosphere so that students can be active in learning (Rosyidah, 2016). So therefore it is necessary to make efforts to improve learning so that it can run actively, effectively and innovatively so that it is more attractive and encourages students to learn. Applying an interesting learning model, one of which is applying the Jigsaw learning model. According to (Samsidar, 2018) The Jigsaw learning model is a cooperative learning model where students learn heterogeneously in small groups consisting of 4-6 people and work together in positive and responsible interdependence. responsible for the completeness of some of the material for other group members. Students are invited to directly participate actively in this jigsaw-style learning, thus enabling students to be more active and provide an even more interesting learning experience.



RESEARCH METHODS

This research is part of a quasi-experimental research using quantitative data types. According to (Arikunto, 2013), the research method is the method used by researchers to collect research data. The quasi-experimental and post-test group design are experiments carried out without a comparison class. According to (Sugiyono, 2015), In general, the research method is defined as a scientific way to obtain data with specific purposes and uses. Thus it can be understood that the research method is a procedure or way to find out something systematic steps to obtain new facts or principles that aim to gain understanding or new things and raise the level of science and technology.

RESULTS AND DISCUSSION

Research Results

This research is a type of quantitative research using quasi-experimental methods. This research was conducted from 1 February to 28 February 2023. Before the researchers conducted research in Class XI MIA 4 SMA Negeri 4 Lubuklinggau, the researchers conducted an instrument trial in Class XII SMA Negeri 4 Lubuklinggau with a total of 32 students. Indonesian Declaration of Independence. From 1 February to 28 February 2023 this research was carried out in class XI MIA 4 SMA Negeri 4 Lubuklinggau for the academic year 2022/2023.

From the results of discussions between the researcher and the history teacher, the samples studied were randomly selected, the researcher made eight raffle papers on which the names of each class XI student at SMA Negeri 4 Lubuklinggau were written, then they were rolled up and put into a glass, the last shake was taken out. one paper, namely class XI MIA 4. The researcher took one class, after one class was selected, the name written on the paper was the sample in the study. Because there were 32 people selected, namely class XI MIA 4 SMA Negeri 4 Lubuklinggau, the sample in this study were all students in class XI MIA 4 SMA Negeri 4 Lubuklingga. The number of samples in this study were 32 students. Application of the Jigsaw Learning Model to the Learning Outcomes of History for Class XI Students at SMA Negeri 4 Lubuklinggau, material on the Proclamation of Indonesian Independence.

The number of face-to-face meetings conducted in the study was three meetings with details of one pre-test, two learning processes using the Jigsaw learning model and one post-test. During the two processes of carrying out the research the researcher recapitulated the test scores in each meeting. This is done to see the development of the value of children's learning outcomes can be well controlled.

Previous research conducted by (Pradana, 2021) entitled The Jigsaw Cooperative Learning Model for Junior High School Students' Mathematical Achievement can be seen that learning with the Jigsaw Model in learning Mathematics is very effective as evidenced by students being active and creative. In the future, the Jigsaw learning model can be an alternative for teachers to improve student learning achievement.

Subsequent research was carried out by (Harefa, Darmawan, 2022) entitled The Use of the Jigsaw Type Cooperative Learning Model on the Ability to Understand Students' Learning



Concepts. The result of this study is a test of the ability to understand concepts according to the indicators of students' ability to understand the concept of learning. Data were analyzed using the variance test to test homogeneity and the t-test to test the hypothesis. The research findings show that the jigsaw cooperative learning model influences students' ability to understand students' learning concepts and increases students' understanding of students' learning problems and is able to solve problems. Based on the results of this study, it can be concluded that the jigsaw cooperative learning model affects ability.

From the results of the research that the researchers have done and compared with relevant research, it can be seen that the application of the Jigsaw learning model is very effective in improving student learning outcomes. The Jigsaw learning model can be an alternative for teachers to teach in their respective classes. On the other hand, the teacher must remain enthusiastic and update the learning system that has developed to date. This is so that in improving student learning can be optimal and can continue to be improved. Especially now that learning has entered a more advanced era of globalization. In the future teachers can combine learning models with the media needed in the world of education. Another important thing is also the cultivation of character education from the learning system.

Discussion

This research was conducted in class XI MIA 4 SMA Negeri 4 Lubuklinggau. The research was carried out directly by the researcher according to the schedule that took place at the school. The model used in this study is the Jigsaw learning model on the material of the Proclamation of Indonesian Independence. Before the implementation of the researcher begins, an instrument test in the form of a multiple choice of 45 items is first carried out. After calculating and analyzing the items, the questions that were appropriate for the pre-test and post-test in the sample class totaled 34 items.

On February 7 2023 a student ability test (Pre-Test) was carried out in class XI MIA 4 Lubuklinggau 4 Public High School. Before doing the pre-test, the writer did the learning using the lecture method. After processing the data, the score obtained was that the average student score was 30.19 with the highest score obtained being 68 and the lowest score being 15, and the standard deviation of 14.54 while students who did not complete were 32 (100%) people.

From the data above there are still many students who do not meet the minimum completeness criteria (KKM), in teaching using the lecture method, because according to Sulandari, (2020:178) this lecture method has drawbacks: a). Students become passive, b). the learning process is considered boring and students become sleepy, c). If there is an element of obligatory listening, students who learn visually will be bored and will not receive information and knowledge d). in children with auditory learning, this can be a lot of fun, e). Assessment of the learning process is difficult to control because there is no clear success score.

On February 14, 2023 during the learning process, the author used the Jigsaw learning model for students in class XI MIA 4 at SMA Negeri 4 Lubuklinggau. After processing the score data after the test, it is known that the average score of students is 77.06, the highest score is 85, the lowest is 68, the type of deviation is 5.54, the student completeness is 28 (87.05%).) people and 4 people (12.05%) have not finished yet.

From the data above, after applying the jigsaw learning model, the learning outcomes of class XI students at SMA Negeri 4 Lubuklinggau are significantly complete, because according to Haerati, (2019: 176) The Jigsaw learning model has the following advantages: a). Students can focus more on the learning process. b). Students are not too dependent on the teacher but can increase confidence in their own thinking skills, identify information from various sources, and learn from other students. c. Can develop the ability to express ideas or ideas orally and compare them with the ideas of others. d). Can help students to respect others, realize all their limitations and accept all differences.

The results of the post test value analysis used a statistical formula, namely t test 7.20 with a significant level of 5% at degrees of freedom $dk = N-1 = 32-1 = 31$. Thus $t \text{ count } (7.20) > t \text{ table } (1.697)$ for significant level of 5%, this means that H_0 is rejected and H_a is accepted. So it can be concluded that the hypothesis put forward in this study can be accepted for truth. So it can be concluded that after applying the Jigsaw learning model, the results of learning history for class XI students at SMA Negeri 4 Lubuklinggau are Significantly Complete.

Tabel 4.5 Diagram
Pre Tes dan Post Tes

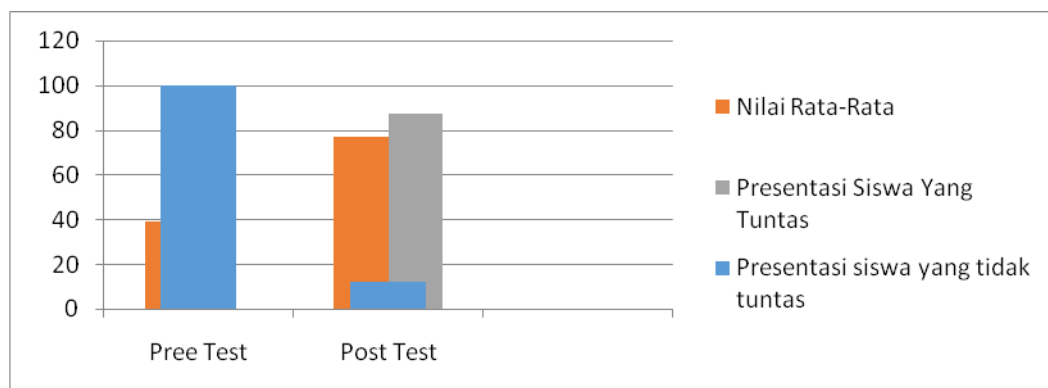


Table 4.5 in the diagram above shows the average student posttest score data is 77.06, students who complete (87.05%) and students who do not complete (12.05%). And the average student pretest score data is 39.19, while the percentage of students who do not complete is calculated (100%).

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that after applying the jigsaw learning model, the results of learning history for class XI students of SMA Negeri 4 Lubuklinggau are significant. This can be seen in the average pretest score of 39.19 with the highest score of 68 and the lowest score of 15, and the standard deviation of 14.54 while 0 (0%) students completed and 32 (100%) students did not complete. and the average score on the Post-Test was 77.06 with the highest score obtained at 85 and the lowest score at 68, and a standard deviation of 5.54 while 28 students (87.05 %) completed and 4 (4) did not complete. 12.05 %) people. This proves that after applying the Jigsaw learning model, the learning outcomes of students in history class XI at SMA Negeri 4 Lubuklinggau increased significantly.



Based on the analysis results from testing the hypothesis with the t test, it is known that t count is 7.20 with a significant level of 5% at degrees of freedom $dk = N-1 = 32-1 = 31$. Thus t count (7.20) > t table (1.697) for significant level of 5%, this means that H_0 is rejected and H_a is accepted. So it can be concluded that the hypothesis put forward in this study can be accepted for truth.

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