



JIGSAW LEARNING MODEL IN IMPROVING UNDERSTANDING OF CIVIC EDUCATION IN ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to analyze the Jigsaw learning model with a literature review approach in improving students' understanding of Citizenship Education (PKn) in elementary schools. In the Jigsaw model, students are divided into small groups, and each group member is responsible for studying a certain part of the material that will later be explained to other group members. The study was conducted by reviewing various literature sources, including scientific journals, books, and relevant research reports. The results of the literature review show that the Jigsaw learning model is effective in improving students' understanding of Civics material. In addition, this approach has also been proven to improve students' social skills, such as cooperation and interpersonal communication. Several studies have shown that students who learn with the Jigsaw model are more motivated and enthusiastic in participating in learning compared to conventional methods. This literature review provides an important contribution to the development of a cooperative learning approach to improve the effectiveness of PKn learning at the elementary level.

Keywords : Literature review, Jigsaw model, cooperative learning, Citizenship Education, elementary school

Introduction

Civic Education (PKn) in elementary schools aims to instill national values and form responsible characters in students from an early age (Trianto, 2010). However, in practice, many students feel less interested in learning PKn because conventional methods tend to be one-way and less involve active student participation. With a more interactive approach, students are expected to not only understand the material, but also experience the process of forming civic values directly (Suprijono, 2009). The Jigsaw learning model is one method that has been proven effective in improving student understanding, especially in conceptual materials such as Civics. This model was developed by Aronson in 1971 to overcome the limitations of conventional learning, by emphasizing cooperative learning and individual responsibility in groups (Aronson & Patnoe, 1997). In the Jigsaw model, students are divided into small groups, and each group member is responsible for studying a certain part of the material that will later be explained to other group members. In this way, each student becomes an "expert" in a certain part of the material being studied, and they must be able to explain that part to their friends (Slavin, 1995). Cooperative learning such as Jigsaw invites students to interact, share knowledge, and be responsible for the success of the group. Through structured group work, students can also develop social skills, increase active participation, and strengthen their understanding of the material being studied (Johnson & Johnson, 1999). Previous studies have shown that learning models such as Jigsaw can increase students' learning motivation because they feel more actively involved in the learning process (Lie, 2002). In addition, this model is able to create a more enjoyable learning environment, so that students are more enthusiastic in participating in learning (Joyce, Weil, & Calhoun, 2000).

Research Methodology

This research uses a literature review method with the following steps:

1. Literature Search
Literature was collected from various sources such as journals, academic books, and research reports. The search was conducted using keywords such as 'Jigsaw learning model', 'cooperative learning', and 'civic education'.
2. Literature Selection and Evaluation
Relevant literature was selected based on inclusion criteria, such as recency of sources, relevance to the topic, and clarity of research methods.
3. Data Analysis and Synthesis
The selected sources were analyzed thematically to identify patterns, key findings, and research trends. The results of the analysis were synthesized to provide a comprehensive picture of the effectiveness of the Jigsaw learning model.

Result & Discussion

The results of the literature review show that the Jigsaw learning model is effective in improving students' understanding of Civics material. In addition, this approach has also been proven to improve students' social skills, such as cooperation and interpersonal communication. Several studies have shown that students who learn with the Jigsaw model are more motivated and enthusiastic in participating in learning compared to conventional methods. This cooperative learning approach provides students with an interactive and enjoyable learning experience. Through group discussions, students can share knowledge and responsibilities, which ultimately increases their understanding of concepts in depth. Overall, the Jigsaw model not only improves students' understanding of the material, but also helps them develop social attitudes and communication skills. This is in accordance with the opinion of Suprijono (2009) who stated that cooperative learning can improve interpersonal skills and a sense of social responsibility among students. The application of the Jigsaw model also supports the formation of a more interactive and dynamic learning atmosphere, so that students are more enthusiastic and motivated to learn (Arends, 2008). Schools that implement the 2013 curriculum, teachers are required to be creative and innovative in presenting learning.

As expressed by Rahmawati that teacher readiness to implement the 2013 Curriculum in learning is an absolute must in order to achieve the expected goals (Ardiawan, 2018), teachers also prepare to have administrative tasks in which are used in the learning process, for example RPP, prota, promes, learning media, and learning materials. However, the most important task of the teacher is to deliver learning materials in the classroom to students. For the learning activities to take place, teachers use learning models to help teachers to facilitate the delivery of materials. Joyce & Weil (in Lusiana, 2017) define a model as a conceptual learning framework used as a guideline in conducting learning. Furthermore, Lie (Yulia, 2008) states that with the jigsaw technique, students learn and work together to achieve an optimal learning experience. According to Amin (Yulia, 2008) the jigsaw technique is a technique that is widely used with a difference in groups, each student teaches something; This is an interesting alternative when there is material to be learned that can be shortened or cut and when no part must be taught before another, the following steps of the technique learning. Jigsaw Model Implementation Procedure in Civics Learning.

1. Group Division
The teacher divides students into several original groups consisting of 4-6 students.
2. Distribution of Material
Civics material is divided into several subtopics. Each member in the home group is given one subtopic to study in depth.
3. Expert Group Discussion
Students who study the same subtopic then gather in "expert groups" to discuss and understand the topic in depth, so that each member can explain it well to their original group.
4. Original Group Presentation
After finishing the discussion in the expert group, students return to their original group to explain the subtopics that have been studied to their group mates. In this way, each student in the group gains a comprehensive understanding of the entire material.

5. Evaluation and Reflection

The teacher holds an evaluation session to assess students' understanding of the material. In this session, students are invited to reflect on their learning experiences, including how to work together in groups.

The application of the jigsaw learning model has been proven to improve students' understanding of civics material. Students become more active in the learning process, and are able to master the material well and participate actively in group discussions. They also show improvements in social skills, such as communication skills, developing a sense of responsibility, and the ability to work together with others.

Conclusion

The jigsaw learning model is a very effective strategy in improving students' understanding and social skills in civics learning in elementary schools. Through this method, students not only learn the material but also develop the ability to work together and respect each other. Therefore, this model is worthy of being applied in civics learning and other subjects that require a collaborative approach.

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