IMPROVING STUDENTS’ PARTICIPATION IN LECTURING THROUGH COOPERATIVE LEARNING MODEL IN JIGSAW TYPE

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ABSTRACT

Based on the observations by the researcher during being a lecture in S1 degree of PGSD in The of education UNESA, the level students’ participation at the time of lecturing is not as expected. In the previous research, the lecturing activities which have done until mid-semester, the researcher observed 31 students, only a small percentage of students actively participated in the way of asking questions, answering questions, also conveying an idea. In the previous result showed that the level of students’ participation in the course less than 35%. Whereas, the researcher expects every student should more actively to contribute either assessment of course participation which has 2 points, equal with mid-term test point (UTS). At least, the target of the researcher is 50% or more than students’ participation actively. So, classroom action research is needed. In this research, the observer applied jigsaw learning model as the basic concept of PPKn course particularly. Jigsaw learning model was chosen because the steps used were known be able involve all students as the result that in the course every students will be prosecute as skilled team activities and work well together independently as well as group to understand the concept or material which being learning, therefore it can move the students to participate in the way of asking questions, answering questions, also conveying idea. This research used two cycles which include four steps i.e. planning, action, observation, and reflection. The result of observation and reflection in every cycle, it can conclude the first cycle was successful with the participate rate 64,5% out of 31 students who attend in lecturing. The second cycle was successful reached 73,3% out of 30 students in lecturing. In the research cycle 1 and cycle 2 were reliable. Therefore, cooperative learning model in jigsaw type can improve students’ participation in lecturing.
INTRODUCTION

Basically, education is a conscious effort of the individual, people and government in a country to ensure the survival and life of future. To get the personality of society who love the homeland and proud of his country. As citizens, citizens and nations, are useful and meaningful also able to anticipate their ever-changing future and always relate to the context of the dynamics of culture, nation, country, and international relationship, then higher education cannot ignore the reality of globalized life which described as life changing with paradox and unpredictability.

On the basis of future chaos, the government has set Indonesia National Qualification Framework (KKNI) which synergizes between the output of graduation and the needs of work. Every study program will adopt automatically to decide to qualify of graduation. The framework curriculum will implement in every course, no exception basic concept of PPKn course.

In S1 PGSD Department Education Faculty Unesa, basic concepts of PPKn learning achievement are:
1. Mastering the basic concepts of Pancasila, Pancasila history, and Application of Pancasila value in the society, nation, and state.
2. Mastering the theory of citizenship, rights, and duties of citizens and showing attitude as a good citizen.

From the achievement of learning, it can be seen that at the end of lecturing, students obligate to master the theory or concept related to the basic concept material of PPKn, and also capable to show attitude as a good citizen. There is a component of knowledge, skills, and attitudes that arise in lecturing activities so that the learning objectives can be achieved.

The researcher as a lecturer of the basic concept of PPKn course, the lecturing activities should at least cover the aspects of knowledge, skills, and attitude, thus each student is required to be active in giving participation during the lecture either by asking questions, Or convey ideas/ideas supposedly. From the student's participation, the lecturer will be able to know the achievement of the indicators in each lecturing process.

In lecturing, the way students learn differently by way of children’s learning. Students are adults so the approach used is andragogy. Based on the theory of andragogy learning, it is said that the way adults learn differently from children. Adults are considered to have an earlier knowledge of the concept or material being studied either from the previous education or from his/ her personal experience. Thus the level of students’ participation in the lecture to increase knowledge and experience.

Based on the observation the researcher as a lecturer in PGSD S1 Education Faculty Unesa, the level of students’ participation during lecturing is still not to be expected. Based on preliminary research, in lecturing activities conducted until mid-semester, researchers observed 31 students only a small number of students who actively provide good participation by asking questions, answering questions, or conveying ideas. The results of the research investigated that the level of students’ participation in the lecturing was still less than 35%. While the expectation is each student should be more active in giving their participation considering one of the assessment points in the lecturing is 2 points, equivalent to the midterms test point (UTS). At least the target of researchers is 50% or more students who actively participate.
The researcher guesses the low level of students’ participation is not caused by the level of knowledge or students’ experience, but more on the methods used in the lecturing. In the process of teaching and learning, learning method occupies an important role because each learning activity is very dependent on the method used. There are many learning methods that can be used by lecturers in lecturing activities, of course, in order to increase students’ participation, the lecturer has to choose appropriate methods, which can stimulate students' activities so it can encourage students to participate.

In this action research, the researcher will apply the jigsaw learning model in lecturing activities, especially the basic concept of PPKn course. The jigsaw learning model is chosen because the steps used are considered capable of involving all students so that in the lecture each student will be required as an expert team actively and able to cooperate either independently or in groups to understand the concept or material being studied, thus expected will encourage students to participate either in asking questions, answering questions, or conveying ideas.

**METHODS**

The design of the research is applied is Classroom Action Research with some steps repeatedly which covers planning, action, observation, reflection, until what expected is achieved.

This classroom of the research will be carried out 2 cycles. If the first cycle showed successfully, then the researcher asks is there any used of jigsaw learning model or other factors? So that it needs cycle 2. If the results of cycle 2 have equality, it considered research has been successful. If it is not, it needs cycle 3, and soon until indicator achieved. Each cycle consists of four phases; planning, practicing, observation, and reflection. Below several steps of classroom action research:

![Flowchart of Classroom Action Research](taken from: Classroom Action Research Training by Prof. Dr. Ismet Basuki. Handout Presented in Pelatihan Pekerti dan AA, 2015)
This research is carried out systematically, it is done step by step to know the level of students’ ability after revision. Below some methods as follow: (1) Analyzing data, students’ participation data are analyzed by observing each participant who was given checklist (√) on observation sheet based on the indicator, those who do not fulfill the indicator are not marked, the indicator of success in this study can be determined by the formula. The students’ participation can be said succeed if it reaches at least 50% out of the number of students. (2) Presenting Result of Data, after analyzing data, the researcher presents the data’s result in the form of systematic report, and (3) Interpreting Result of Analysis, if in cycle 1 is not to be expected, based on the reflection the researcher revise in cycle 2. If cycle 1 was a success will be continued by cycle 2 to improve the success of cycle 1 reliably with subsequent cycles. If the results of cycle 2 are different from cycle 1 then cycle 3, 4 and soon it should be done to get achieved results.

RESULTS AND DISCUSSION
A. Result of Classroom Action Cycle 1
1. Planning
   This research was conducted 4 main activities: observe the class to determine and formulate the problems, decide the action, revising lesson plan, construct observation sheet. Those will be explained briefly below.

   Table 1. Activity in Planning
<table>
<thead>
<tr>
<th>No</th>
<th>Components of Planning</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Problems of research</td>
<td>Less of students’ participation</td>
</tr>
<tr>
<td>2</td>
<td>Action</td>
<td>Using cooperative learning model in jigsaw type</td>
</tr>
<tr>
<td>3</td>
<td>Completeness of learning</td>
<td>RPS of revising</td>
</tr>
<tr>
<td>4</td>
<td>Instrument</td>
<td>Observation sheet</td>
</tr>
</tbody>
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2. Action
   In this stage students worked in a heterogenous team. They have to read some chapters or units and they were given sheets including different topics that should focus for each member who read. After reading, they met with another team to decide the topic. Then they went back to their team and teach another friend about the topic by turns.

3. Observation
   The result of observation based on the cycle 1 as follows:
   1. There were 8 students out of 31 students who asked with their each own group with good questions and appropriate with the theme which was being discussed.
   2. There were 8 students who answered a question from another group with an excellent answer and appropriate with a theme which is discussed. Then there are 3 students who helped to answer to get clear information.
   3. There are 5 students who conveyed ideas about theme which being discussed in each group. It gave good contribution in discussion and to get clear information.

4. Reflection
   Students’ participation that was expected included 3 aspects i.e. asking, answering questions and conveying ideas. Those were integrated not separated. The research
could be said if the level of students' participation reaches 50% minimum out of number students.

The result of observation explained there were 8 students who asked, 8 students, answered question and 3 students who helped, then 5 students conveyed ideas. The total of students' participation in cycle 1 was 24 participants. But not all participants were from 24 students. There were 2 students who asked and conveyed ideas, and 2 students who asked, but there were other students who asked and gave an answer. Therefore students who participated in cycle 1 were 20 students.

In cycle 2 there were 20 students out of 31 students who participated, it could be said in percentage 64.5% of students' participation in cycle 1, while the target is 50%, so action in cycle 1 was a success. But the researcher considered was it caused by jigsaw learning model or other factors, therefore it was necessary to do cycle 2 to prove the success of cycle 1 which was reliably with subsequent cycles.

B. The Result of Classroom Action in cycle 2

1. Planning
   In cycle 2 was similar with the previous cycle, the researcher did 4 main activities; observed class to decide and formulated the problems, decided the action, revised lesson plan, and construct observation sheet.

2. Action
   The steps in cycle 2 were similar with cycle 1 but different theme, it accustomed with material in RPS. Students worked in heterogenous team. They have to read some chapters or units and they were given sheets including different topics that should focus for each member who read. After read, they met with another team to decide the topic. Then they went back to their team and teach another friend about the topic by turns.

3. Observation
   The result of observation based on the cycle 2 as follows:
   1. There were 9 students out of 31 students who asked with their each own group with good questions and appropriate with theme which was being discussed.
   2. There were 9 students who answered question from another group with excellent answer and appropriate with theme which is discussed. Then there are 2 students who helped to answer to get clear information.
   3. There are 6 students who conveyed ideas about theme which being discussed in each group. It gave good contribution in discussion and to get clear information.

4. Reflection
   In cycle 2 there were 30 students who attended, 1 student absent because of sick. The result of observation explained there were 9 students who asked, 9 students answered question and 2 students who helped, then 6 students conveyed ideas. The total of students' participation in cycle 2 was 26 participants. But not all participants were from 26 students. There was a student who asked and conveyed ideas, and 2 students who asked, but there were another students who asked and gave an answer and there was a student who conveyed ideas two times. Therefore students who participated in cycle 2 were 22 students.

   In cycle 2 there were 20 students out of 31 students who participated, it could be said in percentage 73% of students’ participation, while the target was 50%, so action in cycle 2 was a success. Therefore cycle 1 was reliable with cycle 2.
CONCLUSION

Based on the results of observation and reflection which was done in each cycle, those can be concluded as follows:

1. The research in cycle 1 could be said success 64.5% out of 31 students who attended in the lecture.
2. The research in cycle 2 could be said success 73.3% out of 30 students who attended in the lecture.
3. The research in cycle 1 and cycle was reliable.

Therefore cooperative learning model in jigsaw type can improve students’ participation in the lecture.

Based on the result achieved through this action research, the researcher contributes suggestions as follows:

1. If in the lecture the level of students’ participation is low or not to be expected, then cooperative learning model in jigsaw type can be used in the learning for lecturers.
2. In choosing appropriate learning model, at least lecturers pay attention in 3 things i.e. the characteristic of the material, characteristic of learning model, and characteristic of the student.

This research should continue to do to revise process and results of learning so the quality of learning will increase.

REFERENCES


