International J. of Management & Education in Human Development

ISSN: 2775 - 7765
web link: http://www.ijmehd.com

Jigsaw Model Learning Can Increase Student's Learning Achievement in Designing General Statements and Stages of Indonesian Lessons

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Received: 02/06/2021 Accepted: 29/06/2021 Published: 06/07/2021

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ABSTRACT

This research was conducted to develop methods or steps for learning Indonesian in class XI of SMAN 11 Kendari by applying the Jigsaw cooperative learning model. This research is classroom action research in the form of collaboration with other teachers which is carried out for two cycles in the odd semester of the 2019/2020 school year.The main purpose of this study was to determine the level of learning achievement of Indonesian students in class IX of SMAN 11 Kendari after the application of the Jigsaw cooperative learning model. The results of this study indicate that the results of learning Indonesian in class IX students of SMAN 11 Kendari showed an increase in the results of the first cycle both in groups and classically, increased when compared to cycles I and II. The results of learning Indonesian have increased significantly when compared to Cycle I. Because in Cycle II, the KKM 70.00 that has been targeted has been reached, this study was stopped until Cycle II. Based on the findings and theoretical studies that have been stated above, the authors can conclude that Jigsaw cooperative learning can improve teacher and student activities in the learning process, students' cooperative abilities and Indonesian language learning outcomes for grade IX students of SMAN 11 Kendari.

Keywords: *Activity, Learning Achievement, JIGSAW*

I. INTRODUCTION

Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think about and plan carefully in increasing learning opportunities for their students and improving the quality of teaching. This requires changes in organizing classes using teaching methods, teaching and learning strategies, as well as attitudes and characteristics of teachers in managing the teaching and learning process. The teacher acts as a manager of the teaching and learning process, acts as a facilitator who seeks to create effective teaching and learning conditions, thus enabling the teaching and learning process, developing lesson materials well, and increasing students' ability to listen to lessons and master the educational goals they must achieve. . To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they are willing to learn because students are the main subjects in learning.

Collective learning activities can help stimulate active learning. Learning and teaching activities in the classroom can indeed stimulate active learning. However, the ability to teach through small group work activities will allow to promote active learning in a special way.

What students discuss with their friends and what students teach their friends allow them to gain understanding and mastery of the subject matter.

Indonesian language learning no longer focuses on absorption through the attainment of information, but rather focuses on developing capabilities and processing information. For this reason, student activities need to be increased through exercises or assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000:24). Cooperative learning is a good foundation to increase student achievement drive. By having a positive motivation a student will show interest. The atmosphere of the game in learning will be interesting and create a recreational effect in student learning. Learning activities designed with the Jigsaw type allow students to learn more relaxed in addition to fostering responsibility, collaboration, and learning competition.

Ibrahim, (2000:19) Another characteristic of cooperative learning, Jigsaw raises the existence of groups and cooperation in learning students who have different abilities and genders are made into a team consisting of four to five students.

II. LITERATURE REVIEW

A. Jigsaw cooperative learning model.

Based on the new paradigm of the world of education, especially in schools in the sense of institutions that carry out the learning process, schools have a very broad meaning, not limited to management problems, in this case schools are expected to be able to create a conducive climate for the development of students, not to become mechanical institutions. , bureaucratic. However, to create a conducive school, it is also necessary to have learning models that can provide encouragement/motivation for student learning, one of which is by applying a cooperative learning model.

The recommended learning process now is to use CTL (Contextual Teaching and Learning). One of the pillars in the implementation of CTL is the issue of the learning community, namely the learning gained from collaborating with others.

According to Dave Meier in Social Knowledge Integrated Training Materials, 2004, it is stated that peer tutoring is four times more effective in improving achievement than individuals. Based on this opinion, we can conclude that there is a need for learning in small groups. This learning model is called the cooperative learning model.

According to Muslimin Ibrahim (200: 6), that the elements of cooperative learning are:

1) Students in their groups must assume that they live together in the same way.
2) Students are responsible for everything in their group like their own.
3) Students must see that all members in the group have the same goal.
4) Students must share the same tasks and responsibilities among group members.
5) Students share leadership and they need skills to learn together during the learning process.
6) Students will be subject to evaluation or given awards for all members of the group.
7) Students will be asked to individually account for the material handled in cooperative groups

According to Melvin L. Siregar, in Active Learning (2006: 180), states that Jigsaw-style learning is the most practiced technique. This technique is similar to group-to-group exchange, but there is one important difference: each student teaches something. This is an interesting alternative when there is learning material that can be segmented or divided and when the parts must be taught sequentially. Each student learns something which, when combined with material learned by other students, forms a coherent collection of knowledge or skills.

Jigsaw . cooperative learning model steps

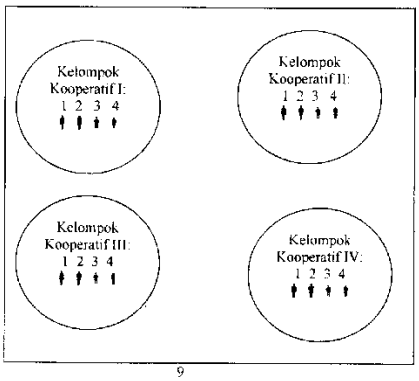
1. Cooperative group
   - o Students are divided into small groups whose number of members is in accordance with the discourse/task to be discussed.
   - o Distribute discourses or assignments that are in accordance with the material to be taught/discussed.
   - o Each student in the group gets a different discourse/task in understanding the information in it.
2. Expert group.
   - o Gather each student who has the same discourse / task in one group so that the number of expert groups corresponds to the discourse / task that has been prepared by the teacher.
   - o In this expert group the task is for students to learn together to become experts in accordance with the discourse / task that is their responsibility. Assign all members of the expert group to understand and be able to convey information about the results of the discourse / task that has been understood to the cooperative group.
   - o When the task has been completed in the expert group, each student returns to the cooperative group. Early.
   - o Give each student the opportunity to take turns to present the results of the expert group assignments.
   - o When the group has completed the task as a whole, each group reports the results and the teacher provides clarification.

Broadly speaking, the steps of the Jigsaw cooperative learning model can be seen in the image below.

In the implementation of Jigsaw cooperative learning can change the teacher's role from a teacher-centered role to the role of managing small group activities, then the learning applied is Jigsaw cooperative learning. The Jigsaw model was chosen as an alternative for several reasons: 1) Jigsaw type encourages students to be able to solve problems in groups by increasing the role and cooperation of each group member, 2) allowing a group member to optimize his role properly and fully in each stage of the activity, 3) allows students to explore their potential and motivation in improving learning, 4) provides opportunities for students to collaborate with friends and teachers, and 5) encourages students to be actively involved in using the concepts, ideas and principles they have when carrying out the discussion process. .

Another advantage of this Jigsaw type is that students do not just accept knowledge from the teacher and then store it in their heads, but what is more important is how students can solve new problems to be associated with the knowledge gained from the surrounding environment and then build that knowledge into knowledge according to the nature of thought the student himself.

In relation to the scoring system, the national minimum completeness criterion is set at 70.00. Although schools are given tolerance for setting the criteria for completeness below 70, so for Indonesian language subjects in our school, it is set at 70. To achieve this, we are trying to develop various learning models, but the result is that there are still many students who have not been able to achieve a minimum mastery of 70. Classically, the achievement of minimum completeness in tests in class XI of SMAN 11 Kendari gets the smallest mastery. Therefore, I need to improve the learning process in the class. The alternative that we try to do to overcome this problem is to apply the Jigsaw cooperative learning model. We chose this learning model because in the previous learning experience we only applied the conventional lecture, question and answer and discussion methods in class XI so that it did not involve and activate students. In that experience, it felt like all knowledge had been transferred to students but after being tested the results were disappointing and did not achieve the expected completeness.



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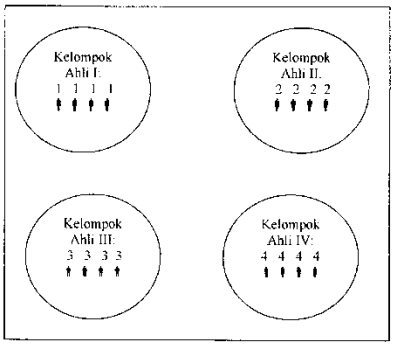


III. RESEARCH METHODOLOGY

A. Time and Place of Research

The research was conducted in class XI of SMAN 11 Kendari, the Indonesian language subject in the odd semester of the 2019/2020 school year. This research was conducted in 2 cycles. Each cycle is 4 weeks long. Each cycle is expected a change in behavior obtained. At the end of the first cycle before proceeding to the second cycle it is analyzed. Likewise, at the end of the second cycle, the results were analyzed both in the form of success and failure as a material for consideration for the next cycle.

B. Action Object

The object of action is the learning process and results, is there any change and improvement in learning outcomes, because the object of action is the process and learning outcomes, there are improvisations and innovations in a better direction than before. The action was carried out using the jigsaw model for class XI at SMAN 11 Kendari. The object of action is using the jigsaw model as an action to improve the learning process from before, where the use of this model is expected to improve the learning achievement of Indonesian students in class XI SMAN 11 Kendari.

C. Research Design

The design used in this study is to adapt the Action Research model proposed by also Kemmis and McTaggart (1997) namely CAR is carried out cycle by cycle, before starting with the first cycle starting with (a) initial reflection to conduct an investigation in an effort to determine the topic area (thematic). concern) to be researched, then continued with (b) overall planning, (c) implementation of actions and observations, and (d) reflection. Entering the next cycle begins with (a) the advanced planning stage as a revision of the previously prepared planning by utilizing the results of reflection, (b) the implementation of further actions and observations, and (c) further reflection.

CAR is carried out cycle by cycle with stages (a) determining the problem, (b) need assessment to find the root of the problem, (c) formulation of hypothetical ideas, (d) implementation of actions, (e) evaluation of actions, and (f) decision making. After the first cycle proceeds to the next cycle which begins again with: (a) redefining the problem, (b) need assessment to find the root of the problem (c) formulation of new hypotheses, (d) implementation of plans, (e) evaluation of actions, and ends with (f) decision making.

1. Planning Stage

The steps to be carried out in this research are to first determine the location that will be the object of research and then choose the subject to be studied. After the first stage was carried out, the researchers approached the principal and teachers to be invited as a team in conducting the research. The next stage of preparation is to make an action plan with Indonesian language teacher colleagues in class XI SMAN 11 Kendari for further research.

The planning steps in this research are by making learning scenarios to be applied in the learning process, then the researcher first analyzes the curriculum and GBPP so that the research carried out does not deviate from the educational goals that have been outlined. Designing the class is one of the important steps in planning so that it can attract interest and encourage students to be excited as the object under study. One more thing in making the planning step.

To obtain initial conditions about the state of the class, direct observations in the classroom were carried out using a data collection tool to see the ability of students to accept learning then past test scores to compare how a

learning using a group model with a model that did not use group work. Another aspect that must be considered is the state of the student environment regarding the availability of learning resources, teaching aids that can support the learning process, and other supporting facilities available in schools. Students' conditions that must be considered include intellectual factors, social skills, habits they like to do in receiving lessons, speaking skills, openness and a sense of taboo, especially for Indonesian subjects.

After the researchers paid attention to the initial conditions, the next step was that the researcher and the Indonesian language teacher discussed the research plan to be carried out using a group work learning model that was in accordance with the problem formulation and carried out monitoring techniques during teaching and learning activities.

In the implementation of learning activities, the researchers together with their Indonesian teacher colleagues agreed to formulate an action to implement the use of the jigsaw model to improve student learning outcomes in accordance with the formulation of the objectives stated in the introduction.

The activities carried out by researchers together with the findings of collaborators are: (1) Trying to examine the difficulties experienced by students during learning activities as well as examining the difficulties experienced by researchers so that researchers can anticipate any difficulties when learning activities are carried out (2) Researchers determine the subject matter of Indonesian subjects that will be delivered at the time of the implementation of the activity, (3) formulate a learning plan using the jigsaw model and in its implementation utilize the learning resources that are already available at the school.

2. Action Implementation Stage

At this stage, the teacher carries out actions in accordance with the plans that have been formulated. Observing the learning actions systematically, critically and objectively. Observations are carried out continuously by researchers to monitor and record the symptoms that appear, both those that support or hinder the learning process. Sources of research data from observations will produce quality data which includes lesson plans which are analyzed from beginning to end then the data is developed in the form of conclusions, follow-up and implementation at the next meeting.

The ways of collecting data are as follows: 1) Data about the situation of the learning process at the time of learning takes place using observation sheets. 2) Data on the relationship between the research plan and the data at the time of implementation. 3) Data on self-reflection and changes that occur in the classroom are taken from journals made by the teacher.

In the implementation process during the research, students' learning activities are not disturbed by the presence of researchers so that students learn as usual.

3. Observation Stage

Kasbolah (1997:91-92) that the function of holding observations can be divided into two: 1) To determine the suitability of the implementation of the action with the action plan that has been prepared previously, 2) To find out how far the implementation of ongoing actions can be expected to produce the desired changes. .

The objectives of the observation are to find out the following: (1) how far the implementation of the action has been in accordance with the previously determined action plan, (2) how much the implementation of the action has shown signs of achieving the goal of the action, (3) whether there is an impact positive additions or continuations even if unplanned. This needs to be followed by efforts to intensify it, (4) whether there are negative side effects that are detrimental or tend to interfere with other activities.

At this observation stage, the activities carried out by researchers are collecting data using data collection tools that have been prepared to be able to produce findings and input during the research in an effort to re-plan the actions to be taken in achieving the expected goals.

4. Reflection Stage

The activities carried out at this stage are synthetic analysis, interpretation, and explanation (explanation) of all the information obtained (Kasobah, 1997:37), so that recorded and unrecorded data but were recorded by researchers, confirmed and analyzed and evaluated for interpreted so that it can be seen that the implementation of the actions that have been mentioned can be achieved or not so that researchers can get clarity on the new actions to be taken later Reflection activities are activities to find certain things and then proceed to make new plan revisions by revising actions

D. Data Analysis

In this study, the data analysis technique used was descriptive statistics, data about teacher and student activities in learning from each meeting were analyzed, to be able to draw conclusions from this research. The teacher and student activity data were analyzed using the percentage and average technique.

% Student Activity = Scored x100
Maximum Score of Each Student
Memes (2001 : 36)

The results of observing the activities of teachers and students in the learning process using the Jigsaw model are then converted with the following criteria:

Very Good = 86 — 100
Fine = 71 —85
Enough = 56 — 70

Less = 41 — 55
Less Once = < 40

Table 3.2. Interpretation of Observational Percentage of Data

No.	Criteria	Score	Interpretation
1	Very well	86 - 100	Activities of teachers and students during the learning process by using the Jigsaw model very well.
	Good	71 -85	Activities of teachers and students during the learning process by using a good Jigsaw model .
	Enough	56 - 70	Activities of teachers and students during the learning process using the Jigsaw model is sufficient.
	Less	41 - 55	Activities of teachers and students during the learning process by using the Jigsaw model less.
	Very less	< 40	Activities of teachers and students during the learning process by using the Jigsaw model less

If the student's achievement reaches 70, it is considered complete. With completeness, if the achievement of classical absorption reaches > 70%, the class has been completed.

Table 3.3 Score Conversion Guidelines

Value Interval	Qualification
85 - 100	Very good
70 - 89	Good
55 - 69	Enough
40 - 54	Less
0.00 - 39	Very less

(Source: Instructions for teaching and learning process assessment, Ministry of Education and Culture,

The references for success in implementing classroom actions are as follows: 1) Student activities are in a very active qualification 2) Student learning outcomes are figuratively in the good category.

E Performance Indicator

Indicators of success in this study are if at least 85% of students have obtained a minimum score of 70 and indicators of success in implementing learning using the jigsaw model at least 85% of learning scenarios have been implemented.

IV . RESULTS AND DISCUSSION

A. Results

1. Overview of Settings

The research was conducted at SMAN 11 Kendari which is where the author works . This research will be conducted from July to September 2019 . The subjects of this study were all students of class XI SMAN 11 Kendari , totaling 35 people.

Initial reflection is done to find out the problems and obstacles in learning by using Jigsaw cooperative learning model. Based on the agreement between the observer and the writer, the action taken is learning Indonesian by using the Jigsaw model of cooperative learning.

2. Description of Cycle I Research

a. Planning

Before determining the Jigsaw model of cooperative learning in learning Indonesian in class XI SMAN 11 Kendari , the next activity is to prepare several things that are needed during the implementation of the action. The researchers did the following:

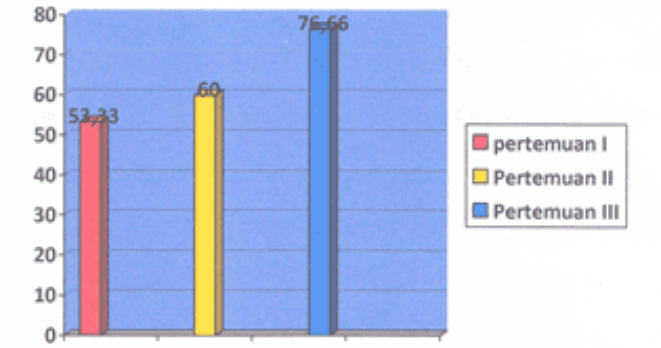
1) Make a lesson plan for the first cycle of action,
2) Make observation sheets for students and teachers to monitor their condition during the learning process,
3) Prepare the necessary learning tools such as material summaries in an effort to help students understand the subject matter more quickly,
4) prepare journals and observation sheets for group discussions, and
5) Designing an evaluation tool for the first cycle of action tests.

b. Action Execution

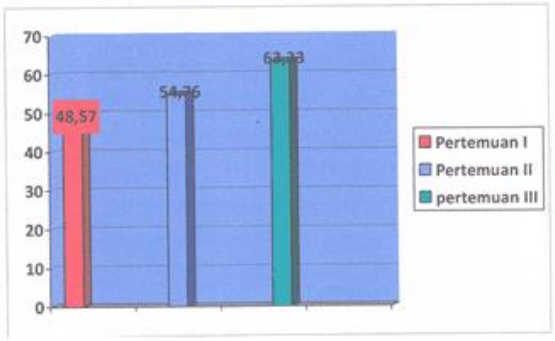
The activities carried out for the first time were preparing learning plans in the form of lesson plans and preparing learning resources in accordance with the lesson plans including providing worksheets, as well as making research instruments as data collection tools. Learning resources that are prepared on the basic competencies of conducting simple social research, lesson plans, learning resources and complete instruments are in the appendix. After that, the teacher provides learning by using Jigsaw pembelajaran cooperative learning model

The results obtained that the average teacher activity at the first meeting of the first cycle, namely the first meeting was 53.33%, the second meeting was obtained 60% and at the third meeting it was 76.66%. The overall average of the first cycle is 63.91% or sufficient category. For more details, the progress of each meeting can be seen in graph 4.1 below.

Graph 4.1 The results of the observation of the teacher's activity cycle I

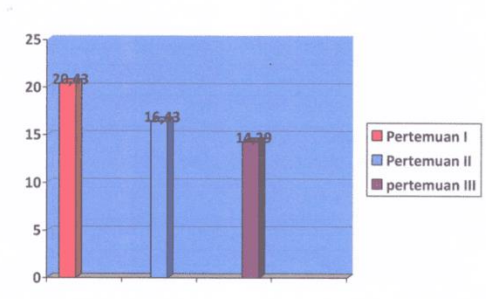


Furthermore, the results of the data analysis of positive student activities during the learning process can be seen in the appendix. Student activity data for each meeting. At the first meeting obtained 48.57 or sufficient category, the second meeting obtained 54.76 or sufficient category, and at the third meeting obtained 63.33 or sufficient category and the average positive activity of students in the first cycle obtained 55.55 or sufficient category. For more details on the development of student activities in the first cycle can be seen in the following graph 4.2.



Graph. 4.2 Positive Activities of Cycle Students I

Furthermore, the results of observing the negative activities of students in cycle I can be seen in the appendix. The data obtained are negative activity data of students in each meeting. At the first meeting it was 20.43, the second meeting was 16.43, and at the third meeting it was 14.29 and the average negative activity of students in the first cycle was 15.05. Graph 2 shows that there is a decrease in negative activity from each meeting. For more details, the development of student activities in cycle I can be seen in the following graph.



Graph. 4.3 Negative Activities of Students Cycle I

c. Evaluation

After the material taught for 3 meetings was considered sufficient, the sixth meeting was evaluated or an action test cycle I. This was done to see the extent to which students' Indonesian learning outcomes after Jigsaw cooperative learning were applied. Students must be individually responsible for their learning outcomes even though the learning process is carried out in groups.

In the final test of the first cycle, the number of questions given was 10 questions, with a total score of 100 questions, from 35 students who took the exam the learning outcomes were obtained.

Based on the data of learning outcomes using Jigsaw cooperative learning in the first cycle with 3 meetings, an average of 69.14 was obtained. For more details, see the statistical parameter values from the results of the end of the cycle I test below:

Table 4.2 Statistical Parameter Values from Final Test Results of Cycle I

No	Statistical Parameters	Parameter Value	Information
1	Average value	69.14	Grade average
2	Minimum	50	Lowest value
3	Maximum	80	The highest score

Based on the data analysis of the end of the cycle 1 test which was attended by 35 students, the lowest score was 60 and the highest score was 80 and the class average was 69.14. The number of students who scored 70 and above was 30 people or 85.71%. This means that figuratively, students' learning mastery has not been achieved in accordance with the predetermined KKM of 70.00.

c. Reflection Cycle I

At this stage, the researcher and the teacher collaboratively assess and discuss the weaknesses found in the implementation of the first cycle of actions to be corrected and implemented in the second cycle of actions. In the first cycle of action that the application of Jigsaw cooperative learning is not maximized, some of the reflection results are described as follows:

1. The average daily test result is still not optimal, namely 69.14, in the sense that there is still a chance to be improved because of the enthusiasm of students in learning by using the jigsaw type.
2. In general, student activity is not good, because there are still students who do not dare to express their ideas, especially to draw conclusions. Children tend to listen or immediately say yes if someone comes up with a conclusion, the solution to this problem is that the researcher emphasizes the Indonesian language teacher to activate students and carry out strict control in cycle II.
3. The use of learning time is not efficient, because it is in the distribution process
4. the material takes a long time, and the children seem engrossed in learning resources, so that there is less time for discussion, the solution to this problem is that the researcher emphasizes the teacher paying attention to the use of time in learning by controlling students strictly in cycle II .
5. Teacher guidance on the material discussed has not been carried out optimally, the solution to this problem is that researchers emphasize Indonesian language teachers to carry out optimal guidance in cycle II
6. Based on the existing reflections, alternative solutions are sought through discussions between Indonesian language teachers and researchers. Several alternative solutions to these problems were used as a corrective action plan in the second cycle, including: the provision of correcting deficiencies in the implementation of the first cycle of learning, learning materials were improved in the form of Power Point using LCD. In addition, student-student interaction is emphasized as well as stricter supervision from the teacher.

3. Description of Action Learning Implementation in Cycle II .

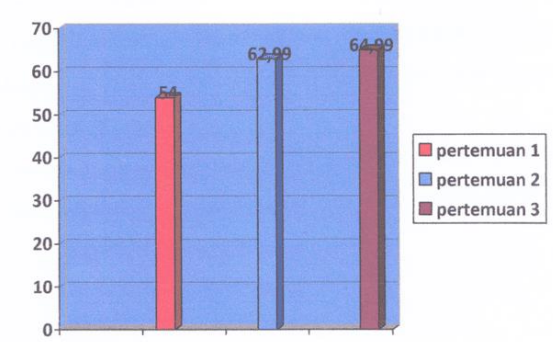
a. Planning

After being taught Indonesian by using Jigsaw cooperative learning in cycle II in learning Indonesian, the next activity is to prepare several things that are needed during the implementation of the action, namely 1) making a lesson plan for the second cycle of action, 2) making an observation sheet on the teacher's activities. and students for cycle III, 3) prepare the necessary learning tools such as material summaries and worksheets and provide back powerpoints, and LCDs , 4) prepare journals and observation sheets for group discussions. 5) designing an evaluation tool for the second cycle of action tests.

b. Action Execution

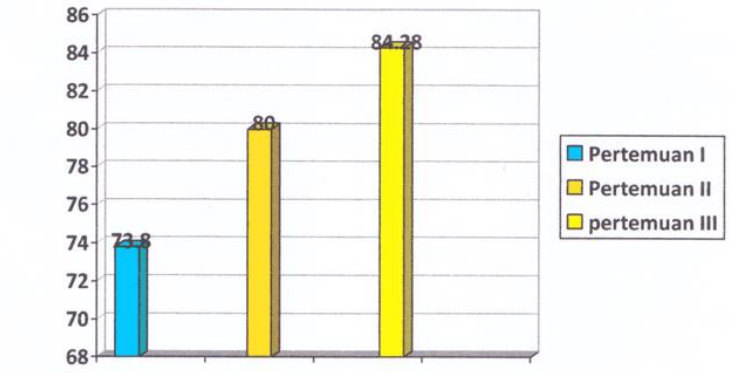
The results of the analysis of teacher activities in cycle II obtained very high criteria (86 - 100) in aspects: 1) the teacher asked the students to read the subject matter being studied, 2) the teacher divided the students into several groups, 3) the teacher divided the students into 6 groups where each the group consists of 6 students, 4) before the materials and topics are given to students, the teacher gives an introduction to the topics/materials to be discussed by writing these materials on the blackboard, 5) the teacher prepares 6 problems containing material to be discussed. discussed, 6) the teacher divides the problem t to the students according to the student's number, 7) the teacher evaluates the student or group by giving questions about the material that has been studied, 8) the teacher guides the students to make a summary of the lesson according to the lesson objectives and 9) asks students to learn the next subject for future preparation and enough categories on aspects: 1) after the discussion is over the teacher ask students to return to their home group to raise their respective problems and discuss them with all group members and do it in a relay and 2) the teacher asks students with the same number to gather in a small group (expert group) to discuss the material or topic by being given a time limit and a place for discussion, after the discussion is finished the teacher asks students to return to their home group to raise their respective problems and discuss them with all group members and carried out in a relay. For more details, the results of observations about teachers in cycle II can be seen in the appendix.

Based on the average teacher activity at the first meeting of the second cycle, which was 75, the second meeting was 78.33 and at the third meeting it was 96.66. The overall average of the second cycle was 84.43 or good category. For more details, the progress of each meeting can be seen in graph 4.4 below.



Graph 4.4 Teacher Activities Cycle II

Furthermore, the results of observing the positive activities of students in cycle II are shown in the appendix. Based on table 4.10 above, data on the positive activity of students in each meeting is obtained. At the first meeting obtained 73.80 or good category, the second meeting obtained 80 or good category, and at the third meeting obtained 84.28 or good category. The average positive activity of students in the second cycle was 72.85 or good category. For more details, the development of positive student activities in cycle II can be seen in graph 4.5 below.



Graph 4.5 Positive Activities of Cycle II students

Furthermore, the results of the observation of students' negative activities in cycle II are shown in the appendix. Student negative activity data every meeting. At the first meeting it was 4.97, the second meeting was 4.26 and at the third meeting it was 2.86. The average negative activity of students in the second cycle was 4.05. For more details, the development of student activities in cycle II can be seen in graph 4.6 below.

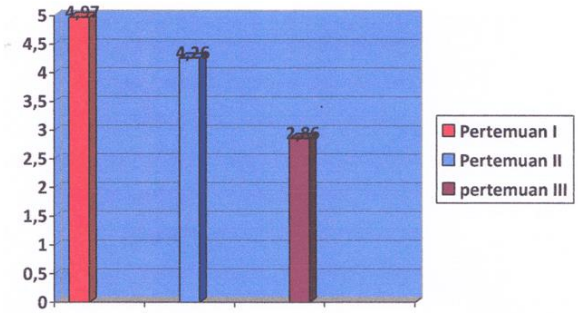


Chart. 4.6 Negative Activities of Cycle II Students

Based on the negative activities of students in graph 4.9 above, it shows a decrease in students' negative activities. This means that jigsaw cooperative learning can improve the learning activities of class XI students at SMAN 11 Kendari.

c. Evaluation

After the material was taught for 3 meetings, the fourth meeting was carried out an evaluation or action test in cycle II. This was done to see how far the students' Indonesian learning outcomes after Jigsaw cooperative learning was applied.

Based on the data on learning outcomes in cycle II with 3 meetings, an average of 79.14 was obtained, this means that there is an increase compared to the results of cycle I. For more details, the increase in Indonesian learning outcomes from cycles I and II can be seen in the descriptive statistical analysis of scores. student learning outcomes obtained in this study are summarized in table 4.3 below

Table 4.3 Improving Learning Outcomes in Each Cycle

No	Cycle I	Cycle II	Enhancement
1	69.14	79.14	9.74

Based on the data in the first cycle of 69.14 and the second cycle of 79.14, there was an increase of 9.74 at the end of the second cycle. Because in the second cycle, the targeted KKM 70.00 has been achieved, this research is stopped until the second cycle.

3. Reflection Cycle II

The reflection activity in the second cycle of action shows very good results for teacher activities and student activities. The results of observations made by researchers show that the implementation of learning with the Jigsaw type cooperative learning model has given very good results. Students have motivated each other to work on the worksheets given. This shows that students already have a good enough motivation to learn about Indonesian subjects. The media used in the learning process has shown a pretty good effectiveness. This can be seen from the increase in the number of students who are able to answer the questions correctly. From the results of the evaluation or action test cycle II, it can be seen that the learning outcomes of Indonesian students in class XI SMAN 11 Kendari both in groups and classically, have increased when compared to cycles I and II. The results of classical Indonesian learning in the second cycle obtained an average of 79.14. This is an increase of 9.74. Because in the second cycle, the target KKM 70.00 has been reached, this research is stopped until the second cycle.

B. Discussion

This classroom action research consists of 2 cycles. Each cycle consists of 3 meetings which are carried out according to research procedures. The number of meetings in each cycle depends on the density of the material discussed. In this classroom action research, the researcher observed the way of the learning process using cooperative learning with Jigsaw type. Before the action I student student achievement is still considered low because during this time many Indonesian teachers use methods cerama h seh i guns make students turtles ng active . From the results ang k et to the students before the action showed that only 48.57% of students who feel easily understand the material presented teachers, in teaching before being implemented action. Meanwhile, 6.71% said it was difficult and the remaining 45.71% said it was mediocre. However, students who 48.57% said it was easy to understand in fact their absorption capacity was very low, and their learning achievement was also low.

In the first cycle, students were not familiar with the Jigsaw type cooperative learning model because this learning model was something new for them. They had never studied the language before. Indonesia in the group. This can be seen when students in groups, there are still a small number of students who are able to express their opinions and who dare to ask questions when they encounter difficulties. Only a few students are active in the group, especially students who have high abilities, while other students only listen and wait for answers from their friends. In this first cycle, students did not understand the Jigsaw Cooperative learning model. Especially when the expert group is formed whose members are chosen from each group of origin. Students in the home group became less enthusiastic in answering the problems in the LKS because they were left by members of the expert group. Because students who are members of the expert group are students who are highly capable and are the mainstay in their group. They assume that only the expert group is able to answer the problems in the worksheet and receive guidance from the teacher.

Later, after the members of the expert group returned to their home group and explained the problem solving information in the LKS, they began to understand this type of Jigsaw Cooperative learning. However, some students in the home group did not understand what was explained/taught by members of the expert group which they thought was very different from the way the teacher gave an explanation.

Students' ability to cooperate based on observations in cycle 1, students seem to be unfamiliar with the applied learning model because the cooperative learning model is a new thing for them, this can be seen when students are still rigid in being in groups and have not seen familiarity with their group friends. In addition, they are not always in the group and often go to other groups .

In cycle II, students have started to get used to the Jigsaw type cooperative learning model used in learning. Students who have not completed their studies are still given more attention and guidance in experiments. In their original group, students who have not yet completed their studies are directed to play a more active role such as assembling tools, taking data and presenting the results of their group work as well as in group discussions.

To further improve the quality of teaching, researchers try to be more patient in guiding students, directing students not to hesitate to ask questions when they encounter difficulties, directing students who have not finished their studies to be more courageous in expressing their opinions in inter-group discussions, increasing practice questions, giving strengthening and motivation to learn and examples of the application of learning in everyday life as well as awards to the group with the highest learning outcomes are still given a simple gift in the form of a pen. Meanwhile, students in the expert group are still guided intensively so that when they return to their home group they are able to provide good explanations to their group members so that all group members become more understanding with learning materials, especially problem solving in worksheets.

And after the test was given, the average score obtained by students as a whole increased from 68.86 in the second cycle to 76.86 with a maximum score of 90 students and a minimum student score of 70. The number of students who had completed learning were 35 students with a percentage of completeness. by 100%, because the number or percentage of students who achieved learning completeness had reached the specified criteria, the researchers decided to stop learning until cycle II only.

The results of learning Indonesian in class XI of SMAN 11 Kendari showed an increase in the results of the first cycle both in groups and classically, an increase when compared to cycles I and II. The results of learning Indonesian have increased significantly when compared to Cycle I. Because in Cycle II, the KKM 70.00 has been targeted, this research was stopped until Cycle II.

This finding is in line with the findings of Slavin (1994), which states that the type of cooperative learning allows students to work together in small groups, helping each other learn learning materials. In cooperative classes students can learn from each other, discuss and argue, assess the knowledge gained and fill in the gaps in understanding that occur among them.

Based on the findings and theoretical studies that have been stated above, the authors can conclude that Jigsaw cooperative learning can increase teacher and student activities in the learning process, students' cooperative abilities and Indonesian language learning outcomes for XI grade students of SMAN 11 Kendari .

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The activity of the teacher in each cycle increases. This increase was due to the fact that the teacher had a good understanding of how to learn by using Jigsaw cooperative learning in class XI students of SMAN 11 Kendari .
2. Student activity every cycle there is an increase. This increase is because students are interested in the way teachers teach Indonesian by using Jigsaw cooperative learning in class XI students of SMAN 11 Kendari .
3. The results of learning Indonesian students in Class XI of SMAN 11 Kendari after being taught using Jigsaw cooperative learning have reached the KKM 70.00 standard according to what has been set. Based on the data in the first cycle of 65.43 and the second cycle of 73.71, there was an increase of 4.85 at the end of the second cycle. Because in the second cycle, the targeted 85% performance indicator has been achieved, so the research activity is stopped.

B. Suggestions

1. Indonesian teachers should be able to try to understand cooperative learning models and apply them in the learning process, especially Jigsaw cooperative learning.
2. The school should be able to take advantage of learning facilities and infrastructure optimally in Indonesian lessons in order to improve the ability of teachers and the quality of student learning outcomes.
3. Kendari City Government to increase the frequency of learning innovation training for Indonesian language teachers in order to implement learning models that can improve teacher activity, students and student learning outcomes.

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