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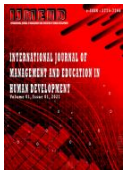

Jigsaw Model Learning for Increase Performance Study of Student Class Ix Smpn 4 Kendari on Materials for Designing General Statements and Stages Indonesian Subjects

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ABSTRACT

Objective main from study This is for know level performance learn Indonesian students' class IX SMPN 4 Kendari after application of learning models Jigsaw cooperative Study. This gives benefits in increasing ability examine teachers in schools, especially for internal teachers develop learning in class through study action. The results of this study indicate that the results of learning Indonesian for class IX students of SMPN 4 Kendari show an increase in the results of the first cycle both in groups and classically, experiencing an increase when compared to cycles I and II. The results of learning Indonesian increased significantly when compared to Cycle I. Because in Cycle II the targeted KKM 70.00 had been achieved, this research was stopped until Cycle II. Based on the findings and theoretical studies that have been presented above, the writer can conclude that Jigsaw cooperative learning can increase the activity of teachers and students in the learning process, students' cooperative abilities and the results of learning Indonesian in class IX students of SMPN 4 Kendari.

Keywords: *Activity, Learning Achievement, JIGSAW*

I. INTRODUCTION

Teacher has very important role in determine quantity and quality teaching carried out. because that, the teacher must think and create planning a carefully in increase chance Study for students and improve quality teach him. This demand changes in organize class use method teaching, learning strategies teach, as well attitudes and characteristics of teachers in manage the learning process teach. Teachers play a role as manager of the teaching-learning process, acting as trying facilitator create condition Study effective teaching, so enable the learning process teach, develop material lesson with well, and improve ability student for listening learning and mastering goals the education they have achieve. For fulfil matter above, teachers are required capable manage the learning process teaching that gives stimulation to student, so is willing Study Because student subject main in learn.

Activity Study together can help spur Study active Activity learning and teaching in class of course can stimulate Study active However ability for teach through activity work group small will possible for promote activity Study active with method special. What was discussed student with friends and what they teach student to his friends possible they for obtain understanding and mastery material lesson.

Indonesian language learning is not Again focus on absorption through achievement information, however more prioritize development capabilities and processing information. For That activity participant educate need improved through exercises or task with Work in group small and explain ideas to others. (Hartoyo, 2000:24).

Learning cooperative is good foundation for increase encouragement achievement student. With own positive motivation student will show interest. Atmosphere game in learning will attract and elicit effect recreational in Study student. Activity designed learning with Jigsaw type allows student can Study more relax on the side grow not quite enough responsibility, cooperation, competition learn.

Ibrahim, (2000:19) characteristics learning cooperative other, Jigsaw spawned exists groups and collaboration in Study students who have ability and type sex different made in A team consisting from four up to five students.

In implementation learning cooperative Jigsaw type can change teacher role of role teacher centered role manager activity group small, then applied learning is learning cooperative type Jigsaw. Jigsaw model selected as alternative own a number of reasons : 1) Jigsaw type pushes student For capable solve problem in a manner group with increase the role and cooperation of each member group , 2) allows a member group optimizing role in a manner good

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and full in every stage activities , 3) allows student For dig potential and motivation in increase learn , 4) give opportunity to student For collaborate with Friend as well as teachers, and 5) encourage student For involved in a manner active use concepts , ideas and principles when carrying out the discussion process .

Another advantage of this Jigsaw type is student No so just accept knowledge from the teacher then save inside head, but more prioritized is How student can solve problem new for associated with acquired knowledge from environment surrounding then build knowledge the become knowledge according to natural thinking student That alone.

related with system assessment, criteria minimum completeness national set 70.00. Although school given tolerance for set carriage completeness under 70, so for eye Indonesian language lessons in our school, set at 70. For reach matter the so we try develop various learning models, however result Still Lots students who haven't capable reach minimum completeness is 70. In terms of classic achievement minimum completeness in test in class IX SMPN 4 Kendari get the smallest completeness. because _ That I need do improving the learning process in the classroom the. We have tried the alternatives do for overcome problem That is with apply learning models Jigsaw cooperative. Learning models, we choose _ Because in learning process experience before we just apply method talk, ask answer and discussion conventional class _ IX up to not enough engage and activate student. In experience That it feels like all knowledge Already transferred to student However after tested result disappointing and not reach expected completeness.

II. LITERATURE REVIEW HYPOTHESES

2.1 Theory Study.

a. **Learning models Jigsaw cooperative.**

Based on paradigm new world of education, especially in schools in the sense of institutions that carry out the learning process, schools have a very broad meaning, no limited to problems the management course, deep matter This school expected capable create conducive climate for development participant educate, no become institution mechanic, bureaucratic. However, for realize conducive schools are also necessary There are learning models that can give encouragement/motivation Study student that is one of them with apply learning models cooperative.

Recommended learning process, Now is using CTL (Contextual Teaching and Learning). One of the inner pillars the implementation of the CTL is wrong public Study i.e., the learning gained from Work The same with other people.

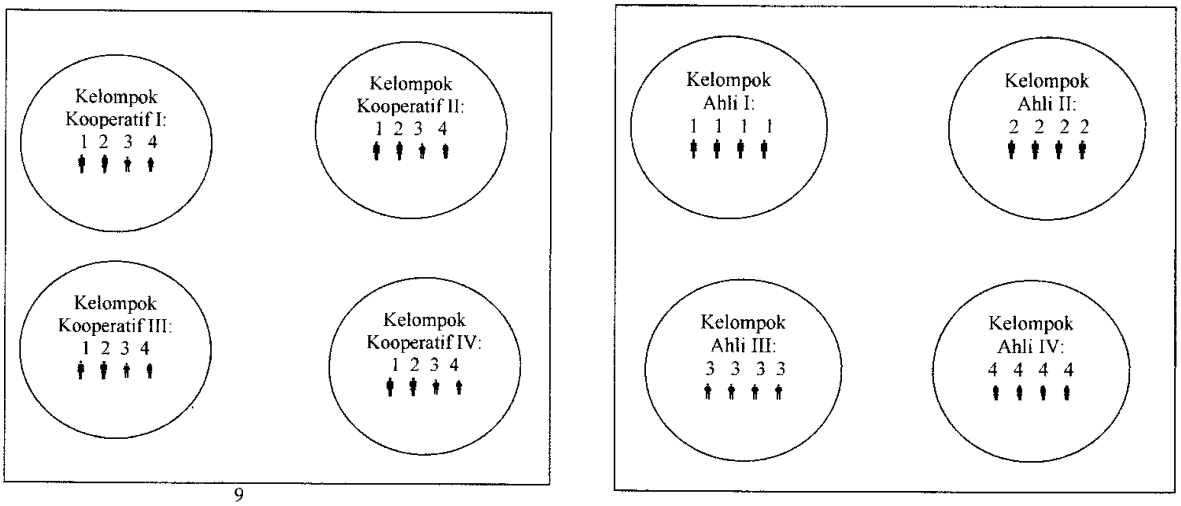
According to Dave Meier in Material Training Integrated Knowledge Social, 2004, states that guidance study by friends four times more effective for increase performance compared to individuals. Based on opinion the We can conclude that it is necessary learning in groups small. Learning models This called the learning model cooperative.

According to Melvin L. Siregar, in Active Learning (2006: 180), stated that Jigsaw learning is the most techniques practiced. this technique similar with exchange group with group, however There is One difference important: i.e., each students teach something. This is alternative interesting when There is material learn what you can segmented or divided and when parts of it must be taught in a manner sequentially. Each student learns something when combined with material learned by students another, form gathering knowledge or solid skills.

Learning model steps Jigsaw cooperative

1. Group cooperative
   - Student shared in group small that amount its members in accordance with discourse / task to be discussed.
   - Share discourse or appropriate task with material to be diaj arkan / discussed.
   - Each student in the group gets different discourses / tasks in understand the information contained in it.
2. Groups expert.
   - Collect each student who has same discourse / task _ in One group so that amount group expert in accordance with discourse / tasks that have been prepared by the teacher.
   - In group expert This assigned to students Study together for become expert in accordance with the discourse / task that becomes not quite enough he replied. Assign for all member group expert for understand and get convey information about results from discourse / tasks that have been understood to group cooperative.
   - If task Already finished done in group experts, respectively student return to group cooperative. Beginning.
   - Give chance in a manner turn each student for convey results from task group expert.
   - If group Already finish his job in a manner the whole of each group reports the results and the teacher gives clarification.

Broadly speaking learning model steps cooperative Jigsaw can see in the image below this.



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b. Action Hypothesis.

Based on description theoretical so can formulated hypothesis action as following: if applied learning cooperative Jigsaw model can be increasing performance learn Indonesian students' class IX SMPN 4 Kendari.

III. RESEARCH METHODS

3.1 Time and Place Study

Study conducted in class IX SMPN 4 Kendari, eye odd semester Indonesian language lessons year lesson 2020. Study This held as much as 2 cycles. Each cycle 4 weeks long. Every cycle expected exists change Act obtained behavior. At the end cycle First before continue to cycle second analyzed. So is the end cycle secondly, the result analyzed either form success nor failure as material consideration for cycle next.

3.2 Action Object

Object action is process and result learning, is it There is changes and improvements results learn, because object action is process and result Study There is improvisation and innovation to more direction Good from before. Actions implemented use jigsaw models to class IX SMPN 4 Kendari.

Object action with using a jigsaw model as action for improve the learning process from before, where with use of this model expected increase performance learn Indonesian students' class IX SMPN 4 Kendari.

3.3. Research Design

Design used in study This is adapting the Action Research model also put forward by Kemmis and McTaggart (1997), namely PTK is carried out cycle after cycle, before start with cycle First started by (a) reflection beginning for do investigation in effort set topic area (thematic concern) to be researched, then next with (b) planning in a manner overall, (c) implementation action and observation, and (d) reflection. Enter cycle next started with (a) stage planning carries on as revision on drafted plans previously with utilise results reflection, (b) implementation action and observation further, and (c) reflection continue. If served in form chart is as following.

PTK is done cycle after cycle with stage (a) determine problems, (b) need assessment for look for root problem, (c) formulation idea hypothesis, (d) implementation action, (e) evaluation action, clan (f) taking decision. After cycle First next to cycle next to start return by: (a) specifying return problem, (b) need assessment for look for return root problem (c) formulation hypothesis new, (d) implementation plan, (e) evaluation action, and ends with (f) taking decision.

1. Stage Planning

The desired stage done in study This is especially formerly determine location to be made object study Then choose subject to be researched. After stage First done Then researcher do approach with head schools and teachers for invited as team in implementation research. Stage preparation furthermore is with make planning action together Friend Indonesian language teacher colleagues in class IX SMPN 4 Kendari for furthermore held research.

Steps _ planning in study This is with method make scenario learning for applied in the learning process, next researcher especially formerly analyze curriculum and GBPP so research conducted with no deviate from objective existing education outlined. designing class is one important step in planning so that can interesting interest and encouragement student for enthusiastic as object under study Then researcher prepare facilities and amenities Study as supporters in study this. One thing Again in make step planning.

For obtain condition beginning about circumstances class done observation right inside _ class with use tool data collector for see ability student in accept learning Then values test which has Then For compare How something learning using group models _ with models that don't use Work group. Aspect other must _ noticed that is circumstances environment student about availability source study, tools props that can support the learning process, facilities supporters' others available at school. Circumstances students should notice among them factor intellectual skills in

sociable, habits that like done in accept lessons, abilities speaking, openness and curiosity especially _ to eye Indonesian lessons.

After researcher notice condition beginning so step furthermore that is researcher Indonesian language teachers do it together talks about plan the desired research held with using learning models Work appropriate group _ with formula problem as well as do technique monitoring during activity Study teach going on.

On the implementation mat activity Study done researcher together Friend fellow Indonesian teachers agreed for formulate action implementation the use of jigsaw models for increase results Study appropriate students with formula already goals _ poured in introduction.

As for the activities carried out researcher together findings collaborator are : (1) Make an effort study about the difficulties experienced by students at the time activity learning also reviewing about difficulties experienced by researchers so that researcher can anticipate every difficulty during activities learning implemented (2) Researcher set tree discussion eye Indonesian language lessons to be delivered on time implementation activities , (3) formulate plan learning with using a jigsaw model and in its implementation utilise source learn already available at school .

2. Stage Action Implementation

At stage this, the teacher implements action in accordance with planning that has formulated. Do observation to action learning in a manner systematic, critical and objective. Observation done in a manner continuously by researchers for monitor and record symptoms that appear good in nature support or hinder the learning process. Research data sources from results observation will produce quality data that includes plan learning that is analyzed from beginning until end then the data is developed in form conclusion, action further and apply at the meeting next.

As for the way data collection is as following: 1) Data about situation of the learning process at the time learning going on with use sheet observation. 2) Data about linkages plan study with data at the moment implementation. 3) Data about reflection self as well as changes that occur in the class, are taken from journal made by the teacher.

In the process of implementation during study move on endeavored activity Study student No bothered by its researcher so that student Study as usually.

3. Stage Observation

Kasbola (1997:91-92) that function held observation can distinguished in two:1) For know suitability implementation action with plan actions that have arranged before, 2) For know how much Far implementation moderate action going on can expected will produce desired change.

Target he did observation is for find things following: (1) how much Far implementation action has in accordance with plan defined action before, (2) how much Lots implementation action has show signs will achievement objective action, (3) whether happen impact addition or positive continuation although no planned. this need followed with effort for more intensify it, (4) whether happen impact negative side so that harm or tend bother activity other.

At stage observation These activities carried out researcher is collecting data with use tool data collector that has be prepared for can produce findings and input during study going on in effort for plan return action to be done in reach expected goal.

4. Stage Reflection

Activities carried out in stages This is do analysis synthetic, interpretation, and explanation (explanation) of all information obtained (Kasobah, 1997:37), so that the data is recorded or not _ recorded but have time recorded by the researcher, confirmed and analyzed as well as evaluated for interpreted so can is known implementation actions that have called can achieved or not yet so researchers get clarity barn action to be done then. Activity reflection, is activity for find things certain For Then next make revision new planning with do revision action

3.4 Data Analysis

On research This technique data analysis used that is statistics descriptive, data about teacher and student activities in learning from every meeting analyzed, for can interesting conclusion from study. Teacher and student activity data This analyzed with use technique percentage and average.

$$\% \text{ Activity Student} = \frac{\text{Earned Score}}{\text{Max Score Every Student}} \times 100$$

Memes (2001: 36)

Observation results teacher and student activities in the learning process with using the Jigsaw model furthermore converted with criteria:

a. Good Once = 86 — 100
b. Good = 71 —85
c. Enough = 56 — 70
d. Less = 41 — 55
e. Less than once = < 40

Table 3.2. Percentage Data Interpretation Hasa Observation

No.	Criteria	Mark	Interpretation
1	Good very	86 -100	Teacher and student activities during the learning process with use good Jigsaw models once.
2	Good	71-85	Teacher and student activities during the learning process with using good Jigsaw models.
3	Enough	56 - 70	Teacher and student activities during the learning process with using Jigsaw models is sufficient.
4	Not enough	41 -55	Teacher and student activities during the learning process with using less Jigsaw models.
5	Very less	< 40	Teacher and student activities during the learning process with using less Jigsaw models very

If performance achievement student reach 70 is considered complete. With completeness if performance achievement Power absorb classic reach > 70 % then class the has complete.

Table 3.3 Guidelines Score Conversion

Value Intervals	Qualification
85 - 100	Very good
70 - 89	Good
55 - 69	Enough
40 - 54	Not enough
0.00 - 39	So, lacking

(Source: Instructions technique Learning process assessment Teach Ministry of Education and Culture,

As for reference from success in implementation action class is as following 1) Activities student is in a very active qualification 2) Learning outcomes student in a manner classical are in category ok.

3.5 Performance Indicators

Indicator success in study This is if at least 85% of students has obtain minimum score of 70 and indicators success implementation learning with using a jigsaw model for at least 85% of scenarios learning has carried out.

IV. RESULTS AND DISCUSSION

4.1. Research Results

1. Overview About Settings

Study implemented at SMPN 4 Kendari which is place writer on duty. Study This will hold start from date October until December 2020. subject study This is whole student class IX SMPN 4 Kendari, totaling 35 people.

Reflection beginning done for know problems and obstacles in learning with use learning Jigsaw cooperative model. Based on agreement between observer and writer, then action taken is learning Indonesian with using learning models Jigsaw cooperative model.

2. Description Study Cycle I

a. Planning

Before set learning model Jigsaw model cooperative within learning Indonesian to students' class IX SMPN 4 Kendari, then activity furthermore is preparing a number of what is needed at the moment implementation action., researcher do things as following:

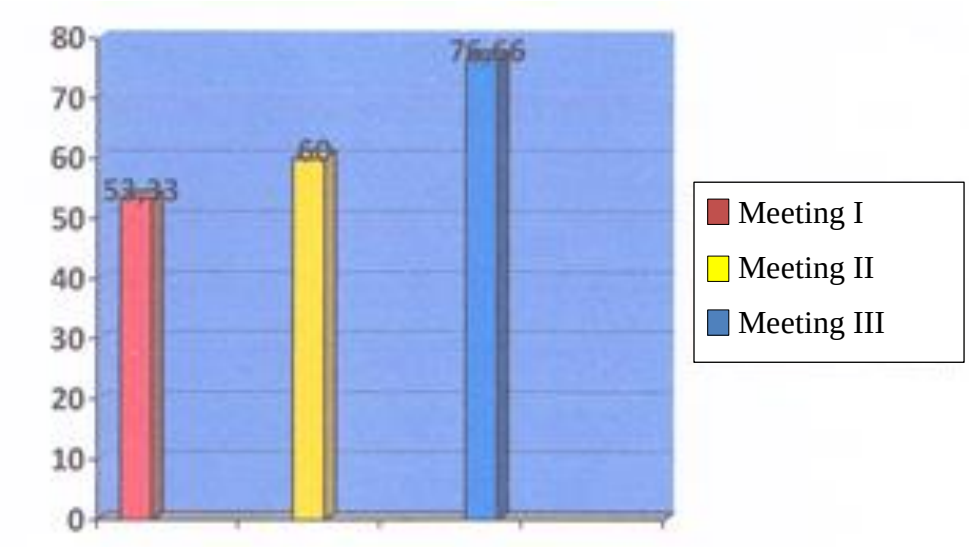
1) Make plan learning for action cycle I,
2) Make sheet observation to students and teachers for monitor circumstances they during the learning process,
3) Prepare device necessary learning _ like summary material as effort help student for more fast understand material lesson,
4) prepare journals and sheets observation discussion group, and
5) Designing tool evaluation for test action cycle I

b. Action Implementation

As for the activities carried out first time was preparing design learning in RPP form and prepare source appropriate study _ with RPP included provide LKS, as well instruments were also made study as tool data collector. Source learning that is prepared on competency base do study social in a manner simple, lesson plan, source learning

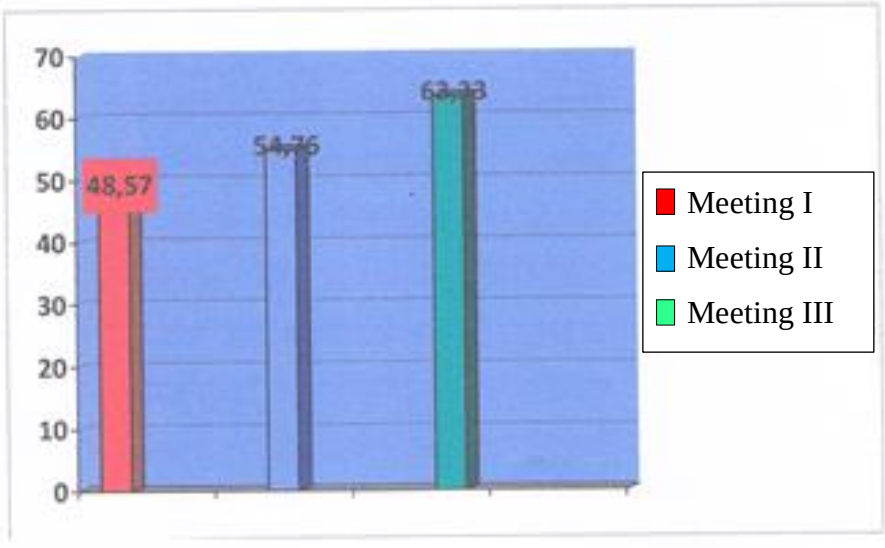
and Instruments more it's in the attachment. After that the teacher gives learning with use learning Jigsaw cooperative model

The results obtained were the average teacher activity at the first meeting of cycle I namely meeting First obtained 53.33%, meeting second obtained 60% and at the meeting third obtained 76.66%. Overall average cycle I, namely 63.91% or category enough. For more he explained development every meeting can seen in the following graph 4.1.



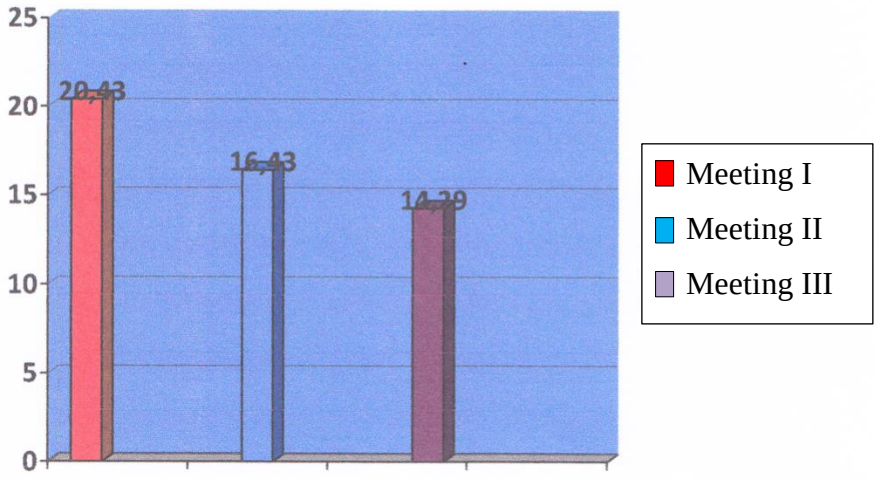
Graph 4.1 Observation results cycle I teacher activity

Furthermore, results activity data analysis positive student during the learning process more can seen in the activity data attachment student every meeting. At a meeting First obtained 48.57 or category sufficient, meeting two obtained 54.76 or category enough, and at the meeting third obtained 63.33 or category sufficient and average activity positive students in cycle I obtained 55.55 or category enough. For more he explained development activity students in cycle I can seen in the following graph 4.2.



Graph. 4.2 Activities Positive Student Sicius I

Furthermore, results observation activity negative student cycle I got see in the attachment. Data obtained activity data negative student every meeting. At a meeting First obtained 20.43, the second meeting obtained 16.43, and at the meeting third obtained 14.29 and the average activity negative students in cycle I obtained 15.05. Graph 2 shows There is decline activity negative from every meeting. For more he explained development activity students in cycle I can seen on the chart following.



Graph. 4.3 Activities Negative Student Cycle I

c. Evaluation

After the material being taught for 3 meetings Already felt enough, then meeting sixth done evaluation or test action cycle I. This done for see to what extent results learn Indonesian students after learning cooperative Jigsaw type applied. Students have to be responsible answer in a manner individual to results learn although in the learning process done in a manner group.

On the test end cycle, I total question given _ is as many as 10 pieces question, with the entire total value question was 100, out of 35 students who took part exam obtained mark results learn.

Based on yield data Study with use learning cooperative Jigsaw type in cycle I with 3 meetings obtained an average of 69.14. For more he explained seen in the value of statistical parameters from results test end next cycle I This

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

No	Statistical Parameters	Parameter Value	Information
1	Average value	69,14	Grade point average
2	Minimum	50	Lowest value
3	Maximum	80	Top rated

Based on test data analysis end cycle 1 which was attended by 35 students obtained mark lowest 60 and value highest 80 and grade point average got 69.14. Amount students who got value 70 to on is 30 people or 85.71%. It is means in a manner classical completeness Study student Still Not yet achieved in accordance with the existing KKM determined of 70.00.

d. Reflection Cycle I

At stage this, researcher together with the teacher collaborative assess and discuss the weaknesses in the implementation action cycle I for Then corrected and put into action cycle II. On action cycle I that application learning cooperative this Jigsaw type Not yet maximum a number of results reflections is described as following:

1. Repeat average results daily Still not optimal, namely 69.14, in meaning still There is opportunity for improved Because exists enthusiastic student in Study with use jigsaw type.
2. kindly general liveliness student Not yet well, because Still There is student which has not been brave put forward ideas, especially for draw conclusions. Child inclined listen or direct said yes If There is someone who suggests conclusion, solution from problem This is researcher emphasized on Indonesian teachers to activate students and do control in a manner tight in cycle II
3. Use time Study Not yet efficient, because in the distribution process
4. material need long time, and child impressed fun pursue source study, so time for discuss become less, solution from problem This is researcher emphasizes the teacher's attention use time on learning with do control on students in a manner tight in cycle II
5. Teacher guidance about discussed material _ Not yet implemented in a manner
6. optimal solution from problem This is researcher emphasized on Indonesian teachers to do it guidance optimally on the cycle cycle II
7. Based on existing reflection Then searching for alternative the solution through discussion between eye teachers' Indonesian lessons with researcher. A number of alternative solving problem the made as plan action improvements in cycle II, including: provision repair deficiencies in implementation learning cycle I, material learning improved in Power Point shapes with using LCDs. Besides That, interaction student with student emphasized as well as more supervision _ strict from the teacher.

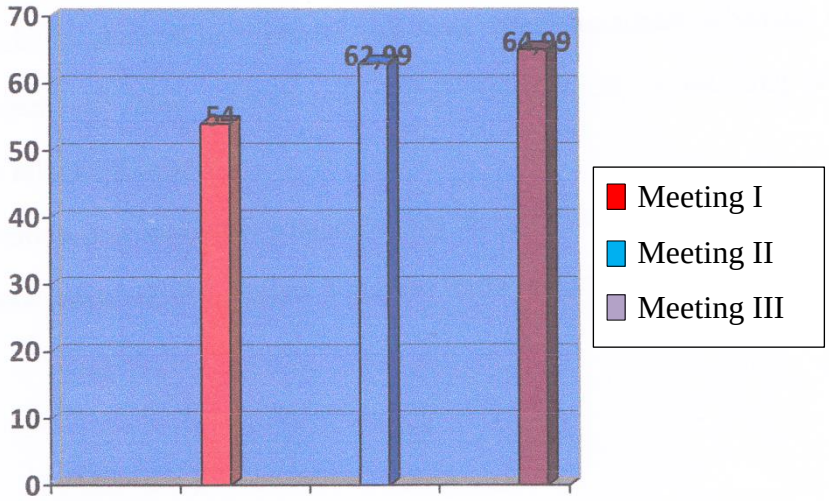
3. Description Implementation Action Learning in Cycles II. Planning

After taught Indonesian with use learning cooperative Jigsaw type in cycle II in learning Indonesian, then activity furthermore is prepare a number of what is needed at the moment implementation action namely 1) create plan learning For action cycle II, 2) make sheet observation to teacher and student activities For cycle III, 3) prepare device necessary learning like summary material and LKS and provide return powerpoint , and lcd , 4) prepare journals and sheets observation discussion group . 5) designing tool evaluation for test action cycle II.

a. Action Implementation

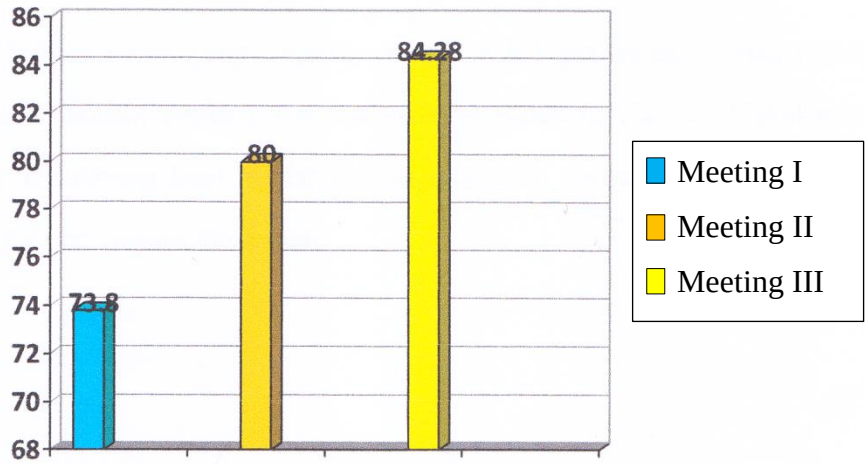
Analysis results teacher activity in cycle II was obtained very high criteria (86 — 100) in the following aspects: 1) the teacher orders student For read material lessons learned , 2) the teacher divides student in a number of groups , 3) the teacher divides student into 6 groups Where each group consists of 6 students , 4) before material and topic given to student especially first the teacher gives introduction topic / material to be discussed with write materials it on the board write , 5) the teacher prepares material as many as 6 problems that contain material to be discussed , 6) the teacher divides problem t to student in accordance with number self students , 7) teachers evaluate student or group by giving questions about material that has studied, 8) the teacher guides student make summary lesson in accordance with objective lesson and 9) ask student For learn tree discussion next For preparation upcoming and categories enough on aspects : 1) after discussion finished the teacher ordered student return to group origin (home group) for put forward each other's problems and discuss them with the whole member group and done in a manner relay and 2) the teacher orders numbered students self The same gather in One group small (group expert) for discuss material or topic with given time and place discussion , after discussion finished the teacher ordered student return to group origin (home group) for put forward each other's problems and discuss them with the whole member group and done in a manner relay . For more he explained results observation about teachers in cycle II can see in the attachment.

Based on the average teacher activity at the first meeting of cycle II, namely 75 meetings second obtained 78.33 and at the confluence third obtained 96.66. Overall average cycle II 84.43 or category ok. For more he explained development every meeting can seen in the following graph 4.4 this.



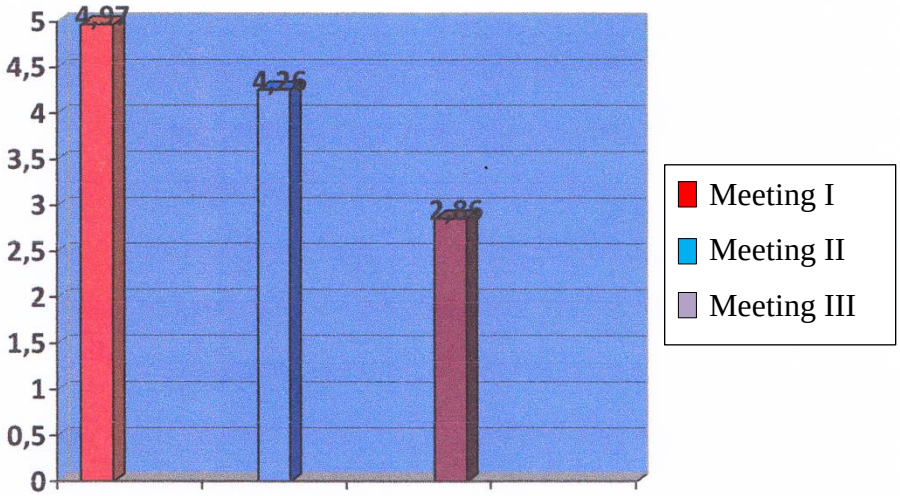
Graph 4.4 Teacher Activity Cycle II

Furthermore, results observation activity positive students in cycle II appear in the attachment. Based on table 4.10 above activity data obtained positive student every meeting. At a meeting First obtained 73.80 or category well, meeting two earned 80 or category well, and at the meeting third obtained 84.28 or category ok. Activity average positive students in cycle II obtained 72.85 or category ok. For more he explained development activity student positive students in this second cycle can seen in the following graph 4.5.



Graph 4.5 Activity Positive student Cycle II

Next is the result of the observation activity negative students in cycle II appear in the attachment. Activity data negative student every meeting. At a meeting First obtained 4.97, the second meeting obtained 4.26 and at the meeting third obtained 2.86. Activity average negative students in cycle II obtained 4.05. For more he explained development activity students in this second cycle can seen in the following graph 4.6 this.



Graph. 4.6 Activities Negative Student Cycle II

Based on activity negative students in graph 4.9 above showing happening decline activity negative student. This means that learning cooperative jigsaw type can increase activity Study student class IX SMPN 4 Kendari.

c. Evaluation

After the material being taught for 3 meetings, then meeting fourth done evaluation or test action cycle II. this done for see the extent to which students learn Indonesian after learning cooperative Jigsaw type applied.

Based on yield data learning in cycle II with 3 meetings obtained an average of 79.14 's means that There is enhancement If compared to with results cycle I. For more he explained increase in learning outcomes Indonesian from cycle I and II can seen in the analysis statistics descriptive the value of learning outcomes students obtained in study This summarized in Table 4.3 follows

Table 4.3 Enhancement or Learning Outcomes Every Cycle

No	Cycle I	Cycle II	Enhancement
1	69,14	79,14	9,74

Based on the data of the first cycle of 69.14 and the second cycle of 79.14 occurred an increase of 9.74 at the end cycle II. Because in this second cycle has KKM 70.00 has been achieved targeted so study This discontinued up to cycle II.

3. Reflection Cycle II

Activity reflection on action this second cycle show already hash _ very Good to teacher activities and activities student. Results of observations made researcher show that implementation learning with learning models cooperative Jigsaw type already gives great results ok. Student Already each other motivating for do the worksheets given. This show student Already have motivation enough study _ Good to eye Indonesian lessons. The medium used in the learning process Already show sufficient effectiveness good. this _ seen from enhancement amount able students answer

question with right. From the results evaluation or test action Cycle II is seen that results learn Indonesian students' class IX SMPN 4 Kendari is good in a manner group nor classic, experience enhancement when compared to with cycle I and II. Indonesian learning outcomes in a way classical in cycle II obtained an average of 79.14. this happens enhancement of 9.74. Because in this second cycle has KKM 70.00 has been achieved targeted so study This discontinued up to cycle II.

4.2. Discussion of Research Results

Study action class This consists of 2 cycles Each cycle consists of the 3 meetings held in accordance procedure research. Amount meeting in each cycle depends from density discussed material. On research action class this, researcher observing the path of the learning process with use learner cooperative with jigsaw type. Before done student 's action performance Study student Still categorized as low Because during there are many Indonesian teachers use method talk so make student kurabg active from result hot to student before done action show that only 48.57% students only feel _ easy understand the material presented by the teacher, in learning before held action. Temporary it, 6.71% said difficult and the remaining 45.71% stated mediocre just. However thus, students who 48.57% mention easy understand in reality Power absorb they are sorely lacking, and achievements learning is also low.

In cycle I, students Not yet used to with learning models cooperative Jigsaw type method because of the learning model This is something new for them. Previously they No Once learn Language. deep Indonesian group. this _ seen when student in group, still part small able students _ convey his opinion and the brave ask when meet trouble. Just a few active students _ in group especially students who have ability tall whereas other students only listen and wait answer from his friend . In this first cycle also, students Not yet understand the learning model Cooperative Jigsaw model. Especially moment formation group member experts _ is choice from each group origin. Student in group origin become not enough enthusiastic in answer problem in LKS because left by members group expert . Because students who become member group expert is capable students tall and is mainstay in the group. They consider that only group capable expert _ answer problem in LKS and got guidance from the teacher.

Later after member group expert return to group origin and explain information settlement problem in LKS then they start understand with type learning cooperative this Jigsaw type . However a number of student in group origin not enough understand with what is explained / taught by members group according expert _ they are very different with the way the teacher gives explanation .

Ability cooperate student based on the results of observations in cycle 1, students it seems Still foreign with the learning model applied because of the learning model cooperative is something new _ for they, p This seen when student Still rigid is at in group and yet seen familiarity with Friend the group. Besides it, they No always is at in groups and often go another group

In cycle II, students Already start used to with learning models cooperative type of jigsaw used in learning. Students who haven't complete learn still given more attention and guidance in experiment. In group origin, students who have not complete learn directed for role more active like stringing tools, fetching data and presenting results Work the group as well as in discussion between group.

For more increase quality teach it, researcher try more Be patient in guide student, direct students so as not to hesitate to ask when meet trouble, directing students who haven't complete learn so braver convey his opinion in discussion between group, multiply exercise questions, give reinforcement and motivation study and examples application learning in life daily as well as award to the learning group highest still given present simple form pen. Whereas student in group expert still guided with intensive order moment return to group origin capable give explanation with Good to member the group so that all member groupbe more understand with material learning specifically settlement problem in LK S.

And after test given, the average value is obtained student in a manner whole increase from 68.86 cycle II to 76.86 with mark maximum student of 90 and the minimum student score of 70. Total students who have complete Study as many as 35 students with percentage completeness by 100%, Due to the amount or percentage achieving students' completeness Study Already reach established criteria _ so researcher decide stop learning until Cycle II only.

Results of learning Indonesian students' class IX SMPN 4 Kendari shows exists enhancement results Cycle I is good in a manner group nor classic, experience enhancement when compared to with cycle I and II. Indonesian learning outcomes in a way I experienced enhancement If compared to with Cycle I. Because in Cycle II has KKM 70.00 has been achieved targeted so study This discontinued up to cycle II

Findings This in line with findings Slavin (1994), who states that type learning cooperative possible student can cooperate in group small, mutual help learn ingredients learn. In class cooperative students can Study One with others, discuss and argue, judge acquired knowledge _ as well as fill in gap understanding what happened among them.

Based on findings and studies theory that has found above, then writer can conclude that learning cooperative Jigsaw type can increase teacher and student activities in the learning process, ability cooperative students and results learn Indonesian students' class IX SMPN 4 Kendari.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

1. Each teacher activity cycle happen improvement. There is enhancement This caused because the teacher has understood with good method learning with use learning cooperative Jigsaw type in students' class IX SMPN 4 Kendari.

2. Activity student every cycle happen improvement. There is enhancement This caused Because student interested to the way the teacher teaches Indonesian with use learning cooperative Jigsaw type in students' class IX SMPN 4 Kendari.
3. Results of learning Indonesian students Class IX SMPN 4 Kendari after taught with use learning cooperative Jigsaw type already reach the KKM standard is 70.00 according to with those who have set. Based on the first cycle data of 65.43 and and cycle II 73.71 occurred an increase of 4.85 at the end cycle II. Because in this second cycle has achieved indicator 85% performance that has been targeted, so activity study terminated.

5.2. Suggestion

1. Presumably to Indonesian teachers can try understand learning models cooperative and apply it in the learning process specifically learning cooperative jigsaw type.
2. To party school presumably can utilise facilities and infrastructure Study optimally in _ Indonesian language lessons in order to improve teacher ability and quality results Study student.
3. Kendari City Government for more add frequency training innovation learning for Indonesian language teachers to apply learning models that can increase teacher activity, students and results Study student.

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