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Improving Student Learning Outcomes in History Lessons Through a Jigsaw Type Cooperative Learning Model in CLASS X-2 SMA Negeri 2 Medan

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ABSTRACT

This research is a type of PTK research, by implementing a jigsaw type cooperative learning model in class X-2 of SMA Negeri 2 Medan, the aim of this research is to improve student learning outcomes. The number of students in class X-2 is 36 students. The subjects in this research were class X-2 students who were part of the population of this study, the population in the study were class This research consisted of 2 classroom action cycles, cycle 1 stated that the class average score was 86.4 which was quite good, however in cycle 1 there were still students who had not yet completed the KKM, namely a score of 75 even though their classical completion exceeded 83%. Then in cycle 2, the data on student learning outcomes obtained an average class learning outcome of 95 which was in the very good category 85%.

Keywords *Learning Outcomes, History Lessons, Jigsaw Type Cooperative Learning*

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INTRODUCTION

Education is the main foundation in human life, as a human being who has a mind, of course this education is an influence in improving human morals and behavior. This is in line with the opinion of (Rulianto, 2018) who explains that education is a process of instilling and developing knowledge about life and attitudes. in this life so that in the future we can differentiate between what is good and what is wrong bad so that they can live a life that is beneficial to the environment.

From the opinion above, it is known that education is very important for living life, as is studying history. The material studied in history contains all forms of relics from historical events that occurred in the past which are related to human behavior and ways of life, of course history lessons are very important to study as knowledge of humans from time to time according to the

period of human life. itself, both events and behavior seen from the dimensions of space and time. If history is studied at school, it certainly requires teacher creativity in delivering material and coordinating students in the learning process, so that the teaching and learning process becomes effective.

After the history learning process takes place, of course there are learning outcomes obtained, these learning outcomes will determine the teacher's success in guiding students in history lessons. According to (Anni, 2006) learning outcomes are things that students get in participating in learning activities, the things they get are influenced by the students' abilities and also the quality of the learning process.

The current problem regarding history learning is that students do not understand historical material, this causes students' learning outcomes to be poor during the learning process, it can be seen based on the results of observations made in class X-2 of SMA Negeri 2 Medan, the researcher conducted a pre-test on students as evidenced by the pre-test results table as follows:

Table 1.
Pretest Results

No	Information	Revenue
1.	KKM	75
2.	The highest score	89
3.	Lowest Value	70
4.	Class Average	75,5
5.	Number of students who completed	25
6.	Number of students who did not complete	11
7.	Percentage of learning completeness	68,7
8.	Incomplete percentage	31,3

Based on this table, it is known that the average pretest score for students in class From these observations, the researcher found several factors in learning that caused the lack of student learning outcomes in class which causes them not to understand the material clearly, and (3) they are less active in the learning process so they do not master the material and their learning outcomes are still poor.

When carrying out history lessons, many students feel bored and fed up with the material being taught because students are not active in the learning process, causing student learning outcomes to not be in accordance with the initial learning objectives. To overcome this, students need active learning using the jigsaw type cooperative learning model in learning, so as to get

maximum learning results. According to (Haerullah & Hasan, 2017) the jigsaw type cooperative learning model is a type of cooperative learning that links the activities of writing, reading, listening to information and providing information in groups to process the information and improve communication skills for students.

From the opinion above, it can be seen that to overcome the problem of student learning outcomes which are still lacking, jigsaw type cooperative learning is implemented. This jigsaw type cooperative learning will link activities in group learning more interestingly and students will be more active in carrying out group activities, students will be more directed. to hear information from fellow material experts and inform them of the results they have obtained from searches as material experts who have been assigned at the beginning, with this jigsaw type of cooperative learning, it gives students the opportunity to understand the material more deeply than in ordinary groups. Therefore, researchers are interested in conducting classroom action research with the title "Improving Student Learning Outcomes in History Lessons Through the Jigsaw Type Cooperative Learning Model in Class X-2 of SMA Negeri 2 Medan."

RESEARCH METHODE

The type of research in this study uses classroom action research (PTK). According to (Zainal, 2012) PTK is research carried out in class by following a scientific investigation process in the form of self-reflection which aims to improve the application of learning in the classroom. Of course, PTK is very important to do as a prospective teacher to reflect on how to carry out learning activities appropriately, so that problems related to teaching and learning activities can be resolved after carrying out this research.

The subjects in this research were class X2 students at SMA Negeri 2 Medan whose activeness they wanted to see. All class X students of SMA Negeri 2 Medan were the population in this study. Then the object in this research is the problem to be researched. In this research the object is increasing student activity in history lessons through a jigsaw type learning model which can be seen from how active the students are.

In this research, Kurt Lewin's version of PTK stages is used, which consists of two cycles, each activity cycle of which includes planning, implementation, observation and evaluation stages (Asrori & Rusman, 2020). The activities in this research follow the jigsaw learning stages implemented in class .

a. Students are formed into 6 groups, one group consists of 5 students with material about historical research.

b. Historical research material is distributed to students, each student has a sub-chapter that they master about the material.
c. Each student who is distributed to the sub-chapter is looking for information about the material.
d. Then members from other groups who have studied the same subchapter of material meet in small groups called expert groups to discuss with each other.
e. After that, each expert group that had returned to its original group was assigned to inform them of what they had obtained from the expert group.
f. Next, students discuss and present the results of their work.

The data collection technique used in this research is documentation and test techniques. The instrument used in this research contains pre-test and post-test questions to see the success of the jigsaw type cooperative learning model. In this research, the data analysis technique uses descriptive statistical data analysis which describes the research results from the following formulas:

1. To determine classical learning completeness in this research, the following formula was used:

$$P = \frac{\sum T}{\sum N} \times 100$$

P = Completed learning
∑T = Number of students who have completed their studies
∑N = Total students
Source: (Habibah, 2013)

2. To determine the class average, the following formula is used

$$X = \frac{\sum X}{N}$$

X = Class average
∑ X = Acquisition score
N = Number of students
Source: (Habibah, 2013)

RESULT AND DISCUSSION

This research was conducted using classroom action research techniques using 2 cycles, the stages of which include: planning, implementation, observation and evaluation/reflection stages. This cycle 1 action will be implemented on Monday 29 July 2024. The first stage is carried out with the research planning stage, then the implementation is carried out by carrying out jigsaw type cooperative learning in class X-2 and finally the evaluation/reflection stage, namely giving tests to students regarding historical research material.

The results obtained from cycle 1 research were that at the planning stage the researcher identified history learning problems in class X-2, created teaching tools/modules, created pre-test and post-test questions using learning methods and innovations to improve student learning outcomes.

After the preparation is complete, it continues with the implementation stage, this stage starts with explaining the jigsaw learning method, then divides the students into 6 groups with 5 members each, then the teacher distributes material about historical research and divides sub-material to each group member, namely topic selection. , collecting sources, verifying, interpreting, and writing history. After that, students are combined with other group members who master the same sub-chapter to discuss and search for information. After returning to the original group, the expert group is tasked with explaining the results they obtained to their group and discussing it in the original group. Then students per group present the results they have obtained from the five sub-materials regarding historical research. Teachers and students summarize the material, and reflect on learning.

After the research implementation stage has been carried out, the evaluation stage will continue. At this stage the researcher gives tests to students to find out the learning outcomes obtained by students after carrying out jigsaw type cooperative learning and also reflects on the obstacles faced, at this stage also explores solutions by discuss with the history teacher and reflect on it as a reference for implementing actions. The results of post test cycle 1 are presented in the following table:

Table 2.
Cycle 1 Learning Results

No	Information	Revenue
1	KKM	75
2	The highest score	90
3	Lowest Value	72
4	Class average	86,4
5	Number of students who completed	31
6	Number of students who did not complete	5
7	Percentage of learning completeness	83,2
8	Incomplete percentage	16,8

Based on the table for cycle 1 above, the following learning outcomes data were obtained: 5 students (16.8%) got the incomplete category, 31 people got grades in the completed category (83.2%) while the average grade for cycle 1 class was 86. 4 is considered quite good, but in cycle 1 there are still students

who have not yet completed the KKM, namely a score of 75 even though their classical completion exceeds 83%.

Next, the researcher reflects on several obstacles or shortcomings in cycle 1 stage (1) Students still find it difficult to learn actively/cooperatively. (2) the time used is very short so that students do not get too much material in the expert group. (3) students' perceptions of learning vary so that some are not in accordance with the learning objectives.

Based on the obstacles that have been explained, the reflective actions taken are: (1) trying to change the passive habits of students who only receive information from the teacher and do not try to be creative by looking for information themselves and the teacher should only act as a facilitator for students who are creative in looking for information. (2) optimize the use of time by giving assignments to find material about historical research at home so that it is easy to find the material at school. (3) the teacher determines the boundaries of the material students are studying, so that they can find and convey information on target to other students.

After all stages of cycle 1 are completed, the research continues to cycle 2, at this stage the sequence of activities is the same as cycle 1 starting from planning to reflection, but in cycle 2 the reflections obtained in cycle 1 are corrected, the class actions of this cycle are carried out on Monday the 5th August 2024 in class X-2 SMA Negeri 2 Medan. Researchers emphasize the spirit of ensuring that students are not passive and assign students to be more creative in finding and providing information, those who are creative in conveying information will get additional points, and ensure that students have brought materials from home to optimize time in the learning process. Then the researcher determines the boundaries of each sub-chapter of material to students, explaining it at the beginning of the division of sub-chapters of the material.

The flow of the cycle implementation is the same as that carried out in cycle 1, to measure learning outcomes, post tests are also used, the results of class actions in cycle 2 are presented in table form, namely as follows:

Table 3.
Cycle 2 Learning Results

No	Information	Revenue
1.	KKM	75
2.	The highest score	98
3.	Lowest Value	90
4.	Class average	95
5.	Number of students who completed	35

6.	Number of students who did not complete	1
7.	Percentage of learning completeness	96,6
8.	Incomplete percentage	3,4

Based on the table above, data on student learning outcomes in cycle 2 obtained 1 student (3.4%) who was categorized as incomplete, and 35 students (96.6%) who were categorized as complete. The average value of class learning outcomes is 95 which is in the very good category. Student learning outcomes in cycle II have reached the targets set by researchers, who said the minimum learning outcomes were 75, and classical completeness ≥85%.

In cycle 2, even though the criteria have met the requirements, there are still obstacles faced in this cycle, namely that the time used is still not sufficient to carry out cooperative learning with this type of jigsaw. Based on the existing obstacles, through reflection actions, improvements are made as follows: (1) strive for students to provide interesting explanations of information. (2) minimize wastage of time during the learning process. (3) provide limits on the material studied to students, so that there are no differences in understanding of the material.

From the explanation above, the implementation of jigsaw type cooperative learning can be carried out effectively and efficiently, therefore student learning outcomes in history subjects also increase, which can be proven by the results of this PTK. In general, this research has been able to answer the questions asked in accordance with the results of data analysis. This can be seen from the achievement of the standards set, especially in the student learning outcomes towards the end of cycle II which have met the standards that have been set.

Based on the results of research that has been used in jigsaw type cooperative learning, it can improve student learning outcomes in class Jigsaw type cooperative learning is effective, the results of this research also show an increase in student learning outcomes

CONCLUSION

Based on the explanation above, it can be concluded that student learning outcomes through the jigsaw type cooperative learning model can improve student learning outcomes in class 86.4 to 95, then learning completeness increased from 83.2% to 96.6%. The average increase in student learning outcomes with the jigsaw type learning model in class X-2 SMA Negeri 2 Medan is very good.

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