

## **ANALYSIS OF THE *JIGSAW* LEARNING MODEL ON PANCASILA IMPLEMENTATION MATERIAL FROM TIME TO TIME PHASE D IN THE INDEPENDENT CURRICULUM**

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### **KEYWORDS**

*Jigsaw, Independent Curriculum, Phase D*

### **ABSTRACT**

This study aims to analyze the *Jigsaw* learning model in the form of a sub-chapter of the material Implementation of Pancasila from Time to Time Phase D in the Independent Curriculum. This research uses the method of literature study or literature review using content analysis to better understand and interpret a study. The results showed a model that is very suitable for use in learning outcomes in the form of subchapters, namely the material Implementation of Pancasila From Time to Time Phase D. The *jigsaw* model makes students work hand in hand in mastering the material and encourages student activity in order to achieve maximum results. Each member or individual is taught to take responsibility for the submaterial they obtain. Students have independent responsibilities and teach students to communicate well, therefore this model emphasizes the development of civic knowledge citizenship aspects. Then the benefit of this model is to prevent competition and increase collaboration as contained in the independent curriculum.

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### **INTRODUCTION**

Education is a top priority and a key factor to shape and improve the quality of human resources in Indonesia (Manasikana & Anggraeni, 2018). Education can also develop the potential that exists in students can be used as a way to solve problems in learning and life. Therefore, there must be a curriculum in order to encourage the creation of good education. In the curriculum, teachers play an important role and are responsible for both students and the wider community in the implementation of learning (Wahyudin, 2018). The urgency in education today that many teachers face is the low activeness of students and students are often bored in learning (Andayani et.al, 2019).

The independent learning curriculum comes with the main concept of freedom in thinking. Teachers have the freedom to understand the curriculum before learning (Izza., et.al, 2020). Freedom of learning is also found in the objectives, materials, models and evaluations of learning used. The learning model must be student-centered (Indarta, et.al, 2022). In the implementation of 21st century generation learning, teachers must have varied and innovative strategies, models and methods by continuing to improve knowledge and skills in teaching that are interesting and interactive by utilizing technology (Sumantri, 2019). So daira is

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needed a model that focuses on students in the learning process that will encourage student activity. Teachers must be able to find ways to encourage activeness, creativity and motivation of students (Susanto, 2014).

Teachers must have skills in choosing models that are suitable for diverse forms of material. As in the subject of Pancasila education (civic education), in the analysis of the model must also consider which aspects of citizenship will be raised. The constructivistic learning model is one of the variations of the model that aims to improve the learning outcomes of students who are more active in learning. One of the models that has characteristics This is the *Jigsaw Learning Model* (Rahman, 2018).

The *jigsaw* learning model is a model whose implementation of students is formed in small groups with different levels of ability (Tastra, 2013). The *jigsaw* learning model can be done in order for students to express opinions, manage all information obtained so that students can improve communication skills and be able to convey the material that has been learned (Mariyaningsih & Hidayati, 2018). In addition, this model teaches material to other group members (origin) in a group way (Suprihatin, 2017).

This type of learning model can be highly recommended for material in the form of subchapters, such as in the implementation of pancasila from time to time. This learning model gives rise to situations where individual success is influenced by groups, has positive dependence and cooperation in carrying out tasks to achieve learning objectives. In this model, opportunities are wide open for students to increase motivated activeness in learning, of course, it can affect the value of student learning outcomes that increase after the learning process.

## **RESEARCH METHODS**

This research is a research using the method of literature study or literature review using content analysis to better understand and interpret a study. This research uses data collection techniques through Google Scholar, with journal criteria used based on research objectives and has been accredited. The research examined various literature, both international and national journals and books, to analyze the innovation of *Jigsaw* model analysis on pancasila material from time to time in phase D in the independent curriculum (Surur, 2021). In this literature study, the data from the analysis will be discussed descriptively both to provide views (*criticize*) and summarize (*summarize*) for the selected article. Using the Meta-Analysis procedure by analyzing the contents of the journal, then reviewing using the results of journal data that has been collected then the researcher provides views and then summarized and discussed to draw conclusions (Kaid, Baehaqie, & Rizal, 2021).

## **RESULTS AND DISCUSSION**

### **A. Learning Model Cooperative**

Cooperative learning which is originally said to be "cooperative" which means maximizing the learning of learners in improving skills and academic achievement both individuals and groups (Trianto, 2009: 57). According to Johnson, the cooperative learning model is the only model that fully encompasses conceptual learning. Cooperative or group education model is a teaching method used by group students in order to achieve predetermined learning objectives (Sitomorang, 2017). Thus, based on the evidence presented, the cooperative learning model attributed to it is one that encourages group interaction and cooperation in any learning process. Cooperative learning as a learning model

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by doing and emphasizing teamwork or collaboration when doing work that is often done in groups of more than two people (Amri dan Ahmadi, 2010:90).

Susmadewi (2011) suggests that cooperative learning is a strategy where in a group there are diverse students both in terms of background and ability. Mutual cooperation and mutual understanding of the subject matter given in completing group tasks. Cooperative model analysis aims to make students build their own concepts and study concepts scientifically (Rahmat, Suwatno, & Rasto, 2018).

Cooperative learning can be said to be a unique learning model. Where learners in small groups exchange information to achieve learning objectives, this results in positive dependence. In obtaining lessons not only from teachers but can be from anywhere, including the students themselves (Syarifuddin, 2011). Cooperative learning has its advantages. Where students have high self-confidence, increase the ability to think independently, find information from various sources. Able to express opinions loudly and directly and can compare with other opinions or ideas (Situmorang, 2017).

### **A. Learning Model Cooperative Jigsaw Type**

#### **1. Jigsaw Type Learning Model Concept**

Aroson et al developed the *jigsaw* as a model of cooperative learning. Lei explained that the *jigsaw* model is a cooperative model that considers the backgrounds, experiences and differences of learners. This is done so that learning gets something meaningful. *Jigsaw* is a model that has similarities to the model of exchange between groups (Rahman, 2021).

In this model, students learn with a group of peers where there is one expert who is responsible for covering the subject matter being studied (Hertiavi, dkk, 2010). *Jigsaw is a cooperative learning model that is characterized by the importance of working in small groups* (Sholihah, Koeswardani, & Fitriana, 2018). The approach, or *jigsaw* style, directs and has learners conduct their own self-directed learning in small groups with a mix of up to ten people. Responsibility, cooperation and positive dependency are positive impacts of this model. Students get many opportunities to express their opinions in lessons. Everyone is responsible for achieving learning goals (Haliza, 2020).

*Jigsaw* as one of the active learning models where the members are 4-6 people heterogeneously, each student has power over the material he can and is able to explain it to other members (Sholihah, dkk. 2018). The learning material is in the form of text, students get one to be learned. Each member understands the subchapters they have acquired and when put together will form a complete knowledge. Each member who came from the original group sat together and discussed into a group of experts with the same discussion. After that, return to the original group and explain to the group mates (Sulhan, 2020). Slavin (2009) suggests that the *jigsaw*-type model is very suitable for beginners and teachers who are new to implementing a cooperative approach". According to Adams (2013), *jigsaw* learning is easy to use because learning focuses on students and teachers only as supervisors. Students are trained to be responsible and exchange information among others.

It can be concluded that the *jigsaw* learning model is part of cooperative learning whose implementation of groups is divided heterogeneously (Lahir, Ma'ruf, & Tho'in, 2017). Then given the task of discussing the material in the origin group and forming an expert group. The goal is the cognitive aspect, which is aligned with the civic knowledge citizenship aspect. In addition, there are aspects of cooperation, responsibility and positive dependence between others. This model is very appropriate to be used in learning in an independent curriculum

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that requires students to be independent and free of opinion but responsible. In addition, it is appropriate for material in the form of subchapters on certain learning outcomes.

### **Elements of the Jigsaw Type Learning Model**

In a book entitled "Cooperative Learning" written by Anita Lie (2004) it is written that the *jigsaw* learning model is not just group learning but there are distinguishing characteristics (Tias, 2021). Among others as follows. First, the success of a task is due to positive dependence between group members. In order to build positive dependence, learners must feel that they belong to a group. If the group gets an award when it successfully achieves a goal, all should feel it.

Both are individual responsibilities. Each member of the group gets each piece of material and is responsible for understanding it. There are ways to foster a sense of responsibility, by encouraging learners, recording each individual's progress (Abas, 2017). Third, communication between members where group members must be able to greet and listen to each other. This process is very beneficial in the mental and emotional development of learners. Fourth, evaluation is carried out by teachers to improve future learning outcomes to be even better.

### **Benefits of the Jigsaw Type Learning Model**

There are several benefits of the *jigsaw* learning model, among others. Can cause the ability of each individual to increase, reduced apathy, mutual acceptance of lack, not individualism, reduced interpersonal conflict, deeper understanding of material and increased motivation to learn (Muaddab, 2018). In addition, the *jigsaw* learning model can prevent the aggressiveness of learners without sacrificing cognitive aspects (Rosyidah, U, 2016). According to Adams (2013) the *jigsaw* learning model is easy to learn because not only teachers but also students can be a source of information.

### **1. Steps of the Jigsaw Type Learning Model**

There are stages of *Jigsaw* model analysis in (Sholihah, 2018), The analysis steps include:

- a. Used for material that has many subchapters or sections.
- b. The teacher makes heterogeneous groups of students into several small groups according to the material. The youngest group of 4-6 people is the origin group and the expert group.
- c. The group that became the original group sent its group members to become an expert group.
- d. All members of the initial group of saplings get material or subchapters that are not the same as each other.
- e. After a joint discussion, the expert group was over. All members of the origin group met again to present the material obtained from the expert group.
- f. Then a draw is held where each group will explain the results of the group discussion.
- g. At the final stage, the teacher concludes with the students and instructs the students to answer questions in the form of individual tests.
- h. Teachers give awards to the best individuals and groups.

Broadly speaking, according to (Rahman, 2021) the syntax or stages of the *jigsaw* learning model are shown in table 1.

**Table 1**

Syntax or stages of the *jigsaw* learning model

<b>Phase</b>	<b>Activities</b>
<b>Phase 1</b> Provide motivation and convey learning objectives to students	The teacher provides a motivation before learning to students and explains the direction and objectives of learning to be achieved.
<b>Phase 2</b> Display information	Teachers stimulate students by providing information in the form of facts, experiences and everything that will be done in learning.
<b>Phase 3</b> Form a group or origin group	Students are divided into heterogeneous groups whose members can be 5 to 6 people in the initial group. Where all members will get material that is not the same as each other.
<b>Phase 4</b> Forming an expert group	Teachers instruct students who have similar material to join as expert groups.
<b>Phase 5</b> The expert group goes back to the original or original group	Students sit back to the initial group in order to express what they have gained to all members of the initial group.
<b>Phase 6</b> Evaluation	The teacher instructs the students to conclude together and the teacher gives a test that covers all the material.
<b>Phase 7</b> Giving awards	Teachers give appreciation in the form of awards to the best individuals or groups.

## **B. Review of Relevant Research Results**

To strengthen the implementation of the *jigsaw* learning model in the Pancasila implementation material from time to time in class IX, the author will provide relevant research to clarify the implementation of this model in learning. Research relevant to the discussion of the *jigsaw* learning model can be described as shrinking. The first research was conducted by Hj. Pratini (2015) about increasing the activity of class VIII Civics learning outcomes of SMPN 18 Mataram with a jigsaw learner model". Where the purpose of this study is to analyze the effectiveness of the *jigsaw* learning model in relation to improving Civics learning outcomes from learners. Where the results of research are obtained increasing the activities and learning value of students.

Then further research was conducted by Mardhiah (2021) on increasing student achievement in Civics learning using the class VIII *jigsaw* learning model at MTSN 6 Aceh Besar. This research has a purpose with the *jigsaw* learning model, activity or activity and student learning achievement can increase, especially in the position and function of Pancasila. It was found that using the *jigsaw* model resulted in an increase in the activity and value of student learning outcomes on the position and function of Pancasila material in class VIII MTsN 6 Aceh.

### **Advantages or Advantages and Disadvantages of the Jigsaw Learning Model**

In the analysis of the *jigsaw* learning model on material that has many subchapters, it certainly has its advantages and disadvantages. This advantage can be used as a foothold by teachers in order to produce students who have motivation and good results in learning, especially in Civics learning (Mirdanda, 2019). The advantages of the *jigsaw* model include. First can motivate students to be able to think critically in learning, students can develop their thinking power and communicate to others (Rahman, 2018). Second, students are required to be able to choose the right diction and be easy to understand in explaining the material to their friends. In this case, the ability of sosail students can develop. Third, in discussions all active members are not only dominated by one learner in learning. Fourth, *jigsaws* can be used alongside other learning models. These five models can teach confidence, obtain information from various sources and exchange information between learners. Sixth, encourage students to be able to express their ideas directly and hear ideas from their friends. This is very useful when solving problems so that learners respect each other and respect the opinions of others. Seventh, it can improve time management and help increase motivation.

In addition to the advantages and advantages, a learning model has disadvantages in its analysis, among others. First, there is fear and reluctance from students if they issue ideas that will be judged badly by their group members. Secondly, not all teachers and learners understand exactly this model. Third, this model takes a lot of time and must be staged and reported in detail. Fourth, it is not easy to increase the confidence of students because of different experiences and backgrounds.

### **C. Analysis of the Jigsaw Type Cooperative Learning Model on Pancasila Implementation Material from Time to Time**

#### **1. Learning Objectives Flow**

Learning Objective Flow (ATP) is a learning objective step or activity that is made systematically in a learning phase (Hidayat, Dlis, & Hanief, 2021). ATP is used as a benchmark by teachers and students in order to achieve learning objectives at the end of a phase. Can be implemented using ATP designed in the independent curriculum. ATP can also be said to be a learning module developed from learning outcomes (CP) where the Pancasila Student Profile is the main object to be developed. Referring to ATP, in this discussion, the elements of the Pancasila student profile are critical reasoning and mutual assistance. The implementation of critical reasoning here students process information before being passed on to others (Edi, 2022). Students who reason critically can process information well and then evaluate and conclude it. Furthermore, the form of mutual assistance is that students together collect material from various expert groups in order to produce complex material in the original group.

A model that is very suitable for use in CP in the form of subchapters is this *jigsaw* model which can make students work hand in hand in mastering the material and encourage student activity in order to achieve maximum results (Kumalasari, 2021). In the material divided into subchapters. To implement this model in the Pancasila implementation material from time to time, it is necessary to know the learning outcomes, objectives and learning activities and the main material. It can be seen in Table 2.

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**Table 2**  
Learning Objectives Flow

Element	Learning Outcomes (CP)	Learning Objectives	Subject matter	Learning Activities	Pancasila Student Profile	Teaching Model	Valuation
Pancasila	Students understand the implementation of Pancasila in state life from time to time.	Students are able to analyze the implementation of Pancasila in state life from time to time well.	Implementation of Pancasila from time to time.	Students analyze, present reports on the results of analysis, implementation of Pancasila from time to time.	Critical reasoning, Mutual assistance	Discussions, Presentations, Explorations and lectures	Observation (Individual and group)

**1. Learning Steps**

The process of implementing the *jigsaw* learning model of Pancasila elements with the subject matter of implementing Pancasila from time to time in state life. In this case the *jigsaw* model can be carried out by going through 7 phases. The learning steps are set out in table 3.

**Table 3**  
Learning Steps

PHASE	TEACHER ACTIVITIES	STUDENT ACTIVITIES
<b>INTRODUCTION</b>		
<b>Phase 1</b> Provide motivation and convey learning objectives to students	The teacher guides students to pray, then provides motivation and conveys learning objectives to students	Students pray and listen to the teacher's direction related to the objectives in learning and increase self-motivation for the spirit of learning.
<b>INTI</b>		
<b>Phase 2</b> Display information	Teachers provide information to students about the implementation of Pancasila from time to time using PPT.	Students receive information about the implementation of Pancasila from time to time through CFT.

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<b>PHASE</b>	<b>TEACHER ACTIVITIES</b>	<b>STUDENT ACTIVITIES</b>
<b>Phase 3</b> Form a group or origin group	The teacher divides the group heterogeneously with 6 members of the original group using whell of names.  Each member of the group is assigned a different sub-subject. (The implementation of Pancasila started from the early days of independence then the old order, the new order era to reform.	Learners join members of the origin group.  Learners hold one sub theme.
<b>Phase 4</b> Forming an expert group	The teacher instructs students who have the same sub-topic to be able to discuss in groups. (Expert group).	Students join their own teams or groups of experts.
<b>Phase 5</b> The expert group goes back to the original or original group	The teacher allows each student to re-discuss with the initial / original group to explain the material they get.	Students return to the original group and then explain the material discussed or obtained from the expert team.
<b>COVER</b>		
<b>Phase 6</b> Evaluation	The teacher allows students to give conclusions. Then give the test covering all the material.	Students conclude and then take the test.
<b>Phase 7</b> Giving awards	The teacher gives awards to the best group.	The best learners receive awards.

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To innovate in the development of citizenship aspects. Based on the explanation of the theory above which explains that the *jigsaw* type learning model is a model that has a main point in working in small groups (Gunarta, 2018). This model consists of 5 to 6 learning members who are formed heterogeneously. The existence of independent responsibility and positive dependence between members are things that can be used as advantages of this model. In addition, the opportunity for students to be wide open in expressing opinions to their group members, this can also train students' communication skills.

This model is almost the same as the group exchange method where group members will get one part and if combined can produce complete knowledge (Nur Kumala, 2016). The purpose of this model is to train students to be responsible for discussions and to help their friends to understand the material together. This model, which focuses on origin groups and expert groups, is very suitable when used on material that has many subchapters (Sholihah et al., 2018). As well as the material for the implementation of pancasila from time to time which has a subchapter on the implementation of pancasila in the early days of independence



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(which is further divided into several rebellions), then in the old order era, the new order era and the reform era (Salam & Akmal, 2018). This *jigsaw* model is very helpful for students to better understand the material to be discussed and be responsible for the tasks and material they take. Up to this model will produce students who have a sense of responsibility, independence and can work together positively.

This is in line with the results of research conducted by Hj. Pratini (2015) and Mardhiah (2021) where from the results of the study there is a very high influence when learning using the *jigsaw* type learning model where after using the *jigsaw* model there is an increase in the quality of learning activities and the value of student learning outcomes. This is also in line with the benefits of the *Jigsaw* model put forward by (Rosyidah, U, 2016) The benefits obtained if teachers use the *jigsaw* model in the implementation of learning. Where it can have a positive impact on individuals such as increasing skills, high motivation, preventing conflict, reducing apathy and most importantly can prevent individual aggressiveness in learning.

In this learning model related to the implementation of Pancasila from time to time, it is more dominant in developing aspects of civic knowledge and civic skills (Widiatmaka, 2016). Kusnadi, E (2010) suggests that the *jigsaw* type learning model is very influential in honing students' knowledge or if in PPKn learning it is known as civic knowledge. In addition, it can also increase social motivation so that you can complete the task as soon as possible. In civic education, this *jigsaw* model is designed to sharpen students' understanding of civic knowledge, having responsibility for learning both to themselves and others (Faujiah, Tafsir, & Sumadi, 2018). Students can work together cooperatively in order to achieve the goals of the material to be discussed, because they not only learn the material but must be able to pass it on to their group members. Every learner will understand each part and if put together will become a complete knowledge or civic knowledge.

The *jigsaw*-type learning model can train students to be positive interdependence, cooperate with their group mates and have responsibility for the material or assignment given to them (Muthi'ah dkk, 2018). *Jigsaw* learning is also more effective in the cognitive realm where learners are directed to appreciate ideas from others (Koc, 2010). In addition to being related to civic knowledge, this *jigsaw* model is also capable of making improvements to aspects of civic skills. This is in line with what was stated by Subiyantari, A. R., et.al (2019) the average value of psychomotor domain assessment increases through the *jigsaw* model, this is because they are accustomed to working individually and in groups. If related to civic skills or psychomotor, what is observed is the ability of students to deliver learning material to members of their home group (Walad, A. M., et.al, 2019). This model can also support students in solving problems, this is because students if learning with small groups will be more specific. Until finally the *jigsaw* learning model can make positive and significant changes to the style and values and motivation of learning students (Basyah & Muslem, 2017).

## **CONCLUSION**

The *jigsaw* type learning model is a cooperative learning model whose implementation focuses on the origin group and group or expert team. Each member or individual is taught to take responsibility for the submaterial they obtain and can share it with their group mates. This teaches students to have independent responsibility and teaches students to communicate well, therefore this model emphasizes the development of aspects civic knowledge citizenship.

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Then the benefit of this model is to prevent competition and increase collaboration as contained in the independent curriculum. Based on the presentation of theory and some of the topics discussed above, the conclusion that we can draw is that the *jigsaw* learning model is very suitable for material that has many subchapters, which is in line with the material of pancasila implementation from time to time.

The advantages of the *jigsaw* model are that it provides positive dependence between students, trains responsibility and increases confidence in the task at hand and can increase motivation. In addition, the drawback is that the *jigsaw*-type cooperative model teachers have to be extra in applying this model, insufficient time and often dominance by one of the students when discussing.

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