

Implementation of the Social Sciences Learning Model with the Jigsaw Approach to the Ability of Class X Students at SMK Negeri 3 Manado

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ABSTRACT

Efforts to improve student achievement can be started by procuring various factors influencing it. One crucial factor is to present a variety of teacher-teaching methods. Teachers very much need these factors and are more creative in carrying out more interesting learning so that students like the teacher and the content taught. Applying a Jigsaw approach or cooperative learning for students so that they have significant responsibility in learning can inspire students to speak in front of the class. This study aims to determine students' understanding of social studies through learning with the Jigsaw method of choice in class X SMK Negeri 3 Manado. With a qualitative design and a descriptive approach strategy, this study is expected to understand the level of mastery of social studies content using the Jigsaw method and approach. Data collection techniques are data analysis from a series of teacher interviews and direct observations in the classroom. A single case study because it only chose one location. The case study is anchored because it has focused on the problem under study before researching the field. The procedure for implementing qualitative research is flexible according to the field's needs, situations, and conditions. In general, the results of qualitative research show that it is closely related to achieving effective and efficient learning objectives. The relationship between the material and the tasks carried out by students needs to be clarified so that each group and its members need clarification about the discussion material and its objectives. In this connection, it is unwise for teachers to criticize students' opinions, especially their criticisms, constantly.

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INTRODUCTION

The importance of education to the growth of a nation and state cannot be overstated. Implementing education with teachers and students demonstrates the existence of teaching-learning interactions or the learning process (Leighton et al., 2021; Putra et al., 2020; Aslan et al., 2020; Suroso et al., 2021). A set of rules and plans for education in the form of a curriculum in the context of this implementation guides the

teacher. He or she makes conscious and systematic plans for learning activities. The curriculum is continually refined to enhance education quality and is geared toward developing the national education system; it still needs to be done right. The ineffectiveness of the learning process is one of the challenges that educators face. Based on observations made in the field, the way students learn today does not make them more creative, especially when learning the social sciences. In order to create the impression that the classroom learning environment is standard and dominated by the teacher, many educators continue to use monotone.

Currently, the learning process followed by many educators focuses more on memorizing concepts than understanding the content of the curriculum (Aslan, 2019; Aslan & Wahyudin, 2020). This education should be visible from the learning exercises in the homeroom, which the educator generally overwhelms; Most of the time, when teaching material, the teacher uses the lecture method, which requires students to sit a lot, take notes, and listen to what is being said. This leaves few opportunities for students to ask questions. As a result, students become passive, and the learning environment becomes hostile. Based on the ability to lead, communicate with teachers, and evaluate teacher performance, this method requires school principals to carry out their responsibilities appropriately (Hopkins & Stern, 1996; Maba et al., 2018; Rivas et al., 2021). Efforts to increase student achievement must be balanced with the various factors influencing it.

In this case, creative teachers are needed who can make learning more engaging and liked by students (Zhang Rieneke et al., 2022). Teachers and students are dual. Then the teacher is reflected in his dedication to students in educational interactions at and outside school. From the description it shows that the problem regarding "Implementation of Social Science Learning with the Jigsaw Approach to the Ability of Class X Students of SMK Negeri 3 Manado" is a problem that is considered essential and needs to be disclosed in scientific writing so that it can be given as material for consideration in solving educational problems in Manado 3 Public Vocational School, the objectives of this assessment are 1) Application of Social Science learning to the Ability of Class X Students at Manado 3 State Vocational School, 2) Knowing the Jigsaw Approach to the Ability of Class X Students at SMK Negeri 3 Manado, and 3) Knowing the development of Social Science Learning and the use of the Jigsaw Approach to the Ability of Class X Students at SMK Negeri 3 Manado.

METHOD

This research uses qualitative, with a descriptive approach strategy (Phillippi & Lauderdale, 2018; Porter et al., 2016; Holliday, 2010; Ratislavová & Ratislav, 2014; Sugiyono, 2010). This strategy is expected to be able to capture and express facts (Moleong, 2007) from various opinions in order to get a clear understanding of the meaning written or implied in facts and opinions following the problems in this research with thorough and nuanced descriptive rather than just a statement of numbers or frequency (Antin dkk., 2015). The strategy used is a single case study because it chooses only one location. The case study is anchored because it has focused on the problem being researched before researching the field (Bungin, 2001).

The procedure for carrying out qualitative research is flexible according to the field's needs, situations, and conditions (Marshall et al., 2013; Percy et al., 2015; Punch, 2013). In general, the stages of qualitative type research are as follows; formulate the problem as the focus of research, collect data in the field, analyze data, formulate study results, and develop recommendations for decision-making. Form this design has an

initial test before treatment and a final one after treatment. The research was carried out. Data collection techniques include observation in class and observation—interviews consisting of some questions. The observation sheet is done by observing directly by the observer during the process of learning takes place. Cognitive ability results from analysis assisted using the help of the Statistical program (Sormin et al., 2019; Rosiani et al., 2020).

Figure 1 Interview Process at SMKN 3 Manado



Sample teacher interview over the data collection at SMK 3 Manado

According to you, the application of the learning model with what approach has been achieved so far?

Several reasons have convinced the teacher council to apply a jigsaw-based teaching application, including that this method has the advantage of being able to increase student collaboration and also be able to increase mastery of the learning content being discussed (Participant, 2022).

Next, we want to hear your steps in using the jigsaw approach application in the IPS class?

The steps are straightforward, firstly, we introduce ways of learning with the Jigsaw method, and we usually introduce learning topics until students understand. Then we also grouped several students, and each of us was given an assignment with a gap that would later assign them to complete the game. Another step is that they sometimes have to join together to confirm any discoveries or gaps they solve. This job method helps students practice group work and social content (Participant, 2022).

Do we also ask to what extent is the effectiveness of the approach method?

Based on various kinds of literature, we understand that the Jigsaw learning approach is said to be more innovative. Then there are also several different opinions, but when viewed from the results achieved by Rajitsu, training students to be independent, responsible, and cooperative, we can say that this is effective and makes

it easier for teachers to design methods. Good ones that do not bother (Participant.2022).

RESULT AND DISCUSSION

Manado 3 Public Vocational School was originally the filial Tondano Family Welfare School (SKKA) in Manado, which was opened on January 1, 1967, with private status, with the Food and Clothing Department located at the Manado Pikat Building. On January 1, 1977, SKKA changed its name to SMKK with the Decree of the Minister of P and K RI dated December 9, 1976, Number 0290/0/1976. Manado State Vocational School was inaugurated following the Decree of the Minister of Education and Culture of the Republic of Indonesia, Number 0290/0/1978.

- 1) In 1988 SMKK opened a Cosmetology Expertise Program.
- 2) In 1992 opened, the Hospitality Accommodation Expertise program.
- 3) In 1995 it changed its name to SMK Negeri 3 Manado.
- 4) In 2003 opened a Computer and Network Engineering Expertise program.
- 5) In 2005 SMK Negeri 3 Manado was designated as a national school.
- 6) In 2006 it was determined to become an international standard national school / RSBI for the Hospitality Accommodation expertise program.
- 7) In 2007 the RSBI School for all skill programs and Manado 3 Public Vocational School implemented the ISO 9001:2000 Standard Quality Management system and ISO 9001:2008 in 2010.
- 8) 2010 Opened a Software Engineering expertise program (RPL).
- 9) In 2015 it was designated as a Referral Vocational High School.
- 10) 2017 Opened a Travel Business Expertise program and was designated as one of the LSP-PI schools in tourism.

Social Sciences learning, the effect of the jigsaw approach on students' abilities in Social Sciences subjects, the development of Social Sciences learning, and the use of the jigsaw approach in class X at SMK Negeri 3 Manado currently shows anxiety about a decline in students' abilities so that in turn they will experience a knowledge and ability vacuum in the Social Sciences subject at SMK Negeri 3 Manado. The teacher's task in learning and coaching should be necessary for the lives of students at school, especially as they are pillars of the nation which the community and nation hope to have a clear self-identity so that they can predict themselves and can highlight the phenomena of this nation in a more precise direction while still making and pay attention to ethics and morals as parameters in his life. As a teacher, it is necessary to be responsive to various phenomena that highlight the existence of students at SMK Negeri 3 Manado, where the teacher must have personal competence regarding strategies and methods so that they can respond to what is in the spotlight on the implementation of the teacher's duties (Rahman, 2014), the role of the teacher in learning Social Sciences at SMK Negeri 3 Manado and using the jigsaw method. This is intended to make the teacher aware of himself in order to change the way he teaches so that the subject matter presented can be felt by students as engaging. Students can feel that there is an improvement in learning Social Sciences at school. If the teacher does not change the old pattern developed in teaching methods at school, the learning process of Social Sciences implemented at SMK Negeri 3 Manado cannot experience significant development and change to improve students' abilities. Nasution et al., (2020) also did that Jigsaw teaching method to cooperative model toward writing exposition text ability of Class X at SMK Negeri 1 Pematang Siantar. .

Learning Development of Social Science in class X

Students need books or sufficient learning resources to complement their natural knowledge and learning ability. Teachers are still not maximal in carrying out Social Sciences learning in class X, so the subject matter presented to students appears to be more of a transfer nature bank; it can bore students, even confuse students, and in the end, the lessons received become less interesting to be repeated or reviewed to deepen their knowledge and abilities in Social Sciences subjects. The teacher's tendency to ignore changes in strategies and new patterns results in students feeling bored learning and wanting to understand the Social Sciences material presented by the teacher. Events that occur in the classroom in learning Social Sciences that the teacher has a more role than the students. In other words, teachers participate more actively than students. The existence of students in the class as passive participants does not play a role as it befits active students who have a strong desire to learn and participate in learning Social Sciences in class X (Edwards, 2015).

According to Eilks, (2005) that it is necessary to make the development of learning cooperative by a type of *jigsaw* that always stage expert group discussion at the beginning before the original group discussion so that there is much material taught used as a prerequisite material so that students will be more active in the learning process. So was conveyed by Suardani et al., (2013) that activities are learning teachers need to pay for repair continuously to increase student attention in learning activities interaction and participation between students keep going well because students need guidance and motivation from the teacher. Classroom management is carried out optimally by the teacher. Furthermore, discussions were held between researchers, teachers, and observers to obtain important notes on the implementation of this learning activity perfect and strengthen the results learning study for Class X Students of the Social Sciences Program at SMK Negeri 3 Manado. For that issue, Salbi, (2021) also found that students' learning ability can be improved by applying the Jigsaw approach in the social science students group. Similar study was done by Salamah, (2019) who use Jigsaw to improving motivation and learning Achievement of Social Sciences through combined Jigsaw Method With Silent Reading Technique At Secondary School.

Improving the Jigsaw Approach to Students' Ability to learning Social Sciences in class X

Jigsaw Improvement of Students' Ability in learning Social Sciences in class X has a relatively strong and high ability. Because it can activate students independently, make them responsible, and make it easier for them to understand the existing subject matter correctly. However, what happens is that the ability is lacking to improve the learning process of Social Sciences in class X because, since the beginning of the application of the subject matter by the teacher, it has changed students' motivational desires to play an active role, so that the methods used are less attractive for students to study and work nicely. The teacher's task in the learning process by teaching Social Sciences at school did not experience an increase because the teacher in the learning process in the classroom ignored most of his strategies, so it appears that the learning activities carried out lack meaning or in other words are less efficient and effective. Impact on the learning process of Social Sciences; teachers play a more active role when compared to students. Because the material presented by the teacher is more like a bank transfer, it is tiresome for students or less interesting for students learning to

participate actively, it can affect the application of the jigsaw model in Social Sciences subjects (Salbi, 2021).

Using the Jigsaw learning model can improve student learning processes, so teachers teaching Social Sciences in class X need to do the Jigsaw learning model (Slavin, 1983). Improving the Jigsaw learning approach can overcome various deficiencies, and learning becomes better and will also achieve the goals. Student learning outcomes will have good abilities after gaining experience of learning outcomes in class. Students will be able to have cognitive, affective, and psychomotor aspects. The cognitive process changes students' thinking abilities, affective learning, and a change in students' abilities to feel. At the same time, the psychomotor impact of learning in the form of skills will be seen in Ribut, (2021). Student learning outcomes are seen in evaluation activities as evidence of student ability to achieve the intended learning objectives (Jawawi et al., 2019).

The Development of Learning and Using the Jigsaw Approach in the Social Science Learning Process in Class X

The Jigsaw method is very relevant because it involves all students directly in the learning process. It can test the level of knowledge and mastery of learning materials, foster and develop scientific ways of thinking and attitudes, can generate self-confidence, and support efforts to develop social attitudes and democratic attitudes of students (Harris & Sass, 2014; Santisi et al., 2014; Schott et al., 2020).

The teacher acts as a community liaison and as a motivator or facilitator for students to encourage their creativity as optimally as possible in implementing this jigsaw or discussion model so that students and the participation of all group members experience less improvement, student skills that are expected to bring about change. In addition to the course of the discussion, the topics expected to be the best material for discussion are the only problematic matters discussed. Students feel they are being chased because of time, because they are limited, causing boredom which causes the results to be useless; the teacher cannot limit students' thoughts on the subject matter, and in discussion conditions, students lack the courage to express their opinions, in addition to the condition of the number of students that affects their opportunities to express his opinion (Permata dkk., 2018).

According to Ulfa et al., (2018) that the learning process with jigsaw learning will make students play a more active role both individually and in working together. Here teachers can see the collaboration of students who interact with each other, exchange opinions with their friends to solve problems and help each other provide an understanding of the material. This learning process makes students active in conveying various ideas or opinions during group discussions. It can be seen that Class X students of the Social Sciences Program at SMK Negeri 3 Manado have an increasing sense of responsibility toward themselves as well as towards their groups. The importance of using *jigsaw* learning by displaying various varied learning media information so that the teaching and learning process is increasingly liked and in demand by students (Widjaja & Aslan, 2022).

Implementing the social science learning model with the Jigsaw approach in grade 10 students of SMK Negeri 3 Manado brought the expected results where, through qualitative data, it showed a perfect correlation in achieving learning objectives. The relationship between the learning materials and the assigned tasks has reached a mutual aid where teachers and students can carry out the learning process well through the Jigsaw method approach. Thus, social science learning for 10th-grade

students of SMK 3 Manado City has taken an enjoyable approach where the ability and achievement of learning outcomes can be achieved as desired. Social science learning is very supportive when combined with the Jigsaw approach; this is a practical learning approach in building communication and collaboration among students who are assisted by the teacher council. Thus the jigsaw approach can improve students' ability to master social science learning content in class 10 of SMK Negeri 3 Manado. Several previous studies have proven to learn development using a jigsaw, so this approach can be applied to contact learning in other vocational schools. For that result, Karacop & Diken, (2017) may have working effects learning outcomes using Jigsaw technique as a cooperative learning on prospective science teachers' science knowledge and skills.

The approach is very cooperative because it involves students who have been grouped and makes learning uniquely and collaboratively (Davidson & Major, 2014). We got through a series of studies that the Jigsaw approach allows students to collaborate with other students in a group where they are assigned to complete several small projects. It is hoped that through this method, students can master the learning content without having the teacher explain. However, with a collaborative initiative with motivation, the students can improve their understanding of the material being discussed (Pai et al., 2015).

What we learned in our training at SMK 3 Manado where Jigsaw proved to have improved not only learning content but also social relations with other questions where each student and his group took responsibility for each other in terms of learning and had the opportunity to hone critical sinking and also social skills where mutual help and help share in carrying out tasks is what we have obtained through a study that elevates the jigsaw approach compared to other methods for teaching social sciences. The effective of Jigsaw approach was not only in learning social science, but also working best in Matematics learning achievement (Abed et al., 2019).

Based on the results we have achieved in research that raises an approach to improving the quality of social studies learning in class 10 SMK 3 Manado, we can describe the following implications after deciding on this issue learning method due to the principles of advantages and advantages in increasing student collaboration, so with this collaboration is one of the learning objectives where education creates human beings or students who are responsible for their duties and obligations. By teaching this jigsaw approach to social science learning content, students will be able to hone social interactions, which is one of the ordinary education skills. Likewise, Jigsaw learning will automatically become one of the strategies for teachers in the teaching and learning process of social science at various levels of education.

In carrying out the study with the theme of implementing the Jigsaw approach in teaching social science in class 10 of SMK 3 Manado, in addition to the advantages, we also believe that there are many weaknesses and limitations, both in terms of problem investigation, data search, and even final report analysis. Therefore, we expect to get meaningful criticism and input for developing implementation jigsaw studies in the context of IPS payments wherever the study is carried out.

CONCLUSION

A positive and significant relationship was found. The development of the Social Sciences learning process in schools remained the same because the teacher does not play an active role in carrying out his primary duties as a teacher. The teacher pays attention to what should be done to support the Social Sciences learning process carried out by the teacher at school so that it can influence students to participate

actively and support a series of learning processes, especially the Social Sciences subject matter presented by the teacher and can increase student awareness of learning process of Social Sciences. The condition of the development of the use of the jigsaw method or the discussion method in the learning process of Social Sciences in schools also did not experience a natural increase related to students' abilities. It showed that it is closely connected with achieving effective and efficient learning goals. It was found that there were differences in students; the teacher's role in changing students' active participation in discussion activities was still very low related to the role of students in discussions. In this connection, the material and tasks carried out by students must be clarified so that each group and its members become unclear and unsure about the discussion material and its goals. Another obstacle is that every teacher wants an agreement or conclusion to be reached immediately. This turns off the road to the student's creativity in the learning process through discussion or jigsaw information; the change is intended so that each student wants to listen to other people's opinions, be sensitive and critical of different opinions in the same context, and so on. In this connection, it is not wise if the teacher constantly criticizes students' opinions, especially their criticism. This is very influential in learning Social Sciences and using the jigsaw approach from Social Sciences subjects in class X.

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AUTHOR CONTRIBUTION STATEMENT

Authors found no complex problems in the process of implementing this project because we have made an explicit agreement as a project share authorship project; both the first and subsequent authors have all contributed according to the expertise of each author.

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