The Impact of the Jigsaw Cooperative Learning Model on Discipline and English Learning Achievement in SMPN Students

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Abstract

The purpose of this study was to determine the students' overall Learning Discipline and English Language Learning Outcomes. The role of Language Learning teachers in using the jigsaw type cooperative learning model shows the importance of real context according to the situation in the environment by the students themselves in identifying problems in learning so that the concepts received by students are more meaningful. This research is in the form of a quantitative experiment with the research subjects of Jember Junior High School students. The data in this study are quantitative data obtained from tests of students' knowledge and understanding through questionnaire tests. The results of the percentage of success of this study showed: (1) the effect of the jigsaw type cooperative learning model on improving student learning discipline was 79.0%, (2) the effect of the jigsaw type cooperative learning model on improving student learning outcomes was 81.9%, and (3) the effect of the jigsaw type cooperative learning model on improving student learning discipline and student learning outcomes together was 89.3%. This means that the application of the jigsaw type cooperative learning model in improving students' learning discipline and cognitive learning outcomes has a significant effect.

keywords : Jigsaw Cooperative, Discipline, Learning Achievement

Introduction

English is one of the most important subjects in education in Indonesia. English language skills are needed to face the era of globalization and improve the nation's competitiveness. To be able to speak in English, students are not only required to have qualified knowledge, but also have the main capital, namely courage and confidence. Without having the courage to speak and confidence, students will certainly not feel comfortable in conveying their ideas. Students who actively participate in learning to speak a foreign language in class tend to have higher self-confidence (Aspari & Anggraini, 2018; Widiyani, 2021)

Such a learning atmosphere will have a positive impact on achieving optimal learning achievement. Therefore, teachers should have the ability to choose the right learning methods and media. Inaccuracy in the use of methods and the Effect of Jigsaw Cooperative Learning Model, Conventional and Learning Discipline on English Learning Outcomes (Annisa et al., 2019; Aspari & Anggraini, 2018) media will cause boredom for students in receiving the material presented so that the material is less understandable which will result in students becoming apathetic.

One of the subjects taught at school is English. Students are less active in learning English because the methods and approaches used by teachers do not encourage students to learn conducively, so the presentation of material by teachers tends to be monotonous. Teachers tend to lecture more and are less varied in using learning methods and media. This causes learning to be abstract and theoretical so that students are not active in learning and will cause boredom with the learning being done.(Dhaningtyas et al., 2021; Yuliani & Barokah, 2017)

Seeing this gap, in an effort to improve the quality of education, especially in English subjects, it is very necessary to improve learning methods. One of them is improving learning by using the Jigsaw type Cooperative Learning model. The theory that underlies Cooperative Learning is the theory of constructivism (theory to broaden students' thinking and give students practice the theory they already know in their lives). The Jigsaw Cooperative Learning model is used in learning reading, writing, listening, or speaking. (Karacop, 2017)

This technique combines reading, writing, listening and speaking activities. This approach can also be used in English subjects suitable for all grades/levels (Liew et al., 2017; Rahmawati, 2021)(Lie, 2002:68). English learning nowadays can be accompanied by Digital Dictionary and Learning Video which are already installed in 1 application on Android Hand Phone. (Joshua Lorenzo Andre et al., n.d.; Van Blankenstein et al., 2013)

The use of this online facility aims to facilitate learning when students conduct discussions together. The impact of the application of the Jigsaw type Cooperative Learning model is certainly not easy for students to implement directly, because it requires high learning discipline so that learning material information can be absorbed properly (Karacop, 2017; Susiandari, 2022)

Study discipline (Aspari & Anggraini, 2018) is a learning condition that is created and formed through a process of a series of personal or group attitudes and behaviors that show values of obedience, compliance, loyalty, order and order. Forms of learning discipline are student discipline in determining and using learning methods or strategies, discipline towards time utilization, discipline towards discipline (Tarrisya & Muryono, 2024). Learning discipline is a condition that is very important and determines the success of a student in the learning process. Learning discipline is the center point in education,

Without discipline there will be no agreement between teachers and students which results in less than optimal achievement, especially in learning. A phenomenon that often occurs in junior high school students in order to improve student learning discipline. Conceptually, student learning discipline is considered effective in providing personality values to students in order to become students who excel both academically and non-academically.(Purnamasari, 2020) Learning outcomes that play a role for students include cognitive, affective, and psychomotor abilities. These learning outcomes will be used as a benchmark in the community environment, how high the ability of these

students to apply their knowledge (Bekti Nurhamida, 2021; Marlina et al., 2021; Nurhikmayati, 2019)

Student learning outcomes are not always easy to assess. As is known, learning objectives include cognitive, affective and psychomotor domains. The knowledge (cognitive) and attitude (affective) domains are relatively difficult to observe, even though they can be measured. Therefore, in the process of assessing learning outcomes, the first step must begin with the formulation of learning objectives that are observable and measurable. Departing from the formulated learning objectives, instruments to observe and measure learning outcomes are formulated (Wilson, 2016)

Learning outcomes are an indicator to measure the success of students in the learning process. Changes that occur in the learning process are due to experiences or practices that are carried out deliberately and consciously not by chance. Learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational objectives. (Puspita, 2016; Susiandari, 2022)

To determine the level of achievement of student learning achievement or the ability of students in a subject matter the teacher uses a learning outcome test (Dhaningtyas et al., 2021).

The role of learning discipline and learning outcomes carried out by students in English subjects at SMPN 1 Gumukmas, Jember is the main observation by researchers, because in the learning process passive students only receive learning material / teacher center learning type (lecture), less active and compact in learning English to meet skills in application in society. In addition, students are only passive activities focused on memorizing English words and materials, lacking the ability to actively practice in public / in the wider community, Great expectations as a researcher for the increase in learning outcomes if there is an assessment of this research.

Although the jigsaw cooperative learning model has been widely researched at various levels of education, this research is still relatively new in the context of its use in English language subjects at SMPN.This research can make a new contribution to the understanding of the effectiveness of the jigsaw cooperative learning model in improving discipline and English language learning achievement in SMPN students.

Fremwork
Cooperative Learning Type *Jigsaw*

Jigsaw-type Cooperative Learning is learning with the technical formation of several small groups in each group there is one who will be responsible for mastering the main learning material and one person who must be responsible for teaching other groups and their groups. Jigsaw-type Cooperative Learning makes students motivated to learn because the scores that students contribute to the team are based on an individual development score system, and students whose team scores the highest score will receive certificates or other forms of team recognition so that students are motivated to learn the material well and to work hard in their expert groups so that they can help their team do well (Slavin, 2014).

Jigsaw type learning is an interesting strategy to use, if the material to be learned can be divided into several parts and the material does not require the order of delivery. The use of Jigsaw type learning in English language learning material "Descriptive of Things"

The concept of Jigsaw-type learning shows that all students should be able to get a chance in the learning process so that all students' thoughts can be known (Amri dan Ahmadi 2010: 180). The advantage of this strategy is that it can involve all students in learning and at the same time teaching others (Zaini dkk 2008:56). The Jigsaw type Cooperative model can be used effectively where students have gained academic skills from comprehension, reading or group skills to learn together.

Jigsaw learning techniques are directly used in English language learning to train reading, writing, listening, or speaking skills) (Simaremare & Thesalonika, 2021). Currently, English learning is also supported by Digital Dictionary and Video Maker that have been installed in 1 application on Android Hand Phone. The use of this online facility aims to facilitate learning when students conduct discussions together. In this technique, the teacher pays attention to the students' schema or background experience and helps students activate this schema so that the learning material becomes more meaningful (meaning full). In addition, students work with fellow students in an atmosphere of mutual cooperation and have many opportunities to process information and improve communication skills (Mubaraq et al., 2018; Rusdin & Hafiz, 2023)

Student Learning Discipline

In the world of education, discipline is something that must be owned by anyone who is in the scope of education, especially students. We must do this because the influence of discipline on student learning achievement is very large. The influence of discipline on student learning achievement will not be temporary but will continue to be carried by students at any time even to the world of their work later, which in the end this achievement can restore Indonesia's good name in the eyes of the world (Hidayat et al., 2023). K Learning discipline according to (Regina et al., 2023) is a learning condition that is created and formed through a process of a series of personal or group attitudes and behaviors that show the values of obedience, compliance, loyalty, order and order.

Forms of learning discipline are student discipline in determining and using learning methods or strategies, discipline towards time utilization, discipline towards discipline (Aslamiyah, 2020). Based on several opinions of experts regarding the definition of discipline above, it can be concluded that learning discipline is a series of behaviors of a person that shows obedience and compliance with the rules, rules and norms of life that apply because it is driven by an awareness from within himself to carry out the desired learning objectives.(Harita et al., 2022)

Instilling discipline in students, it needs to be consistent if students carry out tasks well on time then as parents are expected to give awards, and vice versa if children commit violations parents can give punishment according to age (Hananuraga, 2022)(Hananuraga, 2022; Sirefar & Syaputra, 2022)

Based on the above opinion, it is concluded that the social environment affects student learning activities. The social environment of the community is an environment where students interact with residents around their home. Students must be able to limit themselves from the influence of a bad environment.

Student Learning Outcomes

Learning that leads to better changes needs to change by balancing the cognitive aspects, psychomotor aspects, and affective aspects of students. The cognitive aspects applied include: remembering, understanding, applying, analyzing, evaluating, and

creating. The applied psychomotor aspects include work preparation, work process, work results, work attitude, and work time. The attitudinal/affective aspects consist of spiritual attitudes related to God and social attitudes related to others, as for these attitudes include: respect and appreciation of religion, honesty, tolerance, courtesy, self-confidence, discipline, responsibility, cooperation / mutual cooperation. Learning achievement / learning outcomes is an indicator to measure the success of students in the learning process. Changes that occur in the learning process are due to experiences or practices that are carried out deliberately and consciously not by chance. Learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational objectives. To determine the level of achievement of student learning outcomes or the ability of students in a subject matter the teacher uses a learning achievement test / learning outcomes (Ramli, 2011:68-85).

Learning indicators are used as benchmarks in stating that learning achievements can be declared successful if they meet the requirements of the enhanced curriculum. In the world of education, measuring learning achievement / learning outcomes is very necessary. Because by knowing student achievement, it is also known about the ability and success of students in learning. To find out the learning outcomes can be done by providing an assessment or evaluation with the aim that students experience positive changes. According to Bloom's taxonomy (dalam Arianto. 2019:94-95) there are three domains (domains) of learning outcomes as a reference in learning (Supriatna et al., 2022)

According to Martimis (2012:20) several factors both internal and external that can affect the learning achievement / learning outcomes of students / students include the following. Internal factors are factors that exist in the individual itself that have a major influence on the success or failure of a person in determining the learning progress of learners / students, including: (1) intelligence, which is an ability that from birth plays an important role in determining the learning progress of students, (2) talent, which is a quality that appears in human behavior in a certain field, (3) attitude, is a tendency to respond in a certain way to individuals or an object, (4) interest, which is a desire that arises in students. External factors are factors that from outside determine the learning progress of learners, including the following: (1) rewards and punishments, students will be more motivated to learn so as to achieve better learning outcomes, (2) a safe, quiet, and comfortable learning atmosphere can affect the way students learn so that it affects student learning outcomes, (3) active training, aims so that learning activities can arouse all mental functions of students, such as responses, memories and thoughts, and (4) learning tools, the learning process is difficult to implement without adequate tools. The more complete the learning tools, the learners / students can learn well.

It is concluded that all the factors that have been mentioned must be considered in such a way that they can help and benefit and create a sense of security in the teaching and learning process as efficiently and effectively as possible so that they have an impact on optimal student learning outcomes.

Methodology

The research method used is the Experiment method. This method was chosen because it is a research method whose purpose is to find the factors of cause and effect, to control events in the interaction of variables, and to predict the results at a certain level of accuracy, Taking into account the variables involved and the objectives of the study, this study uses the research design reference "One-Group Pre Test-Post Test, Determination of

research areas using Purposive Sampling Area techniques and determination of respondents using Quota SamplingPopulation in this study in children / students of grade VII SMPN Gumukmas, a total of 60 students for the saturated population, and 30 students for the number of Purpose Sampling Area research techniques. According to (Sugiyono, 2014) data analysis uses multiple linear analysis to determine the significance of the influence of the independent variable on the dependent variable,

Results and discussion.
Normality Test

The following are the results of the normality test of the research questionnaire data "The Effect of Using the Jigsaw Type Cooperative Learning Model on Learning Discipline and Learning Outcomes". The normality level of a research variable can be seen from the results of the One-Sample Kolmogorov-Smirnov Test statistical test. Variables or constructs are said to be normal if the Kolmogorov-Smirnov Test value is> 0.05. The more the Kolmogorov-Smirnov value is close to one, the better the data normality value (well distributed). The results of the Normality test can be seen below:

Table 10. Results of Data Normality Test with Kolmogorov-Smirnov Test

No.	Variabel	Nilai *Kolmogorov-Smirnov Test*	Keterangan
	Model *Cooperative Learning* Tipe *Jigsaw*	0.347*	Normal
	Kedisiplinan Belajar Siswa	0.200	Normal
	Hasil Belajar Siswa	0.242	Normal

b.   Homogeneity Test

The following are the results of the Homogeneity test of the questionnaire "The Effect of Using the Jigsaw Type Cooperative Learning Model on Learning Discipline and Learning Outcomes". The Homogeneity level of a research variable can be seen from the statistical test results if the variable is said to be homogeneous, then the Homogeneity value> 0.05. The more the Homogeneity value approaches one, the better the data value (spread well). Homogeneity test results can be seen below.

Table 11: Homogeneity Test Results of Research Data

No.	Variabel	Nilai *Signifikansi*	Keterangan
1.	Model *Cooperative Learning* Tipe *Jigsaw*	0,131	(aman)
2.	Kedisiplinan Belajar Siswa	0,247	(aman)

3.	Hasil Belajar Siswa	0,175	(aman)

The results of data homogeneity appear with the acquisition of 0.1843> 0.05, so it can be said that the data has a high level of homogeneity.

Simultaneous Test (F Test) is used to test together whether or not there is an influence of the independent variable on the dependent variable. The guidelines used if the probability of significance> 0.05 then there is no significant effect or H0 is accepted and H1 is rejected and if the probability of significance <0.05, then there is a significant effect or H0 is rejected and H1 is accepted. The results show the following table.

Table 14. F test results

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression Residual Total	416.935	2	208.468	9.497	.000[b]
	184.565	27	6.836		
	601.500	29			

a. Dependent Variable: Jigsaw-type CL model

b. Predictors: (Constant), Learning Outcomes, Learning Discipline

With the acquisition of the results of 0.000 <0.05 (significance that meets), Fhitung> Ftabel = 9.497> 2.96 (indicating that there is an influence of related variables), it is concluded that **H0 is rejected** and **H1 is accepted** with a percentage value of successful application of variables of 89.3%.

Discussion

The purpose of this research is to find out "The Impact of Jigsaw Cooperative Learning Model on Discipline and English Learning Achievement of Junior High School Students". With an increase in discipline and high student learning outcomes, it will certainly have a positive impact on schools and students. The positive impacts that arise such as increased enthusiasm in student learning and low student inactivity in the learning process as has been proven in this study, in addition to being able to recognize the interpersonal characteristics of each student persuasively. With these conditions, English teachers at school must continue to pay attention to student interaction and learning outcomes because if student interaction and learning outcomes are high, the vision and mission of the school will be achieved to form smart and noble people.

Based on observations in the field, it can be seen that English teachers often give advice to students who do not have high learning discipline, by calling the room and asking students why they do so, it is also seen that counseling guidance teachers are never angry with students who are not disciplined, they only ask why they do so, and provide input advice so that they do not do so, after that the teacher also asks about the benefits of applying the Jigsaw Type Cooperative Learning model during the learning process. On the other hand, English teachers always provide motivation to be serious in learning and

studying, multiplying provisions when young will later be useful to be devoted to both parents. Classically, it can be said that to improve the role of students' learning discipline at SMPN 1 Gumukmas, it needs mutual cooperation with student guardians, and commitment among students in learning.

In improving learning outcomes, English teachers play an important role in improving students' cognitive learning outcomes, students who have low learning outcomes, because English Guidance teachers play a high role in solving student problems at school, one of which is by socializing and calling students who have problems directly. The implementation of guidance services in improving learning outcomes is essentially to provide guidance to individuals or groups of individuals so that they can develop into independent and intelligent individuals. Guidance (additional hours of lessons) to improve learning outcomes helps individuals to become useful people in their lives who have various insights, views and interpretations, choices, adjustments and appropriate skills regarding themselves and their environment.".

doing his job rather than complaining even though it feels more difficult for the guidance and counseling teacher but there is no word of giving up for the teacher, all of these are challenges that must be faced by everyone, and everyone is able to serve as well as possible. And there are no words to complain or quit the job of an English teacher, because the work of an English teacher is indeed difficult but must be lived sincerely, let alone increase interest in learning to cognitive learning outcomes. The guidance carried out by English teachers aims to help students to have the ability to internalize the values contained in their developmental tasks that must be mastered.

Conclusion

Based on the research that has been conducted by the researchers, it can be concluded that the Jigsaw Cooperative Learning Model has a positive impact on improving the Discipline and English Learning Achievement of SMPN Students.

Advice

Based on the results of this study, the researchers can provide some suggestions addressed to several parties for the sake of increasing students' interest in learning for the future teachers, so that they do not get bored of guiding, teaching and achieving creative, innovative, and fun learning breakthroughs in order to implement a good and optimal learning process so as to bring out a better sense of student confidence.

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