



The Influence of Learning Model Type of Jigsaw And Literacy Ability to Student's Achievement of Civics in 5th Grade Of Primary School 040443 Kabanjahe For Year Academic 2020/2021

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Abstract

This study aims to determine the effect of the use of cooperative learning model Jigsaw and literacy ability on students learning outcomes on the material of right, obligations and responsibilities in the 5th grade of primary school 04043 Kabanjahe for year academic 2020/2021. The type of this research is quasi experiment with 2 x 2 factorial design. The population of this research is all the fifth grade students of primary school 04043 Kabanjahe with total population 60 students. The selection of sample is conducted by total sampling technique that is from two existing classess as a whole as sample. Thus, the sample is devide into two classes of VA and VB. The determination of the class for implementation of the learning model was determined by class VA that consisted of 30 students for class which are taught with conventional learning model, while the VB was taught with Jigsaw type learning model. The instrument of this study were using multiple choice with total 30 questions. The instrument of literal ability was in the form of essay with total questions 15 items. All of instruments were valid and reliable. The data of this research were analyzed by t test. The result showed that the learning outcomes of Civic learner who were taught using model of jigsaw learning gain the higher score than the conventional one. The result of learning

Civics of students who have a positive literacy ability is higher than the learning outcomes of students who have a negative literacy ability. There is the effect of different learning model on learning outcomes

Keywords: *jigsaw type learning model, literacy ability, learning outcome.*

A. Introduction

Education is a process of educating the nation's life, improving the quality of Indonesian people, and realizing the national goals of the Indonesian nation. The educational process is one of the responsibilities and burdens of all parties engaged in the world of education. Education is a major long-term investment that must be organized, prepared, and provided with facilities and infrastructure in the sense of substantial material capital, but until now Indonesia is still struggling with problems in this case, namely the quality of education, both formal, non-formal and informal in schools.

PPKn learning in schools is characterized by using conventional learning models (lectures). The lecture method is a method used by teachers to deliver lessons to students, because the delivery takes place in educational interactions. This lecture method is carried out by delivering the subject matter to students directly, or by means of oral means, where the teacher when the PPKn learning takes place often assigns students to read, or only write material.

Overcoming learning problems faced by teachers, it is necessary to make variations, modify learning by applying cooperative learning models that can improve better learning outcomes, such as the Jigsaw Type cooperative learning model, among various models that can affect the achievement of learning outcomes in PPKn subjects, learning models Jigsaw has a bigger influence in the teaching and learning process.

The Jigsaw type of cooperative learning model can maximize student activeness in the learning process by gathering information, discussing, and helping each other in learning so that conceptual understanding can increase. Another benefit obtained is that students are motivated to learn so that student learning outcomes increase. (Amin et.al, 2020: 242).

B. RESEARCH METHODS

Location and Time of Research

This research was conducted at SDN 040443 Kabanjahe. This research was conducted at SDN 040443 Kabanjahe which is located on Jl. Jamin Ginting Kabanjahe. The research was carried out in the even semester of the 2020/2021 academic year in Class V. This research was conducted in a span of 3 (three) meetings which lasted 2 (two) months from November to January 2021.

Population and Research Sample

The population in this study were all class V SDN 040443 Kabanjahe, TP 2020/2021 which consisted of 2 classes with a total of 60 students. The sample is a part of the population selected in a representative manner, meaning that the characteristics of the population are reflected in the sample taken (Sujana, 1992). The sample is a part of the population that is considered to be representative of the population to be used as a source of information or data sources in a study. The sampling technique used was the random group sampling technique. According to Syahputra E. (2016: 32) "The procedure for group sampling where the units of analysis in the population are classified into groups called clusters, then a sample is selected whose members consist of clusters (no longer a sample whose members are in unit of analysis unit).

The clusters selected in the sample determine all the units of analysis to be investigated ”.

Research Type and Design

This research method is a quasi-experimental study using a two-class research sample. This method was chosen because the class used for good treatment class, conventional learning class and jigsaw cooperative learning is a class that has been formed beforehand, and students have different levels of interpersonal intelligence.

The research design used was a 2x2 factorial design, which used a jigsaw-type cooperative learning model and learning outcomes literacy skills. In this study, the independent variables are predicted to have an influence on the dependent variable. Learning model variable, literacy ability.

This type of research is a quasi-experimental research using a two-class research sample. The sample taken in this study was divided into 2 groups, namely the experimental group I, namely class VA as a class taught using conventional learning models (lectures) literacy skills (X1) and experimental group II, namely class VB as a class taught using cooperative learning models. jigsaw type and literacy skills (X2).

The end of the study compared student learning outcomes, student learning completeness and the level of student mastery of the two classes to find out which learning model is more suitable for delivering PPKN material, namely obligations, rights, and responsibilities as citizens. The design used in this study is shown in Table 1.

Table 1. Design) 2x2 Factorial Research

Literacy Skills (B)	Learning Model (A)	
	Jigsaw Type Cooperative (A1)	Conventional (Lecture) (A2)
High (B1)	A1B1	A2B2
Low (B2)	A1B2	A2B2

Information:

A = Learning model

A1 = Jigsaw Type Cooperative Learning Model

A2 = Conventional Learning Model (Lecture)

B = Literacy Skills

B1 = High Literacy Ability

B2 = Low Literacy Skills

A1B1 = Civics learning outcomes of students who are taught using a model Jigsaw Type Cooperative learning in students with Ability High Literacy.

A1B2 = Student Civics learning outcomes that are taught using the Jigsaw Type Cooperative learning model for students with Low Literacy Ability.

A2B1 = Civics learning outcomes of students who are taught using conventional learning models (lectures) to students with high literacy abilities.

A2B2 = Civics learning outcomes of students who are taught using conventional learning models (lectures) to students with low literacy skills.

Research procedure

Research Preparation Stage

- Determine the schedule and place of research
- Determine the population and research sample
- Prepare research instruments
- Determine the experimental research groups
- Develop a research implementation plan

Research Implementation Stage

- Doing a pretest - The pretest was held for the two groups to be studied, both in the Experiment I group (conventional learning model / lecture) and literacy skills, and experiment II (Jigsaw-type cooperative learning model and literacy skills) with the same questions before the teaching and learning process began to determine the ability of students.
- Carry out the teaching and learning process - After the pretest is carried out, then it is continued with the teaching and learning process. The teacher delivers material with a predetermined learning model and conducts learning discussions and gives student worksheets.
- 3 Carry out posttest - After carrying out the teaching and learning process using this model, a posttest was carried out to the two experimental classes according to the time and schedule of each class. The results of the posttest, worksheets and learning discussion scores are indicators of whether there is a difference in the treatment of the given model.

Research Completion Stage

- Data analysis
- Normality test

- Homogeneity test
- Hypothesis testing

C. RESULT AND DISCUSSION

1. Result

Data Description

The research data presented in this chapter includes data related to learning model variables, literacy abilities and learning outcomes. This study used a 2 x 2 factorial design, variable literacy skills consisting of high literacy skills and low literacy abilities and the use of conventional learning models and Jigsaw models and their effects on learning outcomes in class V SDN 040443 Kabanjahe, TP 2020/2021.

The results of this study are grouped into several data groups as follows:

- Student PPKn Learning Outcomes Who Are Taught Using the Jigsaw Type Learning Model (A1)
- Student PPKn Learning Outcomes Who Are Taught Using Conventional Learning Models (A2)
- PPKn Learning Outcomes for Students with High Literacy Abilities (B1)
- Learning Outcomes of Students with Low Literacy Skills (B2)
- Student PPKn Learning Outcomes Who Are Taught Using the Jigsaw Type Learning Model and Have High Literacy Skills (A1B1)
- Student PPKn Learning Outcomes Who Are Taught Using the Jigsaw Type Learning Model and Have Low Literacy Skills (A1B2)
- Student PPKn Learning Outcomes Who Are Taught Using Conventional Learning Models and Have High Literacy Skills (A2B1)

- Student PPKn Learning Outcomes Who Are Taught Using Conventional Learning Models and Have Low Literacy Skills (A2B2)

Student PPKn Learning Outcomes Who Are Taught Using the Jigsaw Type Learning Model (A1)

Based on the analysis of the data on the learning outcomes of PPKn Students who are taught using the Jigsaw type learning model, it is known that the highest value is 95 and the lowest value is 52, the theoretical score range is 43, the average value (mean) for the data is 77.93.

Student PPKn Learning Outcomes Who Are Taught Using Conventional Learning Models (A2)

Based on data analysis about the learning outcomes of PPKn Students who are taught using conventional type learning models, it is known that the highest score is 85 and the lowest score is 55, the theoretical score range is 30, the average value (mean) for the data is 70.50.

PPKn Learning Outcomes for Students with High Literacy Abilities (B1)

Based on the analysis of data on student PPKn learning outcomes who have high literacy skills, it is known that the highest score is 95 and the lowest score is 60, the theoretical score range is 35, the average value (mean) for the data is 78.12.

Learning Outcomes of Students with Low Literacy Skills (B2)

Based on the analysis of data on student PPKn learning outcomes with low literacy skills, it is known that the highest score is 88 and the lowest score is 52, the theoretical score range is 36, the average value (mean) for the data is 70.07.

Student PPKn Learning Outcomes Who Are Taught Using the Jigsaw Type Learning Model and Have High Literacy Skills (A1B1)

Based on the data analysis about the learning outcomes of PPKn Students who are taught using the Jigsaw type learning model and have high literacy skills, it is known that the highest value is 95 and the lowest score is 62, the theoretical score range is 33, the average value (mean) for the data is 83.

Student PPKn Learning Outcomes Who Are Taught Using the Jigsaw Type Learning Model and Have Low Literacy Skills (A1B2)

Based on the data analysis about the learning outcomes of PPKn Students who are taught using the Jigsaw type learning model and have low literacy skills, it is known that the highest score is 88 and the lowest score is 52, the theoretical score range is 36, the average value (mean) for the data is 70. , 46.

Student PPKn Learning Outcomes Who Are Taught Using Conventional Learning Models and Have High Literacy Skills (A1B1)

Based on the data analysis about the learning outcomes of PPKn Students who are taught using conventional learning models and have high literacy skills, it is known that the highest score is 85 and the lowest score is 60, the theoretical score range is 25, the average value (mean) for the data is 71, 43.

Student PPKn Learning Outcomes Who Are Taught Using Conventional Learning Models and Have Low Literacy Skills (A1B2)

Based on the analysis of data about the PPKn learning outcomes of students who are taught using conventional learning models and have low literacy skills, it is known that the highest score is 85 and the lowest score is 55, the theoretical score range is 30, the average value (mean) for the data is 69, 69.

2. Discussion

PPKn Learning Outcomes of Students Taught Using the Jigsaw Type Learning Model Compared to Students Taught Using Conventional Learning Models

The results showed that the PPKn learning outcomes of students taught using the Jigsaw type learning model were higher when compared to students taught using conventional learning models ($p = 0.004 < 5\%$). The results showed that the average value of student PPKn learning outcomes using the Jigsaw type learning model was 77.93 higher than the average value of the PPKn learning outcomes of students using conventional learning models of 70.53. This shows that learning using the Jigsaw model is more effective in delivering PPKn material, namely the obligations, rights, and responsibilities of being a citizen to students. The Jigsaw type of learning model can increase the level of student mastery and can improve student learning outcomes.

The Jigsaw type of learning model in this study was carried out in 10 easy steps which included 1) divided into several groups, (2) heterogeneous Jigsaw groups, (3) assigning one leader (4) dividing lessons into several groups formed (5) giving time for students to read the subject matter, (6) each student in the group learns one part of the lesson, (7) joins a group of experts who have material the same, and discussing, (8) Students present the part they are learning, presenting the results of group discussions in front of the class (9) presenting the results of group discussions in front of the class, (10) at the end of the activity students are given questions to work on about the material.

Learning using the Jigsaw model can increase students' interest in learning than the conventional learning model which is usually only done with a lecture from the teacher. Jigsaw model learning invites students to

be more active in learning whereas in conventional learning models, teachers dominate learning more. Jigsaw model learning encourages students to be more active in looking for material, conclusions and have the courage to express opinions in the learning process. This will increase students' knowledge about the material being taught compared to only hearing material from the teacher. These findings confirm the research findings of Radyuli (2015: 50) who argue that the Jigsaw cooperative learning model makes it easy for students to understand Civics concepts.

The teacher in the Jigsaw-type learning process acts as a facilitator, motivator, mediator and evaluator. The teacher must be able to create a comfortable and pleasant classroom, assist students in expressing opinions, helping to relate learning material to the surrounding environment and assessing the progress of the learning process. Similar findings were also stated by Wibawa and Suarjana (2019: 121). The active role of students and teachers in Jigsaw type learning will increase students' understanding and knowledge as well encouraging students to become confident individuals and then this will improve student learning outcomes.

PPKn Study Results Students with High Literacy Ability Levels Compared to Students with Low Literacy Ability Levels

The results showed that the PPKn learning outcomes of students who had a high level of literacy skills were higher if compared to students who had low levels of literacy skills. The results showed that the average value of the PPKn learning outcomes of students who had a high literacy level was higher than the average value of the PPKn learning outcomes of students who had a low literacy level ($p = 0.001 < 5\%$). This shows that students who have high literacy skills with an average of 78.13 can

understand learning well compared to students with low literacy skills with an average of 70.07.

Literacy skills are important skills that every student must have. Literacy skills are needed by students in order to master various subjects because literacy skills are not limited to cognitive abilities, but abilities that are more complex because they include social, linguistic and psychological aspects. The literacy abilities of students in this study were assessed in two aspects, such as literacy, cultural and civic literacy. Assessment indicators include being able to understand text, reading and putting ideas into writing as well as being able to understand cultural diversity and the application of rights, obligations and responsibilities as citizens.

Good reading habits can determine student learning outcomes. Students' reading interest can provide great hope for students' knowledge and abilities so that they can improve student learning outcomes. This finding was also put forward by Yuliasanti & Satyarini (2020: 48) who concluded that the higher the level of student literacy, the higher the learning outcomes or achievement.

Literacy skills are one of the factors that affect student learning outcomes because as students they must be able to process information from what they read. High literacy skills of students are expected to achieve learning objectives and also increase students' knowledge, insight and skills towards a learning material. Mastery of this material is expected not only to be used for cognitive aspects but also in students' social life.

The Interaction Between Learning Models and Literacy Skills in Influencing Student Learning Outcomes

The results showed that there was an interaction between the learning model and literacy skills in influencing students' PPKn learning

outcomes. PPKn learning outcomes of students who are taught using the Jigsaw type of learning model and have higher literacy skills than the PPKn learning outcomes of students who are taught using conventional learning models and have low literacy skills ($p = 0.008 < 5\%$).

Student Civics learning outcomes are taught using the jigsaw type learning model and have low literacy skills with an average of 70.46 higher. Compared with the Civics learning outcomes of students who are taught using conventional learning models and have low literacy skills with an average of 69.75. Besides that, the results of learning Civics students who are taught using conventional learning models and have high literacy skills with an average of 71.43 higher than the learning outcomes Civics students taught using conventional learning models and have low literacy skills with an average of 70.53. This result is supported by the research of Yanti et al. (2020: 15) which states that literacy skills have a direct effect on student achievement. Literacy skills are also a motivator for students to carry out learning activities which ultimately have an effect on learning outcomes.

The Jigsaw type of learning model is a constructivist learning model. The Jigsaw type of learning model in this study was carried out by forming study groups. In the Jigsaw model, students learn in a group and discuss the material provided by the teacher. The Jigsaw learning model focuses on group work in one small group. Students exchange opinions about the material being discussed which then can increase student confidence and improve communication skills, and students' cognitive abilities. This is confirmed by the opinion of Subiyantari et al. (2019: 695).

The Jigsaw model in this study was carried out by dividing students into various groups, each student reading and studying one part of the material. High literacy skills will affect information obtained when

students read a material to be later developed and make observations of the material being read. After making observations and processing information from the material that has been read, the students then join a group of experts who have the same material, and have a discussion. In this discussion process students will practice to express opinions and increase self-confidence.

Students then present the part they studied and present the results of the group discussion in front of the class. The teacher in the Jigsaw model acts as a facilitator, mediator, motivator and evaluator. The teacher provides motivation from the learning objectives, then provides facilities and links opinions between groups and between students. The teacher also provides suggestions and assessments related to the learning process.

The Jigsaw learning model encourages students to be more active in the learning process. Students will be more involved in the learning process so that it will increase students' interest in learning. The Jigsaw model will also train students' literacy skills because students have to process information from the material being studied. In addition, this learning model can improve students' skills in communication. This is in line with the findings of Fatihannisa et.al. (2021: 261) that the Jigsaw model is more effective in improving student learning outcomes in terms of social skills such as communication compared to other learning models. Students who are able to process information from the material will increase students' knowledge about the material being taught and of course it will affect student learning outcomes.

D. CUNCLUSION

The PPKn learning outcomes of students taught using the Jigsaw cooperative learning model were 77.93 higher than the PPKn learning outcomes of students taught using conventional learning models of 70.53 on Obligations, rights and responsibilities in class V SDN 040443 Kabanjahe TP 2020 / 2021. PPKn learning outcomes of students who have high literacy skills with an average of 78.13 are higher than the learning outcomes of students who have low literacy skills with an average of 70.07. on the material Obligations, rights and responsibilities in class V SDN 040443 Kabanjahe TP 2020/2021. There is an interaction between the Jigsaw cooperative learning model and literacy skills on student learning outcomes with an Fcount value of = 7.657 whose value is greater than the value of Ftable = 4.013 (Fcount = 7.657 > Ftable = 4.013) which means that H0 is rejected and H3 is accepted at $\alpha = 0.05$ on the material Obligations, rights and responsibilities in class V SDN 040443 Kabanjahe TP 2020 / 2021

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