

IMPROVING STUDENT LEARNING OUTCOMES IN PPKN SUBJECTS THROUGH JIGSAW LEARNING MODEL WITH CUBLAK SUWENG GAME

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ABSTRACT

Civics learning is often boring for students. The purpose of this study was to determine the increase in student learning outcomes in fourth grade Civics subjects through the jigsaw learning model with the cublak suweng game. The subjects of this study were fourth grade students at SDN Mlajah 2 Bangkalan and class teachers. In this study, researchers used classroom action research consisting of 2 cycles with qualitative and quantitative approaches. Data collection techniques used are observation, interviews, tests and documentation. The results showed that the average pre-test score was 63.33 with a classification of 29.62%. The average in cycle I was 73.70 with classical completeness of 48.15% in the good category, the percentage of increasing student learning outcomes that were completed was 48.15%, the percentage of student activity was 67.5% in the good category and the teacher was 77.7% in good category. In cycle II the average score was 86.11 with 96.30% classical completeness, the percentage of student activity was 85% in the very good category and the teacher was 94% in the very good category. The conclusion is that there is an increase in the learning outcomes of class IV UPTD SD Mlajah 2 Bangkalan in Civics lessons through the jigsaw type cooperative learning model with the cublak suweng game.

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A. Introduction

Education and learning is a unit that is interconnected and related. Education itself has a very important role in the life of humans who live within the scope of the State of Indonesia. The progress of a nation, especially the Indonesian nation,

is determined by the quality of its human resources. Simply put, a smart nation will give birth to quality human resources. Quality human resources will improve the standard of living of a nation, which of course can be a benchmark for the progress of the nation itself. That is why, as an effort to improve the quality and quality of education, various efforts have been made to achieve national progress, one of which is to improve the quality of learning.

Based on Law no. 20 of 2003 concerning the National Education System defines that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself, society, nation and state (1945 Constitution). While learning is a form of activity that involves someone because they want to gain knowledge, skills, and positive values by utilizing various sources for learning.

According to Sugiyono and Hariyanto (2011) learning is an activity in which the teacher teaches or guides children toward a process of self-maturity. Learning is a process of interaction between students and their environment including interaction between students and teachers in order to add information, knowledge, and abilities to students. The occurrence of a learning process that involves students as learners and teachers as facilitators is a form of implementation of a learning curriculum.

Based on Law no. 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals. The educational curriculum currently implemented in Indonesia is the 2013 curriculum. According to (Mulyasa, 2013: 28) said that the 2013 curriculum is a curriculum that places great emphasis on character education, especially at the basic level, which will become the foundation for the next level.

One of the subjects that must be given to elementary school students is the subject of Citizenship Education (PKN) in which these subjects focus on the formation of citizens who understand and are able to carry out their rights and obligations to become citizens who are intelligent, skilled, and character. In an effort to realize these goals, teachers are required to carry out learning that has an impact on increasing quality results. Teachers must carry out appropriate and

correct learning by using various strategies, methods, approaches and media that are appropriate to the characteristics of student development, the student environment and learning materials. According to Sanjaya (2006: 19) the role of the teacher is as a learning resource, facilitator, manager, demonstrator, mentor, and evaluator. Teachers must be able to improve student learning outcomes. One way to improve student learning outcomes is to change learning methods or models that have been no longer in demand by students, such as lectures that make students easily bored with Civics subjects and students become passive.

Based on the results of observations and interviews that we have conducted with one of the class IV UPTD teachers at Mlajah 2 Bangkalan Elementary School, in Civics subjects students tend to be less able to listen to teacher explanations or answer teacher questions and most students are less enthusiastic and less enthusiastic about participating in the learning process. After completing interviews with teachers in the field of Civics studies, it is continued with class observations. Through observation, several problems were found, including: (1) the learning carried out by the teacher emphasized more on aspects of knowledge and understanding, (2) learning was still conventional, meaning that learning was carried out only by explaining theory, giving examples, then giving practice questions. When teaching the teacher only uses the lecture method so that the learning interactions that occur are only one way, (3) the learning carried out by the teacher is less interesting so students feel bored, (4) students' attention during learning is still lacking (many students are playing around). Especially in the subject matter of ethnic, social, and cultural diversity in Indonesia which is bound by unity and integrity, teachers still use conventional learning models that are often used or can be said to not provide innovation in providing this material. After considering, the researcher chose the jigsaw type cooperative learning model to replace the conventional learning model in teaching material on ethnic, social and cultural diversity in Indonesia which is bound by unity and unity to students and provides innovation by carrying out traditional games of cublak-cublak suweng so that in conveying the material is not bored so that students become more active in learning. The cooperative learning model of the jigsaw type with the traditional cublak-cublak suweng game was chosen at the discretion of the researcher in the hope that this learning model and innovation will be more effectively used in material on ethnic, social and cultural diversity in Indonesia which is bound by unity and integrity to improve student learning outcomes. This is because with this model

students will be more enthusiastic and active in digging up more complete information by exchanging ideas and using peer tutoring methods. With this, students will get used to thinking critically, creatively and dare to argue so that it will have an impact on the level of understanding of students. If the level of students' understanding of fractional material increases, then student learning outcomes will also increase.

The Jigsaw cooperative learning model is a learning model that focuses on student group work in the form of small groups. In the Jigsaw cooperative learning model students have many opportunities to express opinions and process the information obtained and can improve communication skills, group members are responsible for the success of their group and the completeness of the material being studied and can convey the information to other groups. The advantages of jigsaw type cooperative learning according to Kusharyati (in Rusyaid & Salim, 2021) are that it spurs students to think critically, forces students to make the right words so they can explain to their friends so that it will also help students develop their social skills, can be used with strategies learn more and easy to do.

Learning activities will not be boring too if learning is packaged in a game. Based on related research according to Azizah (2016) quoted by (Nugraha & Manggalastawa, 2021) traditional game-based learning will obtain the results of implementing learning using traditional games which will be more effective in increasing student motivation compared to learning without traditional games. The traditional cublak – cublak suweng game has five values, namely togetherness values, educational values, sharing values, sumeleh values, and religious values (Kurniasari & Rahardi, 2019). Based on the background problems above, the researchers conducted a study with the title "Efforts to Improve Student Learning Outcomes in Grade IV Civics Subjects Through the Jigsaw Learning Model in the Cublak Suweng Game". This research was conducted to answer the formulation of the problem, namely how to apply the jigsaw learning model with the cublak suweng game in learning and how to increase the learning outcomes of class IV students in Civics subjects through the jigsaw learning model with the cublak suweng game. The aim is to find out the application of the jigsaw learning model with the cublak suweng game in learning and to find out the increase in student learning outcomes in class IV civics subjects through the jigsaw learning model with the cublak suweng game.

B. Method

The type of research used is classroom action research (PTK). Classroom action research is a self-reflection activity carried out by educational actors in an educational situation to improve rationality and justice regarding three things, namely educational practices, understanding of practices and where these practices are carried out (Saputra, 2021: 5). This research is scientific in nature, carried out to find the truth about something being studied.

Activities carried out in the planning stage, namely the previous researcher made observations and then made lesson plans for cycle I which included jigsaw cooperative learning and cublak – cublak suweng games, prepared tools and materials, compiled observation sheets for cycle I, compiled test sheets and other supports for conducting PTK. The next stage is implementation. At this stage the observation or observation is carried out simultaneously with the implementation of PTK and before the implementation of PTK. This activity is assisted by the teacher or colleagues (team of group members) to record all the things that are observed to be collected and analyzed at a later stage. The last stage is reflection. In cycle II the researcher also carried out planning, implementing, observing or observing, and reflecting to correct the deficiencies that existed in cycle I. In this activity the researcher concluded the data that had been collected, this was done in order to understand the real processes, problems, and obstacles in the class action process.

The subjects of this study were the fourth grade students of UPTD Mlajah 2 Bangkalan Elementary School and their class teachers. Data collection techniques in this study are using observation, interviews, tests, and documentation. This observation focuses on Civics learning activities on the material of ethnic, social and cultural diversity in Indonesia which is bound by unity and integrity. Interviews were conducted to obtain data directly regarding Civics learning at school. Tests were carried out to determine student learning achievement, and documentation was carried out to collect evidence during research.

In this study using research instruments in the form of interview guides, student observation sheets, teacher observation sheets, and tests for students. Students will be given a pre test and post test. The pre-test was conducted to determine students' initial abilities and the post-test was carried out to determine student learning outcomes after receiving the action. This study uses quantitative data analysis techniques (research data in the form of numbers and analysis using

statistics) and qualitative (in the form of observations and interviews / not in the form of numbers). The Minimum Completeness Criteria (KKM) is 75. The percentage of success rate is 80%. Achievement of teacher and student activities 75%. The percentage of completeness uses the formula below.

$$\text{Student learning outcomes} = \frac{\sum \text{Student learning outcomes}}{\sum \text{Student}} \times 100\%$$

The results of observing the implementation of learning =

$$\frac{\sum \text{total score of the observations}}{\sum \text{Max Score}} \times 100\%$$

Aqib (dalam Mahmuda, dkk, 2021:26)

Tabel 1. Quantitative Data Classical Passability Criteria

Level of Success (%)	Qualification
80 % - 100 %	Very Good
60 % - 80%	Good
40 % - 60%	Enough
20 % - 40%	Less
0 % - 20 %	Very Less

C. Result and Discussion

1. Pre Cycle

Before carrying out Classroom Action Research (PTK), researchers conducted observations and interviews to identify the problems that existed in learning PPKn class IV Mlajah 2 Bangkalan Elementary School. From the results of interviews with the class teacher, the researcher analyzed that many students were less interested in Civics lessons because they were boring, causing incomplete learning outcomes. Given that previous learning was also carried out online.

Before the learning action was carried out using the jigsaw cooperative learning model with the cublak suweng game, the Civics learning process was more dominated by the teacher, so students were less active during the learning process. In addition, the factor causing low student learning outcomes is the teacher's lack of creativity in using media and other learning models so that learning is not varied and seems boring.

Before carrying out the first cycle of action, a pre-test was held to determine the initial conditions of student achievement. The initial condition achievement results can be seen through the data below:

Pre-test Result

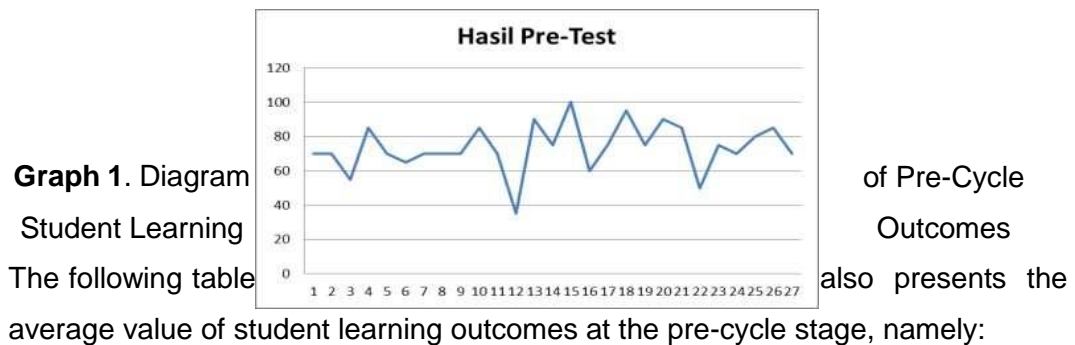


Table 2. Pre-Cycle Student Learning Outcomes

No	Material	Average value
1	Diversity	68,33

Based on the data above, it can be seen that the pre-test scores of students before being given the learning treatment with the jigsaw type cooperative learning model with cublak-cublak suweng games show an average value of 68.33 with classical completeness 29.62% with less qualifications.

2. Cycle I

Before starting the action, the researcher did some preparation and planning. The researcher prepared a number of things including conducting an analysis of PPKn content based on the basic competencies to be used which would be taught to students, making post-test cycle I questions, making cycle I observation sheets to observe when cycle I action activities took place and preparing learning media and teaching materials which will be used.

The first cycle of action was carried out on September 17, 2022. The implementation of teaching and learning activities using the jigsaw type cooperative learning model and the suweng cublak-cublak game in the first cycle of action was carried out with 27 grade IV students at Mlajah 2 Bangkalan Elementary School. In the implementation of the first cycle of action, the research team was divided into 2, namely as teachers and observers. Observations were made when the cycle I action was carried out. The activities that will be carried out in the implementation of cycle I actions are carried out sequentially in accordance with the lesson plan and the core activities are conveying goals and motivating students, the teacher conveys the main material using learning media in the form of videos, the teacher divides students into study groups, the teacher guiding

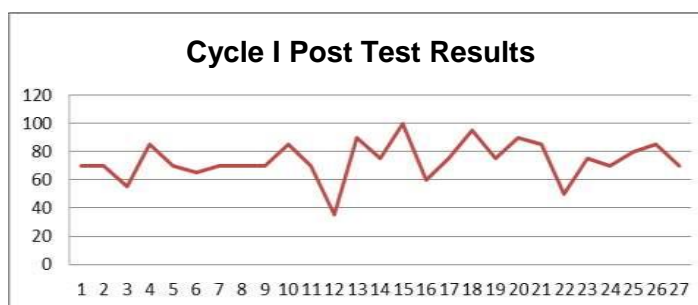
students to study in groups according to the cooperative stages of the jigsaw type, the teacher guiding students to do quizzes with the game of cublak-cublak suweng, students are given a post-test to find out students' understanding of the material that has been given, and the teacher closes the lesson by praying. In cycle I, based on the researchers' notes, the students' enthusiasm was still not good at debriefing and group work.

In cycle I the observer observed the activities carried out by the teacher and students. The results of observations of student and teacher activities in cycle I are as follows:

Table 3. The results of the Implementation of Cycle I Learning

Assessment Aspects	Results	Description
Teacher Activities	77,7%	Achieved
Student Activities	67,5 %	Not Achieved

Based on the observation sheet table above, student activities need to be improved because there are still many students who are not active in learning diversity material. At the time of discussion with the group there were still many who had not been able to work together. In addition, when working on student tests it looks like they are not serious. From the table above it can be seen that the teacher's activity is good. It's just that when doing cycle 1 the teacher couldn't display the video because there were obstacles. When dividing into groups students are confused with the teacher's goals so that many students have not finished studying. As for the results of student learning after being given the treatment of cycle 1 namely:



Graph 2. Diagram of Student Learning Outcomes in Cycle I

From the diagram of student learning outcomes in cycle I above by applying learning with the jigsaw cooperative learning model with the cublak suweng game, it is known that the average student score is 73.70 with the lowest score being 35 and the highest score being 100. KKM is 75 while students who get grades above the KKM only 13 students out of 27, which means only 48.15% of students who pass with sufficient qualifications. This is because students are still confused about

the learning activities that are carried out such as when studying groups and how to play the cublak suweng quiz.

In the implementation of teaching and learning activities in cycle I where there are still deficiencies, it is necessary to have a revision to be carried out in cycle II, namely the teacher in motivating students should be able to make students more motivated during the teaching and learning process takes place, the teacher should control or check class conditions first, the teacher must be closer to the students so that there is no feeling of fear in the students so that students concentrate more on learning, the teacher should divide more groups so that conducive asked to memorize the song cublak-cublak suweng and understand the game, students were given a stimulus so they dared to ask and respond to their friends and were serious in working on the post-test questions given at the end of the lesson.

3. Cycle II

Planning begins with delivering the subject matter of understanding diversity in Indonesian society. Followed by the formation of groups of origin and expert groups. There are 27 students who are divided into 5 groups, so that each group has 5-6 members. Learning in cycle II uses a jigsaw type cooperative learning model with the cublak suweng game. Activities to be carried out by action researchers in cycle II, namely researchers making lesson plans using a jigsaw learning model with the traditional cublak suweng game, researchers making action research instruments cycle II, researchers making teaching materials for action cycle II and researchers making pre-tests to find out student learning outcomes.

The second cycle of action was carried out on September 25, 2022. The implementation of teaching and learning activities using the jigsaw type cooperative learning model and the suweng cublak-cublak game in the second cycle of action was carried out with 27 grade IV students at Mlajah 2 Bangkalan Elementary School. In the implementation of the second cycle of action, the research team was divided into 2, namely as teachers and observers. Observations were made when the cycle II action was carried out. The activities that will be carried out in the implementation of cycle II actions are carried out sequentially according to the RPP and the core activities are conveying goals and motivating students, the teacher conveys the main material using teaching materials, the teacher divides students into study groups, the teacher guides

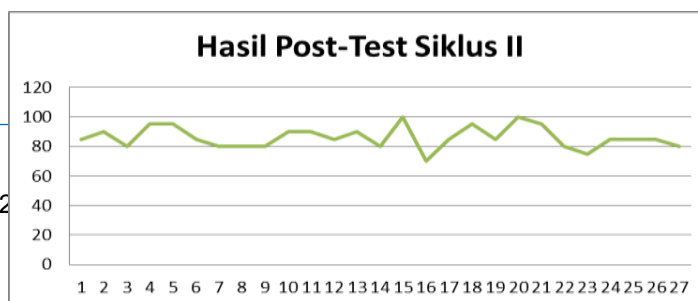
students to study in groups according to the cooperative stages of the jigsaw type, the teacher guides students to do quizzes with the suweng cublak-cublak game, students are given a post-test to find out students' understanding of the material that has been given, and the teacher closes the lesson by praying. In cycle II, based on the researchers' notes, students had started to be active in learning activities both during group study and during the cublak suweng game quiz. This happens because students are no longer awkward with the teacher, are able to study in groups and understand how to play quizzes with cublak - cublak suweng.

During the implementation of the learning process in the second cycle of action, observations were made which aimed to find out the application of the jigsaw learning model with the suweng cublak-cublak game to improve student learning outcomes in the material learning process of ethnic, social and cultural diversity in Indonesia which is bound by unity and unity. In the learning process carried out, it can be seen that all teacher and student activities show student-centered learning, so that students participate or are actively involved in learning. At the end of learning in the second cycle of action, students are given a post-test which aims to determine the extent to which student learning outcomes. Following are the results of the implementation of cycle II learning and student learning outcomes.

Table 4. The results of the Implementation of Cycle II Learning

Assessment Aspects	Results	Description
Teacher Activities	94%	Achieved
Student Activities	85 %	Achieved

Based on table 4 it is known that the activities of teachers and students are achieved because each is above 75%. From the diagram of student learning outcomes in cycle 2 above by applying learning with the jigsaw cooperative learning model with the cublak suweng game, it is known that the average student score is 86.11 with the lowest score being 70 and the highest score being 100. KKM is 75 while students who get grades above the KKM as many as 26 students out of 27, which means there are 96.30% with very good qualifications. From this analysis it is known that the application of the jigsaw cooperative learning model with the cublak suweng game can improve student learning outcomes



Graph 3. Diagram of Student Learning Outcomes in Cycle II

Overall students have played an active role during the learning process, learning activities use teaching materials, in this cycle students are divided into 5 groups, students have understood quizzes with the game cublak-cublak suweng, students are familiar with group discussions, so students can present the results of their discussions in front of the class, and students did well on the post-test questions.

D. Conclusion

Based on the results of class action research with the title Improving learning outcomes of fourth grade students in Civics subjects through the jigsaw learning model with the cublak suweng game at Mlajah 2 Bangkalan Elementary School which was carried out through 2 cycles, it concluded that the findings from students before being treated with cooperative learning models jigsaw with traditional games for students who have received this treatment there is a significant increase in understanding the material measured through the results of the pre-test and post-test cycle II from 48.15% to 96.30% of students who pass and there is an average increase the average is 17.78 and the percentage of improvement in student learning outcomes that is complete is 48.15%. This means that the jigsaw learning model with the cublak suweng game to improve student learning outcomes in class IV civics subjects has been successful.

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