



Classroom Action Research Journal 2(1) (2018) 24-29

Classroom Action Research Journal

<http://journal2.um.ac.id/index.php/carjo>



The Application of Jigsaw and Mind Mapping to Increase Student's Learning Result

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DOI: 10.17977/um013v2i12018p24

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History Article

Received 14 January 2018
Approved 20 February 2018
Published 7 March 2018

Keywords

Jigsaw, Mind Mapping,
student's learning result

Abstract

This research established from the case application of the studying model full of speech problem to the result of student and its happen before the existence of LCD facilities in the school. A solution to this case are studying model include jigsaw and mind mapping. This research is kind of research which changes the activity in the class and located in MA Al-Munawaroh Kembangbahu Lamongan to the 10th-grade social student. Data collection technic through question paper, observation paper, scoring format, notes from field research, documentation, and other questionnaire paper. The result of this research shows that there's increasing the cognitive domain of the studying technic which by all student from the cycle 1 to cycle 2 are about 23%, affective domain this one 14,6% and psychomotor are 13 %.

How to Cite

Fatmawati, S. E. (2018). The Application of Jigsaw and Mind Mapping to Increase Student's Learning Result. *Classroom Action Research Journal*, 2(1), 24-29.

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e-ISSN 2598-4195

INTRODUCTION

Economic education cannot be separated from our life. Economic education contains economic knowledge that is important to humans. Economics is a science that studies human life because it includes behavior and values of individual and society. According to Silk (in Rosyidi 2005:25) states that:

Economics is a study of wealth and is an important part of human studies. This is due to the human nature that has been shaped by its daily work, as well as the material resources they get from it. In general, it can be said that economics talks about the behavior and values of individuals and society. Humans will not be able to understand the state of society without having the provision of knowledge, about economics.

Economics is a science that talks about the behavior and values of individuals and society. The behavior of society will be understood by the existence of economics. One concrete example that economics talks about behavior and values of individuals and society is there is a theory or material role of economic activity behavior in economic. Theory or matter of the role of the behavior of economic activity to study who is the behavior of economic activity along with their respective roles and how the relation of the perpetrator to realize the economic activity which ultimately can prosper the life of society. Thus economics is very important to learn.

There are many ways of studying economics, or in the world of education called the model of learning. Economics has many theories or materials that must be understood, so in the world of education, teachers should apply learning models that can help learners to understand. According to Kiswoyo (in Ekawarna 2009:62) learning model is defined as a pattern of teacher-student activities to produce changes that occur in the learners as a result of teaching and learning. As for the example of the change is learners from not understand to understand. If the understanding of learners has occurred then the goal of learning can also be achieved. Thus can be interpreted that the learning model can achieve the purpose of learning.

Learning objectives have a close relationship with the teacher's creativity because basically the creativity of teachers is needed especially in applying the model of learning that will affect the success of learners in learning. Mulyasa (2013:43) mentions several things that must be understood by teachers, among others: (1) using a variety of methods; (2) assigning different tasks to each learner; (3) classifying learners based on their ability, and adapted to the learning eye; (4) modify and enrich the learning materials; (5) contacting a specialist, if any learners have an abnormality; (6) using procedures that vary in making judgments; (7) understand that learners do not develop at the same pace; (8) developing a learning situation that enables each child to work with each other's ability on each lesson; and (9) seek the involvement of learners in various learning activities.

Nevertheless, the reality of the field that there are still many teachers who appear less in the implementation of learning activities lectures to learners or less on applying the creative learning model. As for one of the teachers who is still applying the model of learning lectures that teachers at Madrasah Aliyah (MA) Al Munawwaroh Kembangbahu Lamongan. Teachers at MA Al-Munawwaroh Kembangbahu Lamongan applying learning model lectures that ultimately affect

student learning outcomes. It is known that the average value of the students' daily re-examination of economic subjects class X IPS of 70. This shows that the average value of the daily test of learners in the subjects Economics class X IPS is below the value of KKM (Minimum Criteria). Djamarah and Zain (2010: 97) mention that the model of learning or teaching a lecture is a way of presenting the lessons that teachers do with the narrative or explanation directly oral to the learners. Learners only listen to the narrative or explanation of the teacher alone and does not involve learners in the learning process. This is what can make passive learners and the atmosphere or conditions in the learning process becomes more boring. According to Slameto (2013:65) that the model of learning or teaching the lecture will make learners become bored, passive drowsy, and just record it. Progressive teachers dare to try new learning models, which can help improve teaching and learning activities so that learners can learn well, then the learning model should be cultivated precisely, efficiently, and effectively. Thus it can be interpreted that the teacher must apply the appropriate learning model and interesting to make learners more active (not passive) and can make learning have an effect on improving learners learning outcomes.

In real life, the implementation of *Jigsaw* and *Mind Mapping* can increase report of the learner's affective domain. This case can be evidenced by the learning model Jigsaw which involves all students and can teach each other that's cause positive interaction. Students who capable will can teach their friend who capable less than them. Each student to each other can responsible the material have been assigned. Then, learning model Jigsaw it can also train responsibility of students. This case appropriate with Yamin theory and Ansari (in Syarifuddin, 2011) about the positive side of learning model Jigsaw.

In real life, the implementation of Jigsaw and Mind Mapping can increase report of the learners psychomotor. This case happens because learning Mind Mapping model can be compared with natural brain work is write which can do with using colors for kings which indicate a certain mean. Besides, in making in the shape of Mind Mapping can also involve emotion, happiness, creativity in making notes. This case appropriate with theory (Alamsyah, 2009:21-22) which suggest Brain Management Principles explain that Mind Mapping learning model is involved with natural brain work.

Based on the inquiries have been filled by learners, can be known that on the indicator SA (strongly agree) obtained percentage of 80%, which means response most learners against the implementation of learning model Jigsaw and Mind Mapping very good and on the indicator A (Agree) obtained percentage of 20% of which means response a small proportion of learning model Jigsaw and Mind Mapping. When the percentage of D "Disagree" and SD (Strongly Disagree) is zero because none of the learners who chose the answer, it means there are no response learners who are bad against the application of learning models Jigsaw and Mind Mapping. Thus it can be concluded that the response of the learners towards the application of learning models Jigsaw and Mind Mapping is very good. This can be evidenced by the enthusiastic learners in the following the learning process. Although to be moved from the group from to a group of the experts and back again to the group from, learners do not complain even spirit to learning and teach the material in leaners another. Learners also active in the implementation of the discussions class. In addition, in made Mind Mapping,

learners after getting a briefing from the teacher to make records form of Mind Mapping immediately rushed to make records from of Mind Mapping without the slightest complaining.

The results of research is in line with the research conducted by Sopalang (2016) that the implementation of learning model cooperative Jigsaw with Mind Mapping can increase the activity of the results of the Malay language learning students level **Mstthsyom 2 (the 8th grade of Secondary School) Patthanasaswittaya**, and research Ariffudin (2015) that the implementation of learning model cooperative Jigsaw collaborate Mind Mapping can improve results learn students in the subjects fiqih class VII Mts Surya Buana Malang.

Closing

Based on the result of research and discussion of has described in chapter before can take the conclusion includ: (1) the implementation of the application of learning models Jigsaw and Mind Mapping on the subjects of Economy-Class 10 Social in MA AL-MUNAWWAROH (Kembangbahu Lamongan) done by forming groups of origin to the division of tasks then students got the same task gathered form a group of the group experts then return to their group to give each other explanations and do the recording in the fform of Mind Mapping, after that the result of the result of the discussion the form of Mind Mapping are presented; (2) the implemetation of learning model Jigsaw and Mind Mapping on the subjects of Economy-class 10 sosial in MA AL-MUNAWWAROH (Kembangbahu Lamongan) is able to improve the results of learners. This is proven by the increase in student learning outcomes frome cycle one to cycle two. Learning outcames cognitive domain increased by 23 percent, the result of learning the affective domain increased by 14.6 percent and the results of the learning domain of psychomotor increased by 13 percent; (3) the response of students towards learning model Jigsaw and Mind Mappping are very good. This is evidenced by the percentage of the indicators strongly agree acquired 80 percent, the percentage of indicatots agreed 20 percent, the percentage of indicators disagree and strongly disagree got 0 (zero) percent.

Based on the results of the above presentation, the suggestions of the researcher for the teacher that the teacher caan apply the learning model Jigsaw and Mind Mapping as an alternative in improving the learning outcomes of strudents. Teacher should use the material in accordance with the learning model applied. In improving learners' learning outcomes, teachers can apply various learning models. One of them by applying Jigsaw learning mode and Mind Mapping. Isjoni (2009) states that the Jigsaw learning model is a learning model that encourages students to actively and assist each other in mastering the learning materials. Djamarah (2010) states that in the learning model Jigsaw learners work with other learners in a mutual cooperation and have many opportunities to process information and improve communication skills. While the model of learning Mind Mapping is a model of learning that records through concept maps This will be able to affect the understanding and memory of learners. According to Alamsyah (2009) Mind Mapping learning model is a visual technique that can align the learning process with the natural workings of the brain. Recording uses the mind map system, not only using the left brain but the right brain. The recording may involve symbols or images and colors. The preferred color, so the learning record can be more interesting.

Based on the above exposure can be concluded that Jigsaw learning model can make learners become more active and can understand more lessons because in it learners together learn and discussion with each other. Learners after discussing a material, recording the form of Mind Mapping which records not in the form of writings containing many paragraphs that are difficult to understand but in the form of a map of the mind with symbols (images) and colors are diverse so as to facilitate learners in understanding a material and can ultimately have an effect on improving learners' learning outcomes. Thus the researcher conducted a study entitled "Application of Learning Model Jigsaw and Mind Mapping to Improve Student Learning Outcomes in Economic Subjects Class X IPS in MA Al Munawwaroh Kembangbahu Lamongan.

METHOD

This research approach is descriptive approach qualitative, Research Type used is Research Class Action (PTK) due to data retrieval is done directly and the results of the study are described in the form of words in giving interpretation. This research is based on cycles on classroom action research. The classroom action research cycles include four stages: planning, implementation, observation, reflection. Research carried out MA Al Munawwaroh Kembangbahu Lamongan, with the subject of research students class X IPS. Technique of collecting data which is done is test observation sheet, appraisal format, field documentation note, and questionnaire.

RESULT AND DISCUSSION

Based on the data analysis can be seen that the learning outcomes learners cognitive sphere in the cycle I to cycle II an increase of 23%. The increase is seen in the percentage of cognitive achievement learning outcomes in the first cycle of 67% and on the second cycle of 90%. Learning outcomes of students affective sphere in cycle I to cycle II also experienced an increase of 14,6% The increase is seen on the percentage of success learning results affective sphere in the first cycle by 85% with category "B" and on the second cycle of 99.6% with category A, and the learning outcomes of psychomotor students in the cycle I to cycle II increased 13%. The increase was seen in the percentage of psychomotor achievement learning outcomes in the cycle of 87% with category "B" and on the second cycle of 100% with category "A".

Implementation of Jigsaw and Mind Mapping learning model proved able to improve learning outcomes of cognitive learner. Jigsaw learning model that involves all learners in learning can encourage learners more actively follow the learning process. In addition, learners by applying Jigsaw learning model can teach the material to other friends, so as to help learners in mastering the subject matter to improve the learning outcomes of cognitive domain, this is in accordance with the theory of Djamarah (2010: 389) which states that the advantages of Jigsaw learning model is able to involve all students in learning and simultaneously teach to others. While the model of learning Mind Mapping can improve learning outcomes learners cognitive domain because the model of learning Mind Mapping can facilitate the concentration of learners in learning. In addition Mind Mapping learning model can also facilitate learners in remembering learning materials because learning materials recorded in the form

of an interesting note is the form of Mind Mapping. This is in accordance with the theory of Alamsyah (2009: 23-24) which states the benefits of (hal:5)

CONCLUSION

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