

EFFORT TO IMPROVE ACTIVITIES, SOCIAL STUDIES STUDY RESULT, AND IMPLEMENTATION OF THE INTEGRATED NATION CHARACTER EDUCATION VALUES BY COOPERATIVE STUDY JIGSAW TYPE AT THE FIFTH GRADE STUDENTS OF SDN 126 BAYAN SURAKARTA YEAR 2011

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ABSTRACT

The main objectives of Class Action Research are: (1) To improve student activities in Social Studies learning by Jigsaw type cooperative study implementation for the fifth grade students of SDN 126 Bayan Surakarta Year 2011. (2) To improve the social studies learning result by implementing the Jigsaw type cooperative study for the fifth grade students of SDN 126 Bayan Surakarta Year 2011. (3) To review the improvement of Educational value of Nation Character Jigsaw type cooperative study for the fifth grade students of SDN 126 Bayan Surakarta Year 2011. The research subject is 47 fifth grade students of SDN 126 Bayan Surakarta which consist of 24 male students and 23 female students. Based on the research result, it may be concluded that: (1) The activities of social studies (IPS) learning at the fifth grade students of SDN 126 Bayan has increased. It is proven by the increase of student activities scores at the average of 2.3 in cycle I, and 3.3 in cycle II. (2) Social studies learning resulted by Jigsaw type cooperative study for the fifth grade students of SDN 126 Bayan Surakarta has increased as proven by the initial condition at the average of 63.4 with a classical completeness percentage of 49%. In the cycle I the average grade was 67, 2, with the classical completeness percentage of 68.1%. In the second cycle, the class average grade increased to 76.7, with the classical completeness percentage of 100%. (3) The Nation Character Education Values on elementary students in SDN 126 Bayan has increased. This is proven by the average grade of the cycle I, which was 54.31, has increased to 67.63 in the second cycle. Jigsaw Cooperative learning is one type of effective learning to enhance students' activity. The more active students will improve their thinking power which result in an increase of the students' learning outcomes, including the increase of educational value of the nation's character.

Key words: *activities, learning achievement, the character of the nation's education, Jigsaw cooperative learning model.*

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Introduction

The mandate of Law No. 20 year 2003 regarding National Education System is aimed to make the education is not only creating the smart Indonesian individual but also having good personality and character. And therefore, the growing and developing nation generation are born based on the good character having nation and religion noble values.

As of year 2010, Ministry of National Education applies character education implementation for all educational levels starting from elementary school to university. This program is implemented based on the reason that until now, education world is deemed to have less success to carry nation generation to be personal dignity. Meanwhile, education world is considered to be only able to graduate people with sufficient intellectual.

Many of graduates have high score, smart and able to finish various subject tests in a very short time. However, many of the smart students have no smart behavior and brilliant attitude and also have less good personality as their academic score in school.

That phenomenon has created concern from many parties. What will this country become if there are many smart people but only in their mental, not in their behavior level? Moreover, there is no correlation between the high score obtained in school and their behavior in the community. Therefore, the human figures who are smart to use foolish person or to oppresses the poor. On the other hand, the principles of education is implemented not only to achieve a good score but also guiding all people to act and do right based on the science rules and spirit (Syafinudin in Aunillah, 2011: 10)

According to Suyanto, in Aqib (2011: 5) nation character owned by some of Indonesian people is in weak condition. Therefore, cooperation between educators, religious roles and parents in building the noble nation character to the next generation is important and necessary.

Character education is developed by integrated and general approach. The effective character education is not always adding independent program but it is able to be implemented by culture transformation and life in school environment. Based on character education, all is committed to grow and develop the education participant to be a complete individual internalizing wisdom or willing and used to realize the wisdom in their daily life.

Morgan in Sagala (2009: 13) has defined study as every change which is relatively staying in the behavior as a result of practice of experience. The process of study is usually called as learning. Similarly, Law No. 20 year 2003 regarding national Education System article 20 declares that learning is an interaction process occurred between the education participants and educators and the learning source in a learning environment. Therefore, study and learning are directed to bring thinking ability and knowledge mastery of education participants to achieve study result in accordance with the objective.

According to Bloom in Suprijono (2009: 6), study result covers cognitive, affective and psychomotor abilities. The cognitive domain is knowledge, understanding, application, explaining, organizing and assessing. Affective domain is receiving behavior, giving response, score, organization and characteristic. Meanwhile, psychomotor domain includes *initiatory*, *pre-routine*, and *routinized*.

Social studies study result is one of study objectives able to stimulate science and technology development. One of the causes of the low result of social studies study is the learning method chosen by the teacher is not suitable. Teacher tends to use learning model which is not activated the students and more to *teacher centered* than *student centered*. The method use in teaching by teacher remains to use a simple method which is lecturing. In addition, students is often memorizing and doing Student Work Paper than exploring their intellectuals.

Meanwhile, Social studies study result of students is less. Elaborated the low result of student study is proven in the low enthusiastic behavior during receiving the lesson. The pre-observation in teacher learning process conducted by the researcher tends to provide information or only lecture. Meanwhile, students are more listening and giving attention to the teacher explanation. One of the alternatives of learning and study model that able to be developed to handle the low value of character education and the low result of Social studies study of the fifth grade students is using cooperative learning. The cooperative learning model enables the students to interact, discuss, share the opinion more freely with friends or teachers.

Practically, at this time the learning model used by the teacher remains conventional and therefore learning innovation is required to create a balance between Social studies learning objective and learning practice in the field. In addition, the new learning innovation is able to improve the character education value and student likeness in teaching and learning activities which will result an improvement in Social studies study result.

The low value of character education and the failure of the fifth grade students in SD 126 Bayan at social studies subject is required to be handled immediately. The action to be taken to overcome the failure is by the integrated nation character education implementation based on Jigsaw Type Cooperative learning.

The expectation to be achieved at the end of this study is the improvement of student character value evidenced in the change of behavior and attitude having noble values, upholding commons, loyalty, honesty, hard work and performing their obligation well and discipline. Furthermore, all fifth grade students of SDN 126 Bayan are expected to be able to reach the success indicator of social studies study that has been stipulated which is at the minimum meeting KKM score limit of 65 (sixty five).

Based on the fact mentioned above, the researcher assisted by peers, together identify the issue to shortage of the social studies study. Based on the reflection outcomes, the issues occur during study reveal:

1. Implementation of nation character education in social studies subject in fifth grade remains blurred and the indicator is not clear.
2. Teacher is confused in adding nation character education score combined with social studies subject.
3. Boredom and lack attention of student to subject during learning process as a result of lack of variation in learning

Based on the background, the researcher wants to study “Effort for the Improvement of Activities, Social studies study result and Score Implementation of Integrated Nation Character Education by Jigsaw Type Cooperative Learning of the fifth grade students in SDN 126 Bayan Surakarta Year 2011”

Based on the issue background mentioned above, the following problem and issues can be formulated:

1. Could the learning of Jigsaw type cooperative learning be able to improve social studies study activities of the fifth grade students in SDN 126 Bayan, Surakarta?
2. Could Jigsaw type cooperative learning be able to improve social studies study result of the fifth grade students in SDN 126 Bayan, Surakarta??
3. Could Jigsaw type cooperative learning be able to improve nation character education score and value of fifth grade students in SDN 126 Bayan, Surakarta?

The objectives of this research are as follows:

1. To improve student activities in social studies learning through applying jigsaw type cooperative learning implementation for the fifth grade students in SDN 126 Bayan Surakarta Year 2011.
2. To study the improvement of student study result on social studies subject through applying jigsaw type cooperative learning implementation for the fifth grade students in SDN 126 Bayan Surakarta Year 2011.
3. To study the improvement of Nation Character Education score and value in jigsaw type cooperative learning implementation for the fifth grade students in SDN 126 Bayan Surakarta Year 2011.

The result of this research is expected to have some benefits and advantages including:

1. Theoretical benefit

This research result is expected to provide thought contribution concerning learning model improvement in general and the use of jigsaw type cooperative learning model in particular as well as the implementation of integrated nation character education score and value in social studies subject for the fifth grade students in SDN 126 Bayan, Surakarta.

2. Practical Benefit

a. For teacher

This research result is expected to also be useful for teachers including: to enrich teacher insight concerning learning model and support teacher to improve the learning containing nation character education value.

b. For Students

This research is also expected to be useful for the students including: (1) behavior and attitude of students showing noble values which are the nation character value (2) Students can have a role in learning process in order to improve their study result; (3) Students will practice group work and it will provide good experience and situation.

c. For school

To provide inspiration to the school to improve new learning innovation containing nation character values.

References

1. Social studies Study Result

a. Definition of Social studies

Definition of Social studies is one of the subject matter taught in elementary school and junior as well as senior high school or the name of study program in university. Social studies as subjects in school was first used in 1975 Curriculum. In social studies field, there are many terminologies. The terminologies are including: Social studies and Social Studies.

Sanusi (in Hidayati and Anwar, 2009:15) has explained that the social study is not always having academics level and it can also be material for students since elementary school and then it can be functioned as advanced introduction to social studies disciplines. Social studies is the advanced sciences from elementary to advanced level. Social studies is the combination or harmonization of some subjects including geography, economy, history, sociology, anthropology and politics (Saidiharjo in Hidayati and Anwar, 2009: 1.7). Material in social studies learning contains some of social studiess and therefore the study objectives can be optimized.

Based on some definitions on Social studies as explained by the experts, it can be concluded that the definition of social studies is Science which is a combination and harmonization of some subjects as one study field concerning social symptoms and issues.

b. Definition of Social studies Study

According to Slameto (1995: 2), study is an effort process performed to achieve a new behavior change in general as a result of their own experience in the interaction with environment.

Learning in idealism means psycho-physic-socio activities to the complete personal development. However, the reality understood by some people is not so. Study is deemed as school property. Study and learning activities are always related to school assignments. Most of the community considers study and learning in school is the effort to master science material. Such consideration is not completely wrong because as said by Reber in Suprijono (2009: 3), study is the process of acquiring knowledge.

Dalyono (2005: 210) has given opinion that study is a change process. Such changes are not only physical change but also mental change. And the change is not negative but

Learning is shown by change in behavior as result of experience. A person will learn by understanding, comprehending and observing every experience faced. And based on the study, such person will be able to perform change to the better direction.

According to Slameto (1995: 3) in learning and study definition, there are characteristics of behavior change which are: (1) The change occurs consciously; (2) The change in study is continued and functional; (3) The change in study is positive and active; (4) The change in study is not temporary; (5) The change in study has targeted aim; (6) The change includes any and all behavior aspects.

Based on the explanation above, it shows some opinion concerning study and learning. However, it can be concluded that study is a process of behavior change to acquire knowledge and therefore such person can observe, understand, follow and try something. Social studies learning contains definition as an activity to acquire knowledge concerning community living and their environment.

c. Definition of Social studies Study Result

In Common Dictionary of Indonesian Language (1990: 348), definition of result are as follows: (1) Something procured (made, created) by an effort (thinking, plant, rice field, land, forest, etc); (2) Income, acquirement; (3) Due to end (from discussion, test, etc). Study result is a tool to see students study progress in the subject material mastery that has been learnt in accordance with the stipulated objectives.

Study result is a score and value acquired by the change to every experience and therefore the progress experienced by the person may be known. Therefore, social studies study result contains definition, score/value and behavior of a person after acquiring knowledge concerning community living and their environment.

2. Jigsaw Type Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning refers to teaching method where students are working together in a small group and helping each other in study and learning. Cooperative learning as one of teaching and learning strategies is a method of teaching where the students in class are considered as group or divided into some groups. Eggen and Kauchak in Holil (2007) have defined cooperative learning as a number of teaching strategy used by teacher so that the students are helping each other in learning something. Therefore, this cooperative learning is also known as “peer learning.”

Cooperative learning model assists students to solve various issues obtained during learning. It is because the students are able to cooperate with other students in finding and formulating the alternatives of subject material problem solving. The students having less interest will have more passion in study and learning.

Ardana in Purwanto (2008: at <http://edibesuki.blogspot.com>) defines cooperative learning as a success study and learning model using small group based on different student skills (*heterogenic*), using various learning activities to improve their understanding concerning the subject learnt.

Suprijono (2009: 58) defines that cooperative learning is not the same as only learning in a group. There are basic elements of cooperative learning that differentiates them with home team division. The appropriate implementation of cooperative learning procedures will enable teacher to manage the class effectively.

Roger and David Johnson (in Suprijono, 2009: 58-61) defines that not all study group can be categorized said as cooperative learning. In order to achieve the maximum result, five elements of cooperative learning must be implemented. Such elements are positive interdependence, personal responsibility, face to face promotive interaction, interpersonal skill and group processing.

The objective of group processing is to improve member effectiveness in providing contribution to collaborative activities in order to achieve the objective. Cooperative learning is different from group learning in general. According to Sugiyanto (2008: 40-41), differences between cooperative learning group and traditional learning and study group can be seen in table 2.

b. Jigsaw Type Cooperative Learning

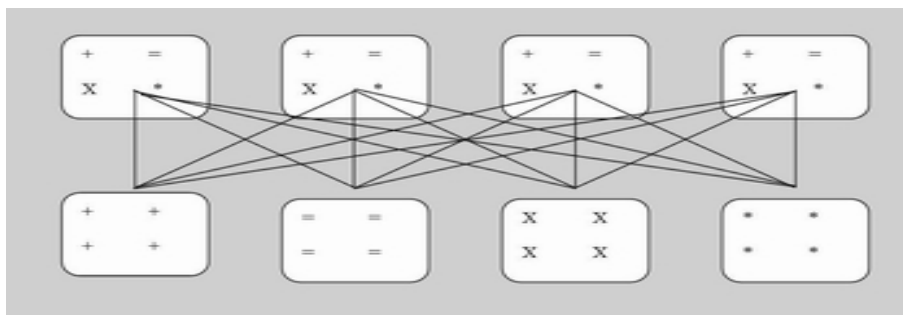
According to Isjoni (2010: 50-51), there are some model variation that can be implemented in cooperative learning including the most developed model is STAD and Jigsaw model.

In Jigsaw type cooperative learning; there are home team and expert team. Home team is the student group consisting of the students with various abilities and backgrounds. A home team is a combination of some experts. Expert team is

a student group consisting of different home team members assigned to study and research certain topics and complete any assignments related to the topics to be explained to home team members (Emildadiany, 2008: <http://akhmadsudrajat.wordpress.com>).

Learning with Jigsaw type cooperative method is initiated by topics introduction to be discussed by teacher. Teacher can write a topic to be studied in a board, white board, power point presentation, etc. Teacher asks to the students what they know concerning to the topic. The brainstorming activity is aimed to activate the scheme or cognitive structure of education participants to be more prepared in facing the new subject activities. Furthermore, teacher divides the class into small groups. Number of groups depends on the number of concepts in the topic studied. For example, the topic presented is history research method, the group will be divided into four groups. In the event that there are 40 students in the class, and therefore every group consisting of 10 students. The four groups are called home teams. In the next session, expert teams are created. Number of expert teams remains four. Every expert team has ten members coming from every home team. After the expert team is created, give chance to them to discuss. Based on the discussion in expert team, it is expected that they have good understanding concerning history research method topic as the complete knowledge. After discussion in this team is finished, the members return to the home teams. It means the members coming from home team return to the team which is home team. After they return to their home team, give them chance to discuss. This activity is the reflection to the knowledge acquired from the discussion in expert team (Suprijono, 2009: 89-91).

Relation between home and expert teams can be seen in the picture 6.1 as follows.



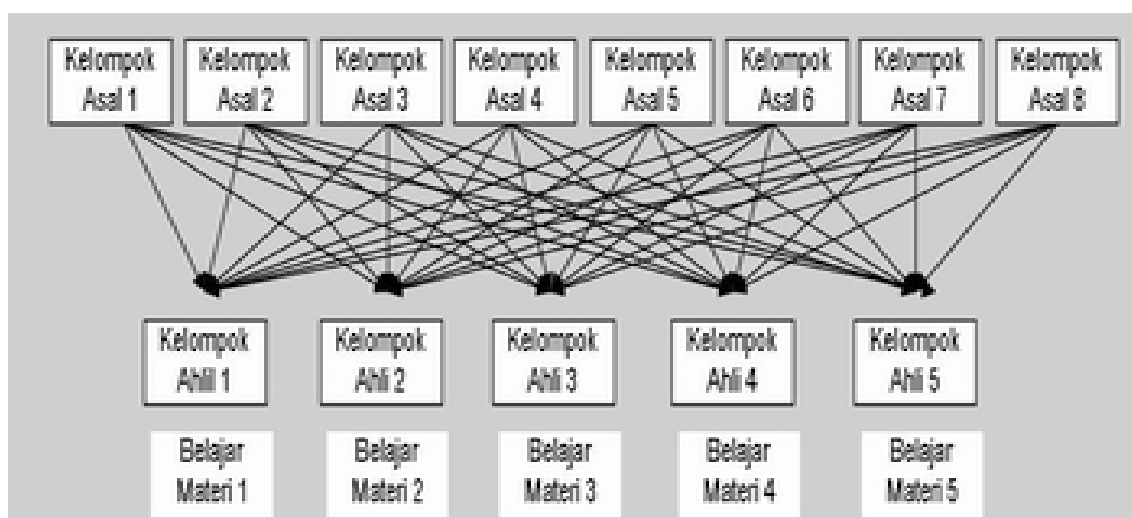
Picture 6.1. Relation between Home Team and Expert Team

c. Jigsaw Learning Step

Jigsaw type cooperative learning is able to build student learning activities. Students can deliver their ideas to their friends and the students can explore their thoughts to the topic issue provided by the teacher. Therefore, the complete learning is not only referring to the teacher.

The Jigsaw type cooperative learning steps are

- 1) *Base Group*
 - a) The students are divided into small group consisting of 4-6 students.
 - b) Distribute the material or assignment based on the material discussed.
 - c) Each student in the group has different assignment or material and has to understand the information within.
- 2) *Expert team*
 - a) Collect every student who have the same assignment/material in one group
 - b) In this expert team, the teacher assigns the student to study together to be the expert in accordance with their material or assignment.
 - c) Assign all expert teams to understand and able to deliver information concerning the result of material or the assignment understood by base group.
 - d) In the event that the assignment has been done in expert team, each student returns to the base team.
 - e) To give opportunity for every student in turn to deliver the assignment result in expert team.
 - f) In the event that the team has completed the assignment, in general, each team reports the result and presents before the class. The steps of team establishment in Jigsaw type cooperative learning can be seen in the following picture.



Picture 6.2. Example of Jigsaw Team Establishment

3. Character Education

Recently, Indonesian education system generally remains to be focused on cognitive intellectual. It can be seen from school orientation. The orientation remains to focus to the tests starting from mid test, final semester test to national test. And also daily examination and home assignment to solve the questions in the

subject books which are usually not relevant to the students daily life. Therefore, the policy maker, educator, parents and community should always enrich the perception that the success measurement is not only seen and considered from numbers achievement. School institution should be the place to always create experiences for students to build and create superior character.

a. Definition of Character

According to Language Center of National Education Ministry, character is ‘nature, heart, soul, personality, moral, behavior, individuality, attributes, attitude, temperament, and disposition’. Having good character means having good personality, behavior, personality, and disposition”.

Musfiroh (2008) has stated that character refers to a series of attitude, behavior, motivations and skills. Character comes from Greek Language meaning “*to mark*” and focus how to apply good values in form of action or behavior and therefore the dishonest, cruel, greedy and other bad behavior will be called as a person with bad character. Otherwise, a person having suitable and appropriate behavior with moral standard will be called as noble character (<http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html> downloaded in November 12th at 16.48).

According to Sirajudin in Asmani (2011: 26), terminology of character refers to an idealist-spiritualist approach in the education which is also known as normative education theory. The birth of character education is an effort to rebuild ideal-spiritual pedagogy which is lost previously as a result of positivism wave created by France philosopher, Auguste Comte.

In conformity with the opinion mentioned above, Asmani (2011: 27) has also stated that character is a knowledge and skill footbridge. Knowledge without good and correct personality basis will be misleading and skill without self conscious will ruin. The character will create motivation by means of valuable method and process. Character is not only physical appearance but also revealing implicitly any hidden things. Therefore, people define character as “Who are you in the darkness?” Good character covers definition, care and action based on ethics value and also cognitive aspect, emotional and behavior of moral living.

Rutland in Hidayatullah (2009: 1) has stated that character is coming from Latin Language meaning “engraved”. Literally, character means metal or moral quality, moral strength, name or reputation. In psychology dictionary, it is stated that character is personality considered from ethics or moral point of departure, for example honesty usually has connection or relation with relatively permanent natures

Kertajaya in Asmani (2011: 28) explained that character is distinctive feature owned by an object or individual. The characteristic or distinctive feature is original and rooted at the individual personality and a machine supporting a person to act, behave, speak and respond any matter. According to Said (2011:1),

character or nature is a person characteristic and therefore it makes him/her different with other people in general.

Based on some definition of characters, character can be defined as a person or individual behavior and attitude, characteristic of the nature or personality of a person or individual both containing positive and negative values based on the prevailing norms within the environment or community in general.

Noble character is an individual having knowledge concerning his/her potency signed by values including reflective, confident, rational, logic, critical, analytic, creative and innovative, independent, healthy life, responsible, love knowledge, patient, careful, willing to sacrifice, brave, trustable, honest, fulfill the promise, fair, modest, shame to commit incorrect thing, easy to forgive, have a gentle heart, faithful, hard worker, discipline, spirit to fight, initiative, positive thinking, discipline, anticipative, initiative, visionary, modest, have spirit, dynamic, efficient, time value, dedicative, self control, productive, friendly, love the beauty, sportive, patient, open, order. The individual also has willingness to do the best or superior and the individual is also able to act in accordance with the potency and willingness. Characteristic is the realization of positive development as individual (intellectual, emotional, social, ethics and behavior). A good or superior character individual is a person who makes an effort to do the best things for God, the one and only, her/himself, environment, nation and country as well as international world in general by optimizing his/her potency along with willingness/awareness, emotion and motivation (<http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html> downloaded on November 12th 2011 at 16.48).

b. Definition of Character Education

According to Doni in Aqib (2011: 38), character education is the entire relational dynamics within a person with various dimension both from the inside and outside of the person. In order to make the individual inspire the freedom and therefore she/he can be more responsible in his/herself growth and development as a person and other people development in their life. Shortly, character education can be defined as social assistance in order to make the individual able to grow in inspiring the freedom in living together with other people in the world.

Character education is a system of character value building to school community including the components of knowledge, willingness or awareness and action to implement the values. Character education can be defined as "*the deliberate use of all dimensions of school life to foster optimal character development*". In school character education, any and all components (education stakeholder) must be involved the educational components curriculum content, learning and assessing process, subject handling or management, school management, activities or extracurricular activities, facilities empowerment, funding and work ethic in all school community/environment. In addition, character education is defined

as a school community behavior in organizing education must be characterized. <http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html> downloaded on November 12th 2011 at 16.48.

According to Elkind & Sweet (2004), character education is defined as follows: *“character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within”*.

Furthermore, it is explained that character education is any and all action performed by the teacher able to influence [education participant character](http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html). Teacher assists to create the character education participant. This matter includes example of how teacher acts, how teacher talks or how teacher delivers material, how teacher tolerates and some other related issues (<http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html>).

According to Megawangi in Kesuma, Triatna and Permana (2011: 5) Character education is an effort to educate children to be able to take decision wisely and apply them in daily life and therefore they will be able to give positive contribution to the environment. Other definition explained by Gaffar in Kesuma, Triatna and Permana (2011: 5), character education is a transformation process of living values to be developed in an individual personality and therefore it becomes one of the individual living behavior. Dharma Kesuma, Cepi Triatna and Johar Permana (2011: 5) have defined character education in school setting as “learning directing to the strenghtening and development of behavior completely based on certain values referred by the school”.

In conformity with the opinion mentioned above, Nurla Isna Aunillah (2011:18) has defined that: character education is a system building character values for education participant containing knowledge component, individual awareness, faith and willingness and also action to implement the values both to the one and only God, ourselves, among human, environment and nation and therefore the perfect human being will be occurred. According to Ramli in Aunillah (2011: 22), character education has the same essential and meaning with moral education and character education. The objective is to create children personality in order to be a good human, community member and citizen. The criteria of good human, community member and citizen for a community or nation is generally certain social values which are more influenced by community and nation culture. Therefore, [the principles of character education](http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html) within education context in Indonesia are values education which are noble values from Indonesian nation culture in order to build young generation personality (<http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html>) downloaded on November 12th 2011 at 16.48.

c. The significance of Character Education

White in Sarumpaet (2001: 12) quoted by Aqib (2011: 41) have explains that character building is the most significant and important effort given to human. Character building is an amazing objective from the correct education system.

The importance of character building as explained by Furqon and Sari quoted by Aqib (2011: 42) as follows:

Prior to the character badness occur, teacher and parents must have awareness to educate and build children character. To build and educate character in terms of creating positive character of the nation young generation. In order to create positive character, the children should be trained by the accustomed of independency, politeness, creative, agility, hard work and responsibility. Creativity and agility of children are also necessary to be built and motivated continuously. The creativity owned by a child is actually coming from imagination as the collection of their ideas. Imagination can make them to be creative. Children creativity depends on the opportunity provided by environment.

The success key of a nation is determined by the community character quality. The character is a conducive character in order to be able to be developed as social capital. Therefore, a success of nation depends on social capital not the wealth of natural resources, geographic wideness or the number of population. The competition of countries is not the ideology competition but inter country competition having high social capital and low social capital. Victory will be achieved by country with high social capital (Moh Said: 2011: 8).

Asmani (2011:20) has explained that: It is undeniable that character is the important and significant aspect for human success in the future. Strong character will create a strong mental. Meanwhile, the strong mental will create the strong spirit, fighting spirit, braveness to face the long process and walking through storm wave which is wavy and danger. Strong character is a pre-requirement to be a winner in the strong competition area like nowadays and in the future known as hypercompetitive era.

Education experts are generally agreed to the importance and significance of [character education improvement](#) effort in formal education path. However, there are opinion controversies among them concerning approach and education modus. In relation to the approach, some of experts suggest the use of moral education approaches developed in west countries including: cognitive moral development approach, value analysis approach, and value clarification approach. Some other suggest and recommend the use of traditional approach which is certain social values building in education participants (<http://kabar-pendidikan.blogspot.com/2011/05/artikel-pendidikan-konsep-pendidikan.html>).

The relevant Research Result Findings

Some researches related to this research are including

1. Siti Pamuji Handayani (2008) concerning the Improvement of Study Result of Social studies of the Religion Entrance History in Indonesia by Jigsaw Type Cooperative Learning of the Fifth Grade Students Semester I in SDN 01 Cangakan Karanganyar Year 2008/2009. The average of study result acquired by pre-action is 64.5 or 60%, and then in cycle I, it increases to 67.25 or 75%, and in cycle II, it increases to 78.75 or 90%. It means to show that there is an improvement of study result after using Jigsaw type cooperative learning.
2. Meilisa Romadianingrum, (2010) concerning the Improvement of Study Result of Indonesian Independency Concept in Social studies by Jigsaw type Cooperative Learning of the fifth grade students in SDN II Ngadirojo Wonogiri year 2010. The research result concludes that: 1). Social studies study activities of the fifth grade students in SDN II Ngadirojo Wonogiri year 2010 increases. It is evidenced by the improvement of student activities score during learning process. The average in cycle I is 2.3 and it increases in cycle II of 3.3 and it increases more in cycle III of 3.8.
3. Research of Dr. Marvin Berkowitz from University of Missouri- St. Louis evidences that the improvement of school student motivation in reaching academic achievement in the schools applying character education. The classes comprehensively involved in character education evidences the drastic decrease of student negative behavior able to obstruct academic success.
4. A book entitled *Emotional Intelligence and School Success* (Joseph Zins, et.al, 2001) compiles various research results concerning positive influence of children emotional intelligence to the success in school. It is said that there are a series of risk factors resulting failure of the students. Risk factors mentioned are not only at brain intelligence but also character reflected by confidence abilities, cooperation ability, socialization ability, concentration ability, empathy, and communication ability.

Hypothesis Action

Based on theory principles and framework of thought explained above, the following hypothesis can be formulated:

1. Jigsaw type cooperative learning model can increase the activity of fifth grade students in SDN 126 Bayan Banjarsari Surakarta Year 2010/2011.
2. Social studies study uses Jigsaw type cooperative learning can increase study result of the fifth grade students in SD Negeri 126 Bayan Banjarsari, Surakarta.
3. Social studies learning uses Jigsaw type cooperative learning can increase character education values of the fifth grade students in SD Negeri 126 Bayan Banjarsari, Surakarta.

RESEARCH METHODOLOGY

Research Period

Research is conducted within 5 months beginning in as April until August 2011. Planning stage is conducted on April 2011, implementation stage is conducted in May and the report preparation is made in August 2011.

Research Subject

The research subject is the 47 student of the fifth grade students in SDN 126 Bayan Banjarsari, Surakarta comprising of 24 male students and 23 female students.

Data and Data Source

The most important and significant data or information to be collected and studied in this research is obtained by qualitative data. This data information will be collected from various data source.

Data Collection Technique

In order to obtain the suitable data in accordance with the expected in this research, tool or method to obtain and collect the accurate and objective data is required including; Observation, test, interview, questionnaire, and documentation

Data Validity

In this case, validity estimation will be conducted by comparing theory and specification and item table prepared whether the specification table is conformed with the theory and whether the item reveals the aspect to be measured

Data Analysis Technique

Data Analysis Technique in this research uses qualitative descriptive analysis, and considers; Data Reduction, Data Presentation and Conclusion Drawing

Performance Indicator

This research is said successful if the use of Jigsaw type cooperative learning can increase the activity and study result of social studies of fifth grade students in SD Negeri 126 Bayan Banjarsari, Surakarta from cycle I to the next cycle, based on the minimum completion criteria (KKM) of 65. This research will be succeeded if in cycle I, the student achieving score ≥ 65 (KKM) is 70%, and in cycle II the students achieving score ≥ 65 (KKM) is 85%.

Research Procedure

In the research implementation, the work mechanism is realized in form of cycle covering four activities : planning, action, observation, reflection performed in 2 cycles.

RESEARCH OUTCOMES AND DISCUSSION

Research Outcomes Description

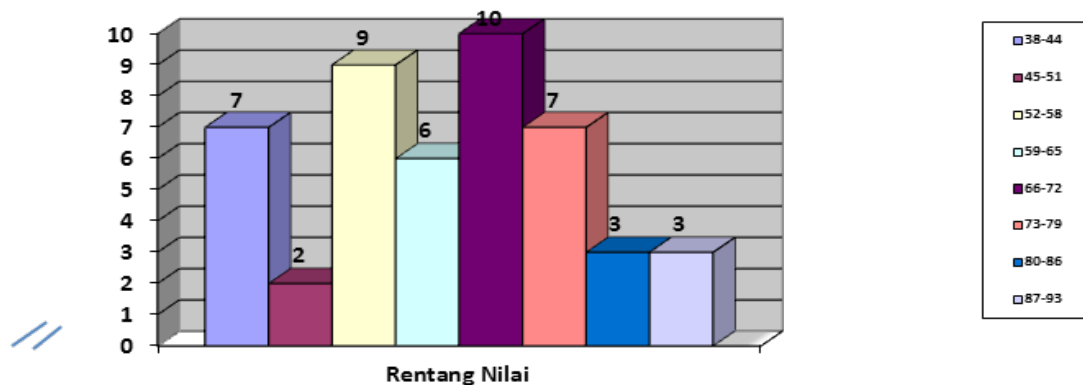
Data Description before Action

The following is the test result of students' ability in social studies subject before the implementation action of Jigsaw type cooperative learning.

Table 6.1
Table of score frequency distribution of social studies study result

No	Range of Score	Frequency	Percentage (%)
1	38 – 44	7	14,9
2	45 – 51	2	4,3
3	52 – 58	9	19,1
4	59 – 65	6	12,7
5	66 – 72	10	21,3
6	73 – 79	7	14,9
7	80 – 86	3	6,4
8	87– 93	3	6,4
Total		47	100%

Based on the table of score frequency distribution of social studies study result of the fifth grade students in SD N 126 Bayan, histogram picture of the data score frequency can be visualized as follows.



Graphic 6.1 Graphic of Test Score for Social studies Study Result of the fifth grade students in SDN 126 Bayan before using Jigsaw type cooperative learning model

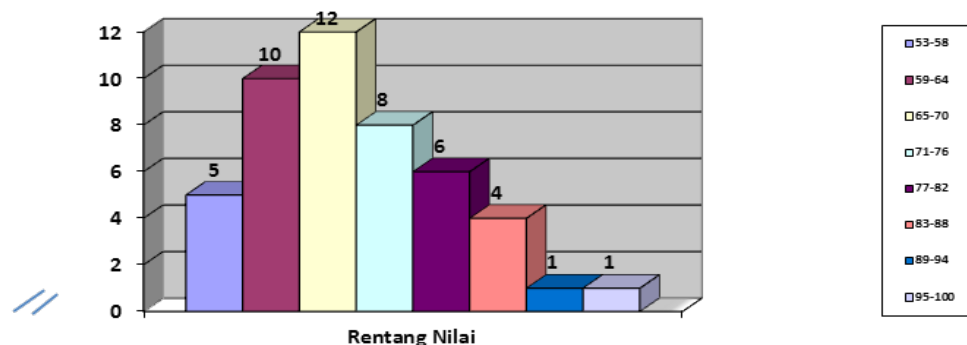
Description of Cycle I Action

As the final step of learning, teacher gives individual test in order to know the study result. The test result as mentioned in the attachment. Based on the test result, it can be concluded as follows.

Table 6.2 Distribution of Social studies Study Result Assessment of the fifth grade students in SDN 126 Bayan, Surakarta Cycle I.

No	Range of Score	Frequency	Percentage (%)
1	53 – 58	5	10,6
2	59 – 64	10	21,2
3	65 – 70	12	25,5
4	71 – 76	8	17
5	77 – 82	6	12,8
6	83 – 88	4	8,5
7	89 – 94	1	2,1
8	95– 100	1	2,1
Total		47	100%

If it is presented in form of graphic, it will be seen as follows.



Graphic 6.2. Study Result Score of fifth grade students in SD Negeri 126 Bayan Banjarsari, Surakarta Cycle I.

Based on the study result in cycle, it appears that the students achieving score between 53 to 64 or below the completion standard and limit (KKM) are 15 students or 31.9%. Meanwhile, the students achieving completion standard means are the students achieves the score between 67 to 95 is 32 students or 68.1%.

Based on the performance indicator stipulated, the research is deemed and said as success in the event that the student study result is at least 65 or 70 %. Therefore, it concludes that in cycle I, it can be said as failed because the number of students achieving the score 65 is not > 70 % yet. The result of social studies learning test of the fifth grade students in SD Negeri No 126 Bayan said as complete is only 68.1% students achieving score above the completion standard or limit while 31.9 % students achieving score below the completion standard or limit which is less than 65.

Based on the student achieving the completion standard or limit which is only 68.1% in cycle I and therefore the researcher will organize improvement learning in accordance with Jigsaw type cooperative learning in cycle II as a result that it remains 31.9% students have not achieved minimum completion criteria and study result improvement is required

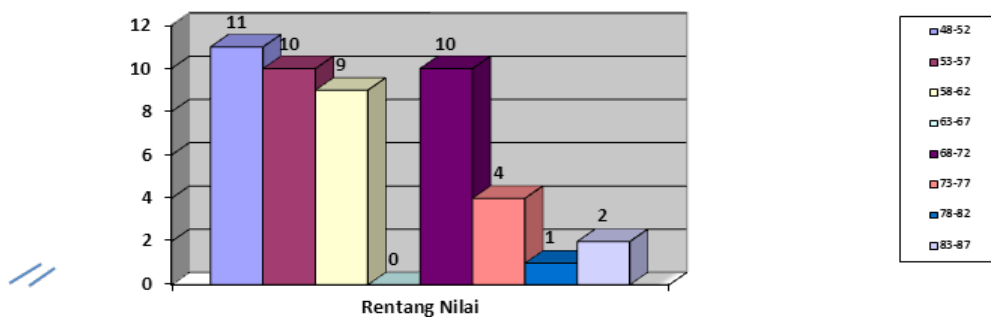
a. Student Character Assessment Result

Based on the assessment concerning nation character indicator filled by fifth grade teacher, the following score is obtained.

Table 6.3 Student Character Assessment Result

No	Range of Score	Frequency	Percentage (%)
1	48-52	11	23,4
2	53-57	10	21,3
3	58-62	9	19,1
4	63-67	-	-
5	68-72	10	21,3
6	73-77	4	8,5
7	78-82	1	2,1
8	83-87	2	4,3
Total		47	100%

Considering the frequency distribution, it can be said that most of student character score (63,8%) is below 65 means it is still low. Therefore, more improvement is required. If it is presented in form of graphic, it will be seen as follows.



Graphic 6.3 Character Result Score of the fifth grade students in SD Negeri 126 Bayan Banjarsari, Surakartain cycle I I.

Cycle II

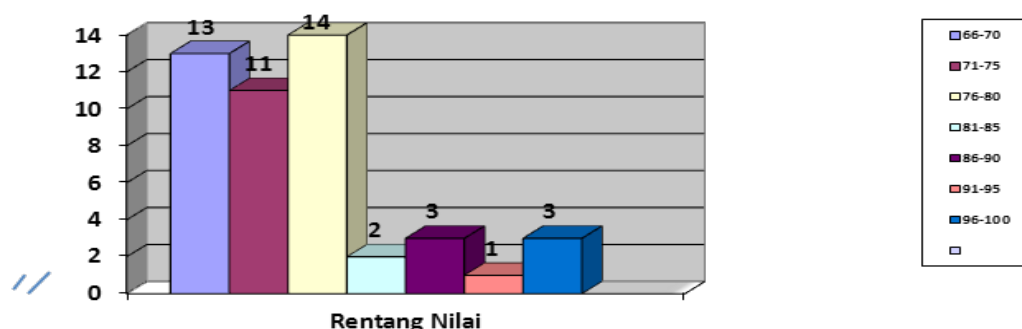
Cycle II is performed within 2 meetings (4 x 35 minutes) on May 4th and 11th 2011. The cycle is participated by 47 students.

Based on the evaluation result and material study result of regions events in order to maintain the independency in social studies of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta Cycle II, it can be seen in table 6.4 below:

Table 6.4 Distribution of Social studies Study Result Assessment of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta Cycle II.

No	Range of Score	Frequency	Percentage (%)
1	66 – 70	13	27.7
2	71 – 75	11	23,4
3	76 – 80	14	29.7
4	81 – 85	2	4.3
5	86 – 90	3	6.4
6	91 – 95	1	2.1
7	96 – 100	3	6.4
Total		47	100%

If it is presented in form of graphic, it can be seen as follows.



Graphic 6.4 Social studies Study Result Score of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta Cycle II.

Furthermore, in order to have knowledge concerning the development of first test result score compared by the test result in cycle I and cycle II on Social studies subject material of the students in SD Negeri 126 Bayan Banjarsari, Surakarta, it can be seen in the following table.

Table 6.5 Development of Result of the First Test, Cycle I Test, and Cycle II Test of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta.

Description	First Test	Cycle I	Cycle II
Lowest Score	38	53	66
Highest Score	90	95	100
Score Average	63,4	67,2	76,7
Students achieving completion	23 (49%)	32 (68,1%)	47 (100%)

Based on the observation result, it is known that the average score of student activities obtained in meeting I cycle II is 3.1. Meanwhile, the average score obtained in meeting II cycle II is 3.5.

The average score of teacher activities in meeting I cycle II is 2.9. Meanwhile, the average score of teacher activities in meeting II cycle II is 3.3.

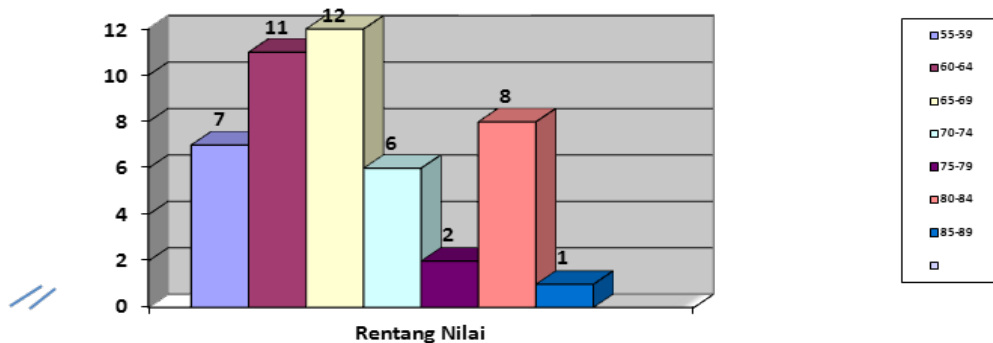
Students Character Assessment Result

Based on the assessment questions concerning indicator of nation character filled by the teacher of fifth grade, the following score is obtained.

Table 6.6 Distribution of Character Assessment Frequency of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta Cycle II

No	Range of Score	Frequency	Percentage (%)
1	55-59	7	14,9
2	60-64	11	23,4
3	65-69	12	25,5
4	70-74	6	12,8
5	75-79	2	4,3
6	80-84	8	17
7	85-89	1	2,1
Total		47	100%

In the event that it is presented in form of graphic, it can be seen as follows.



Graphic 6.5 Character Result Score of the Fifth Grade Students in SDN 126 Bayan Surakarta Cycle I.

Analysis and Reflection

The action result in cycle II obtained from observation result, process assessment and study result assessment of the struggle of the fighters figure

material in maintaining Indonesian independence by test and then it is analyzed and reflected as the step of next action in the event that weakness remains.

The result is study result of regions events material in order to maintain Indonesian independence by Jigsaw type cooperative learning experiences increase compared with learning in cycle I.

Discussion of Research Outcomes and Findings

Based on the observation and data analysis result, student activity in learning and material result of the struggle of the fighters figure material in maintaining Indonesian independence improvement can be seen in social studies subject after using Jigsaw type cooperative learning of fifth grade students in SD Negeri 126 Bayan Banjarsari, Surakarta.

Students activity increase in learning includes: (1) Students are more discipline in the learning; (2) Students have been ready to receive subject to be delivered by the teacher; (3) Students are more active in giving questions and opinion; (4) In the team, students are more active in the interaction with their friends in one team; (5) Team work and cooperation increase as a result that is not dominated by the smart student; (6) Students are more active to answer questions and mutual race; (7) Students condition with study environment increases, students are happy with the learning and have prompt response to the material delivered; (8) Students ability to do individual test increases.

Student Activity Improvement

Table 6.7 The average score of Students Activities in Cycle I and Cycle II

No.	Variable	Score	
		Cycle I	Cycle II
1.	Students Discipline	3	4
2.	Students are ready to receive lesson and subject	3	4
3.	Students activities in learning process	2	3
4.	Students Activities in team	2.5	3.5
5.	Team cooperation	2	3.5
6.	Students activities of answering questions	1.5	2.5
7.	Students condition with study environment	2.5	3
8.	Students ability in performing individual test	2	3
Total		18.5	26.5
Average		2.3	3.3

Based on the observation processing from the observation above, we can see the percentage of student activity result in social studies subject in the material of the struggle of the fighters figure material in maintaining Indonesian independence through using Jigsaw type cooperative learning individually and in team and group from cycle I to cycle II has been significantly increasing especially in the activities results and of students study result.

Students Study Result Increase

The study result particularly the material of the struggle of the fighters figure material in maintaining Indonesian independence in social studies based on Jigsaw type cooperative learning of the fifth grade in SD Negeri 126 Bayan Banjarsari Surakarta in cycle II experiences increasing especially in study result as presented in form of the score average and study completion. The result can be seen in table 16 below.

Table 6.8 The increase of Students Study Result of fifth grade students Before Action in Cycle I, and After Cycle II.

No.	Implementation	Average Score	Percentage of Classical Completion	Number of Students with score \geq 65	Number of Students with score < 65
1.	Before Action	63,4	49%	23	24
2.	Cycle I	67,2	68,1%	32	15
3.	Cycle II	76,7	100%	47	-

Considering table 16 above, it appears that there is an improvement before cycle I and cycle II action. The average score, percentage of classical completion and the number of students acquiring score above 65 always increases in every cycle. Based on the table above, graphic can be made to see the comparison of class average score and classical completion before and after action. Comparison of class average score can be seen in graphic 6 and comparison of classical completion can be seen in graphic 7.

Improvement of Student Character Score and Value

Based on the assessment of teacher concerning student character indicator including religious aspect, honesty, tolerance, discipline, hard work, creativing, independence, democracy, curiosity, nationalism spirit, love the country, appreciation achievement, friendly/communicative, love the peace, love to read, social care and environmental care, of 47 students assessed by 80 questions, the highest score (raw) of student character score indicator assessment is 67 and the lowest score is 39 and after it is analyzed, the highest score of student character

assessment indicator filled by fifth grade teacher shows 83.75 and the lowest indicator score of student is 48.75. Meanwhile, the average of raw score = 48.55, the average student character indicator score = 60.7. It appears that most of student character score (63.8%) in cycle I is in the low position of 65 meaning it remains low. Therefore, the researcher continues to action in Cycle II.

Furthermore, after learning process is implemented through using Jigsaw type cooperative method in the fifth grade students in SD Negeri No. 126 Bayan Banjarsari, it is obtained that the highest raw score is 70 and the lowest raw score is 44 and after it is analyzed, the highest score is 87.75 and the lowest score is 55, the average of raw score is 54.31. And the class average is 67.63. Therefore, high increase occurs. For the more details, the development of student character score can be seen as mentioned in the following table

Table 6.9 The Increase of Character Education Development In Cycle I and Cycle II

Description	Cycle I	Cycle II
Lowest raw score	39	55
Highest raw score	67	70
Lowest Score	48,75	55
Highest Score	83,75	87,75
Class average	54,31	67,63

CONCLUSION, IMPLICATION AND SUGGESTION

Conclusion

Based on the research outcomes of class action by implementing Jigsaw type cooperative learning in social studies learning of the material of the struggle of the fighters figure material in maintaining Indonesian independence, it may be concluded that:

1. Social studies study activities of fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta year 2010/2011 increases. It is proven in the increase of student activity score during learning process. In cycle I, the average score achieved is 2.3 under the fair category and then in cycle II, the average score of students activities increases to 3.3 with good category.
2. The material study of the struggle of the fighters figure material in maintaining Indonesian independence in social studies by Jigsaw type cooperative learning of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta year 2010/2011 increases. It is proven in the early condition before action is performed, the class average score is 63.4 with classical completion percentage of 49%, in cycle I, class average score is 67.2 with classical completion percentage of 68.1%, and in cycle II, the class average score increases to 76.7 with classical completion percentage of 100%,

3. Nation character education score of the fifth grade students in SD Negeri 126 Bayan Banjarsari Surakarta year 2010/2011 has also increases. It is proven in by the score of teacher assessment concerning students character indicator including aspects of religion, honesty, tolerance, discipline, hard work, creativing, independency, democratic, curiosity, nationalism spirit, love the country, appreciate achievement, friendly/communicative, love peace, social care and environmental care, of 47 students assessed by 80 question, the class average score in cycle I is 54.31 increasing to 67.63 in cycle II.

The increase also occurs on the lowest score and highest score. The lowest score in cycle I is 48.75 and it increases to 55 in cycle II, likewise the highest score. The highest score in cycle I is 83.75 and it increases to 87.75.

Cooperative learning is one of the effective learning to improve student activity because in this learning students will cooperate with their friends in a team. Therefore, work can be completed together. In addition, the more active the students in developing their intellectuality, the increase of students study result will increase.

Implication

Based on the research outcomes above, it has been proven that Jigsaw type cooperative learning can increase and improve the students' activities and study result. In relation to this research, implication of research outcomes can be explained as follows: (1) In the event that the elementary school students is only provided by explanation or lecture concerning the subject, and therefore there is no chance for the students to develop their intellectuals and they will only focus to the teacher explanation which at the end it will result to the student passiveness in learning, students have no bravery to say their opinion and tends to be an active listener; (2) Social studies subject is the obligatory subject for elementary school level because social studies subject teaches knowledge concerning human social life since the first era of human until now. In the event that social studies subject is given deeply to the students and therefore students will know social life from the past to the present; (3) To show the importance of implementing study model which is varied and innovative, one of them is Jigsaw type cooperative learning that has been proven to be able to create study environment which is active and fun and therefore friendly relationship between students and teacher will be created. In the event that the learning is only focused on conventional learning and therefore students activity will be less created, students tend to be passive in the learning then cause an impact to student study result.

Even though the character education score and value increases, the character education score average remains far from the expected. Therefore, nation character education of the fifth grade students requires to be improved more and provided in integration to every subject.

Suggestion

Based on the conclusion and implication of research outcomes, there are some suggestions that are able to be used as considerations including:

For School

School should make an effort for refreshing through training teachers in order to support learning activities for the purpose of creating smooth learning process smoothness and establishment of meaningful learning for students and therefore learning objectives can be optimally achieved.

For Teacher

As professionals, teachers should always make an effort to improve and increase the basis abilities and skills including the ability to master subject material, to manage the class, to use various approaches and methods, to use and choose the appropriate learning media and to manage learning process.

Teacher is suggested to be more innovative and creative in responding to the development era especially in choosing the approach, strategy, model and method of learning appropriate and suitable to the material as well as relevant to the children development to be applied in their real life.

One of the learning methods is applying Jigsaw type cooperative learning. In implementing Jigsaw type cooperative learning, teacher should pay attention to some obstructions occur and be able to find a solution in order to handle the obstructions and therefore the study will be meaningful and able to achieve the study objectives in accordance with the expectations. Teacher should also implement and apply Jigsaw type cooperative learning in other subjects not only social studies. In addition, it should be necessary to implement and apply nation character education in every integrated subjects and to act, vate in the forms of role for students.

For students

Students is suggested to develop more theirs initiative, creativity, activity, study motivation and develop courage to deliver their opinion in learning process in order to gain knowledge and improve study achievement.

For other researcher

The Researcher willing to study the same issue should be more careful and make more effort to theory studies related to Jigsaw type cooperative learning in order to furnish the shortages and also as one of the alternatives in improving students concept understanding which is not included in this research and therefore better outcomes of learning are obtained.

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