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STUDENTS' MOTIVATION IN USING JIGSAW STRATEGY ON CIVICS EDUCATION OF THE CLASS VII STUDENTS OF SMP TD PARDEDE FOUNDATION SUNGGAL IN 2016/2017, MEDAN, INDONESIA

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ABSTRACT: *The students consider the lesson of Civics is a less important lesson so that they are less skilled in following the subject matter, consequently they are lazy to learn and t are also not trying to learn seriously. Based on the data obtained from SMP TD Pardede Foundation Sunggal, Civics learning has not run maximally, this can be proven based on the preliminary observations done in SMP TD Pardede Foundation Sunggal. It is found that the score of Civics learning result of Class VII students of TD Pardede Foundation Sunggal with Jigsaw strategy has an average score 75,82 that can be said to be enough, because from 35 students 48,5% score of learning result is above the average.*

KEYWORDS: Motivation; Jigsaw Strategy; Civic Education; Students

INTRODUCTION

To realize the process and the result of the students' quality study in accordance with the expectations of the community and the demands of the curriculum, the role of teachers is very important. In teaching and learning activities the task of teachers is as determinants, executors, and as assessors of the students' learning success. All these tasks are carried out in an effort to help students learn to gain knowledge, capability, and skills, as well as certain values and attitudes. In addition, teachers also play an important role in the development of the students' critical thinking skills. For that reason, teachers need to understand the strategies, learning methods or appropriate learning approaches in order to be able to encourage the success of the students' learning. In the learning process, it is found that learning process undertaken by students is the key to the success of the students' learning. Learning outcomes as a product of the teaching and learning process are not the result of a single process, but part of the interaction of a number of learning success factors that can be sourced from within the students (internal factors) or from outside the students (external factors).

Teachers are factors that influence the students' learning success. The teacher is a leader figure who has the opportunity to form and build good personality, attitude and behavior skills for each student. Teachers should always try to present interesting lessons and provide motivation and learning guidance to the students in order to develop the potential of learning and creativity through teaching and learning activities in class so that the students have the desire to be more eager in learning. Besides the teachers, the factors support the success of the students' learning is including learning motivation. Learning motivation should be an important factor in students' activity and success. The results of the Bakar research (2014: 6) suggest that the motivation of student learning in education is important. Without learning motivation, it is impossible. In learning, the role of motivation is effective on the learner. With motivation, the students will try to do any task and achieve the goals. The increased motivation means the speed work in doing everything to achieve the goals. Learning process in school, especially in

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class has an interaction between the teacher and the student. As teachers, they guide, educate, motivate, and facilitate the students' learning needs in the classroom. For that teachers should have knowledge and skills in managing the teaching and learning process. The problem of the students' learning difficulties in the classroom is the teachers less using the verbal tools, the students' understanding of the lesson is still low that can be seen from the results obtained when the exam is held. In addition, at the time of teaching and learning process, the teachers only use lecture methods, question and answer, and assignment.

Based on the interviews of the researcher with the subject teachers, it is known that students are less interested in learning the Civics presented the teachers in the classroom. At the time the teacher delivered the lesson materials, the students pay less attention to the delivered explanations and often play around in the classroom. The students consider the lesson of Civics is a less important lesson so that they are less skilled in following the subject matter, consequently they are lazy to learn and t are also not trying to learn seriously. Based on the data obtained from SMP TD Pardede Foundation Sunggal, Civics learning has not run maximally, this can be proven based on the preliminary observations that the researcher did in SMP TD Pardede Foundation Sunggal, and the researcher obtained the average document of learning outcomes of the Class VII students in three last year. As in the table below:

Table.1: Average Learning Outcomes of Civics SMP Class VII SMP TD Pardede Foundation Sunggal

Year	Average Score		
	Class VII-A	Class VII-B	Class VII-C
2012	61	58	59
2013	60	59	55
2014	65	62	57

Based on data on the average score of the students' learning outcomes in Table 1 above then it is revealed that the students' learning achievement on the lesson of Civics is low because the learning results obtained by the students do not meet the standards for productive lessons that is 70. The results obtained by these students surely are still under the mastery of learning for Civics subjects so it needs to be a concern in efforts to make improvements in the implementation of the learning. The observation of the students' learning activities at SMP TD Pardede Foundation Sunggal during the implementation of the teaching and learning activities, the students do not pay attention to the explanations from the teachers, the students chat with friends, sleepy, and put the hand on the chin. Some of them also do not have the ability to control their attitudes, so they behave immoral like fighting with peers, say nasty words and so forth.

LITERATURE REVIEW

Learning Motivation

Motivation actually has several theories from some authors' opinions. Such theories are Classical Motivation Theory by F.W Taylor; Maslow's Need Hierarchy theory by A.H. Maslow; Herzberg's Two Factors Theory by Frederick Herzberg; Mc. Clelland's Achievement Motivation Theory by Mc. Clelland; Alderfer Existence, Relatedness and Growth (ERG)

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Theory by Alderfer; the Theory of Human Relations Motivation; Motivation Theory of Claude S. Geogre. However, from several theories above, the researcher listed two theories of Maslow's Need Hierarchy by A.H. Maslow and Herzberg's Two Factor Theory by Frederick Herzberg in this study.

Actually before referring to the definition of motivation, we first examine the word of 'motive'. The word of 'motive' in English is derived from word of 'motion'. Thus 'motive' is the driving force in a person to perform certain activities in order to achieve certain goals. From the meaning of the motive, the motivation is defined as the driving behavior toward a goal with the basis of a need. Motivation can also be interpreted as the power contained within the individual, which causes the individual to act or act. Motives cannot be observed directly, but can be interpreted in behavior in the form of stimulation, encouragement, or arouse the emergence of a certain behavior. In this case, motivation and learning are two things that affect each other. Learning motivation can arise because of the desire and wish to succeed and the impulse of learning needs, the hope of the ideals can also arise because of the award, a conducive learning environment, and interesting learning activities. But it is all caused by a certain stimulus so that someone wants to do more vigorous learning activities and spirit.

According Sagala (2009: 14) learning is the process of adaptation or adjustment of behavior that goes on progressively. Learning is also understood as a behavior when people learn, then the response becomes good, otherwise if he does not learn then the response decreases. So learning is a change in the likelihood or chance of a response. According to the Skinner in learning, it is also found the following things: (1) the opportunity of events that produces the learning response, (2) the response of the learner and (3) the consequences as reward or reprimand or punishment.

Cooperative Learning Strategy Type of Jigsaw

Slavin (2009: 94) suggests that cooperative learning type of Jigsaw is a type of cooperative learning that encourages the students to be active and assist each other in mastering the lesson materials to achieve the maximum results. The students are grouped into small groups. In the application of cooperative learning jigsaw type, the students are divided into 5-6 members of heterogeneous learning groups. This group is named with the origin group. Hamdani (2010: 92) suggests that jigsaw type cooperative learning is a learning that divides the students in a cooperative group consisting of four students so that each member is responsible for any mastery of the assigned component or subtopic. The students from each of the following groups formed another group of two or three people to account for the same subtopic.

Learning materials are given to the students in text form. Each member is responsible for studying a part of the given material. For example, if the material is about a blameworthy behavior, a student learns *ananiyah*'s disgraceful behavior, another student learns *gadab* behavior, another student learns disgraceful *hasad* behavior, another student learns disgraceful behavior of the *gibah*, and the last student learns behavior despicable *namimah*. The members of other groups who are assigned the same topic gathered and discussed the topic. This group is called an expert group. Furthermore, the members of expert team return to the original group and teach what has been learned and discussed in the expert group. It follows the original group meetings and group discussions, the students are subjected to the individual quizzes on the subject matter, the students are not allowed to end their discussion before they are sure that all of their team members completed the entire task. The students are asked to explain their answers to the students' work. When a student has a question, a group friend is asked to explain,

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before asking the teacher for the answers. While the students are working in groups, the teachers go around among the group members to praise and observe the work of the groups.

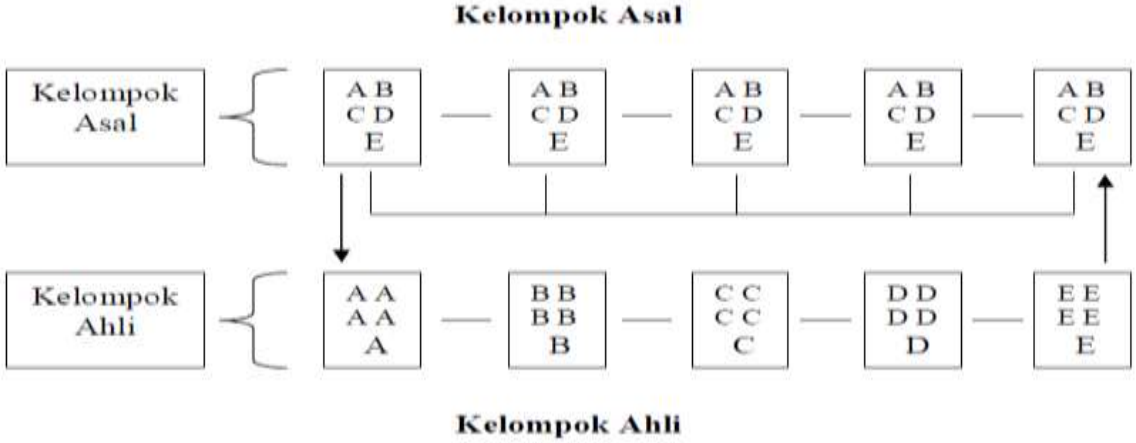
The students are given an evaluation with sufficient time to complete the test. The students should not work together at the time of evaluation, because at this point they should show what they learned in the original group. Ibrahim (2000: 13) suggests that the phases of cooperative learning of jigsaw type are as follows: "teaching materials, group discussions, reporting and testing, and rewards". He suggests as follows:

1. The students are grouped into ± 4 team members,
2. Each person in the team is given a different piece of material,
3. Each person in the team is given a piece of material to be assigned,
4. The members from different teams who have studied the same section/sub-section meet in new groups (expert groups) to discuss their sub-chapters,
5. After the discussion, as a team of expert members, they return to the origin group and alternately explain to their teammates about the sub-chapters they control and each other listen earnestly,
6. Each team of the experts delivers the results of the discussion,
7. The teacher gives evaluation
8. Closing

Based on the above opinion, it can be raised the conclusion that the implementation of jigsaw type uses learning steps. These learning steps encourage the students to develop self-activity through group work so that they are truly active in groups and the teachers evaluate and reward the groups. The steps of implementation of cooperative learning of Jigsaw type can be put forward in the following picture:

Figure.1

Cooperative Learning of Jigsaw Type



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In the jigsaw model, there are origin group and expert group. The origin group is the parent of students group whose the members are the students with the origin ability, and the different background. It is also a combination of several expert groups. Expert group is a group of students which consists of different origin groups assigned to study and explore the specific topics and complete the tasks related to the topic and then explained to the members of the origin group.

The members of different origin group meet with the same topic in the expert group to discuss and talk about the materials assigned to each group member to study the topic. After the discussion is over, the members of the group then return to the original group and teach their group friends what they have gained during the expert group meeting. The implementation of this type of jigsaw learning is to develop group work, group learning skills, and in-depth mastering which is impossible if they try to learn the material by themselves. Furthermore, the syntax table of the jigsaw learning structure can be presented as follows:

Table .2: Syntax of Jigsaw Learning Strategy

No	Phase	Teacher's Activity
1.	Phase 1 Delivering the goals and motivating the students	The teacher delivers all the lesson objectives to be achieved on the lesson and motivate the students to learn.
2.	Phase 2 Presenting the information	The teacher provides the information about the topics on material norms in the form of text and competencies to be achieved by the students.
3.	Phase 3 Organizing the students into study groups	The teacher divides several groups and each group member reads the chapters and is responsible for learning them.
4.	Phase 4 Guiding the group to work and to learn	The teacher guides the members of groups with similar sub-chapters, gathering to discuss it.
5.	Phase 5 Evaluation	The students are billed in the form of individual quizzes.
6.	Phase 6 Giving award	The teacher rewards the group for the best results.

Source: Ibrahim (2000:22)

Definition of Citizenship Education (PKn)

The word 'citizenship' in Latin is called *Civicus*. Furthermore, the word *Civicus* is absorbed into English 'Civic' which means about people of a nation or citizenship. From the word Civic them arises the knowledge about citizenship, and Civic Education. Civics or citizenship lessons have been known in Indonesia since the Dutch colonial era under the name *Burgerkunde*. From the definition, it can be explained that Civic Education is formulasted broadly to cover the preparation process of young generations to take their parts and responsibilities and particularly the education role includes school, teaching and learning, in the preparation process of the citizens. Meanwhile, students as the generation of Indonesia nation are expected to be able to understand citizenship education and become citizens who have a strong and consistent commitment to defend the Unitary State of the Republic of Indonesia (NKRI) because the nature of the unitary state of the Republic of Indonesia is a modern nation state. The state of

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modern nationality is a state whose formation is based on the spirit of nationalism, namely the determination of a society to build a common future under one common state, even though the people are in different religions, races, ethnicities, or groups.

Citizenship Education according to Depdiknas (2006: 49), is a subject that focuses on the establishment of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, characterized by Pancasila and 1945 Constitution. The purposes of Citizenship Education proposed by Djahiri (1994/1995: 10) are as follows:

a. To educate the life of a nation that develops the whole Indonesian people. That is a man who is faithful and devoted to God the Almighty and virtuous noble character, possessing ability of knowledge and skill, physical and spiritual health, personality steady and independent and sense of responsibility of society and nationality ".

b. In particular, the purpose of Civics is to foster the expected moral to be realized in everyday life that is the behavior that reflects the faith and piety towards God Almighty in a society that consists of various religious groups, the fair and civilized humanitarian behavior, behavior that supports populism that prioritizes the mutual interests above the individuals' interests and groups so that the differences of opinion or interest are sloved through *mufakat* consensus, and behavior that supports the efforts to realize social justice of all people of Indonesia.

The general aim of the Civics lesson is to educate citizens to be good citizens, which can be described by "patriotic, tolerant, loyal citizens of the nation and state, religious, democratic, and true Pancasila" (Somantri 2001: 279).

Djahiri (1995: 10) suggests that through Citizenship Education students are expected

a. being able to understand and master the logic of the concept and norm of Pancasila as the philosophy, basic ideology and view of life of the Republic of Indonesia (NKRI).

b. Understanding directly what the constitution (UUD NKRI 1945) is and the applicable law within Republic of Indonesia.

c. Living and believing in the moral order contained in the above points.

d. Practicing and standardizing the things above as an attitude of self and life behavior with full confidence and reason.

METHODOLOGY

Place and Time of Research

The research was conducted in Class VII at SMP TD Pardede Foundation Sunggal. The selection of this place is based on several reasons and the following considerations:

1) At this school there has never been conducted a research of similar treatment,

2) This school rarely uses new strategies, and still uses the conventional strategies

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3) There is a sense of curiosity if the researcher uses cooperative learning strategies of jigsaw type whether the results of the students' Civics learning will increase\

4) It allows for the researcher in the school to obtain the required data in conducting the research.

The time for the implementation of this research is in the even semester of the academic year 2016/2017.

Population and Sample

The population in this study are all the students of Class VII of SMP TD Pardede Foundation Sunggal consisting of 104 people which consists of 3 (three) classes. With the class details as follows: Cass VII-A is 35 people, Class VII-B is 35, and Class VII-C is 34 people.

Considering this research does a treatment, the population of 104 people is not taken as a whole. The sampling is determined by random sampling that is drawing with the selection of numbers to 104 students that consists of 3 classes. The result of the drawing from 3 classes was obtained by Class VII-A is 35 students and it is defined as the clas with jigsaw type and class VII-C is with cooperative learning that amount to 34 students which is designated as the class with expository learning.

RESEARCH METHODS

The method used in this research is quasi experimental method that is using treatment (experiment) in class that has been formed before that is without changing the situation and the condition of the existing class. The quasi-experimental method is conducted on two groups taken from one population with two separate samples. One sample group is allowed to walk as usual by using an expository learning strategy; the other is treated with the cooperative learning strategy of jigsaw type. Then, in the study measurements is conducted to determine the motivation of learning and learning outcomes with the cooperative learning strategies of jigsaw type and the learning strategy expository.

Research design

The research design is a 2x2 factorial design. Through this design, the influence between jigsaw learning strategies and expository learning strategies on learning outcomes will be compared, in terms of the high student learning motivation and the low student learning motivation that will affect the students' learning outcomes. To be clearer, the design of this study can be seen in the table as follows:

Table 3.: 2x2 Factorial Research Design

Learning Strategy (S) / Learning Motivation (B)	Jigsaw (S1)	Expository (S2)
High (B1)	S1B1	S2B1
Low (B2)	S1B2	S2B2

Note:

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S = Learning Strategy
B = Motivation Learning
S1 = Jigsaw
S2 = Expository
B1 = High Learning Motivation
B2 = Low Learning Motivation

S1B1 = Civic learning outcomes learned by using cooperative learning strategies of jigsaw type in students with high learning motivation.

S1B2 = Civic learning outcomes learned by using cooperative learning strategies of jigsaw type in the students with low learning motivation.

S2B1 = Civic learning outcomes learned by using expository learning strategies the in students with high learning motivation.

S2B2 = Civic learning outcomes learned by using expository learning strategies in the students with low learning motivation.

Research Variable

There are three variables in this study, they are two independent variables and one dependent variable.

a. The first independent variable is the learning strategy as an active free variable

b. The second independent variable is the learning motivation as the moderator variable

c. The dependent variable is the Civic learning outcomes, with value categories:

Score	80-100	Very Good
Score	60-79	Good
Score	40-59	Enough
Score	20-39	Low
Score	0-19	Very Low

Data Collection Techniques and Instruments

A. Data Collection Technique

The data collection techniques in this study use test techniques. The test techniques are used to obtain the data on the students' Civic learning outcomes.

B. Research Instruments

The student's test of Civics lesson used in this research is multiple choice test on Civics lesson that consist of 30 questions. Each question consists of 2 alternative answers, each correct answer is given the score (1) and each wrong answer given score (0). Meanwhile the lattice the test of learning outcomes on the students' Civics lessons is:

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Table.4: Grid Test Results of Civics Learning Outcomes

Teaching Material	Test Item			
	C1	C2	C3	C4
Positive attitude	1,3,5,7	9,11,13,15,17,21	23,25,27	29
The nature of Norma	2,4	6,8	10	12
The importance of norms in society	14,16,18	20,22,24	26,28,	30

Note:

C1: The cognitive domain of knowledge

C2: The cognitive domain of understanding

C3: The cognitive domain of application

C4: The cognitive domain of analysis

Based on the above description, the test results of learning is used to obtain the students' learning outcomes. The form of learning result test used is the form of multiple choice test. There are 30 items of Civic test. Each correct answer is given a value of 1 (one), and the wrong answer is given a value of 0 (zero). The test is tested to the Cclass VIII students, the results of the test uses the way/calculation with the formula Product Moment.

The researcher arranged the measurement scale of the students' learning motivation which is used to see the high level and the low of the students' learning motivation where the scale measurement is in accordance with Likert scale. The researcher constructed a measuring scale that corresponds to the theoretical part of the previous discussion. Then the application is developed by using questionnaires on the students. The scale is given in five options, they are *strongly agree* (SS), *agree* (S), *Hesitated* (RR), *disagree* (TS), *strongly disagree* (STS). Each of these scales is given a score of 5, 4, 3, 2, and 1 for positive statements and 1, 2, 3, 4, and 5 for negative statements. Some statements formulated in the questionnaire describes the deeds and as based on the opinions, the opinions or the beliefs of a person which is depicted in everyday life. Before the points of learning motivation statement formulated, firstly the lattice questionnaire motivation to learn is prepared as presented in the following table:

Table. 5: Grids of Students' Motivation Questionnaire

No	Indicator	Item	Total
1	Desire and wish to succeed	1,3,5,7,9	5
2	The impetus and need in learning	2,4,6,8,10	5
3	Hope for future ideals	11,13,15,17,19	5
4	Awards in learning	12,14,16,18,20	5
5	Interesting activities in learning	21,23,25,27,29	5
6	Conducive learning environment	22,24,26.28,30	5
Total			30

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DISCUSSION

Based on the Appendix 10 with Jigsaw strategy, the students with high and low motivation can be seen in the data descriptions of Appendix 11 as in the following table.

Table .6: Student's motivation to study

		High Motivation	Low Motivation
N	Valid	26	9
	Missing	0	17
Mean		104.5000	99.8889
Median		106.0000	97.0000
Mode		106.00	95.00
Deviation Std.		9.83565	7.94425
Variance		96.740	63.111
Range		48.00	27.00
Minimum		72.00	89.00
Maximum		120.00	116.00
Sum		2717.00	899.00

Source: Statistik, 2017

Based on the Table 4.6 above, it is known the students with high learning motivation have an average of 104.5, median 106, SD 9.83, Range 48, minimum score 72, maximum score = 120 and total score = 2717. Furthermore, based on the Sturges rules with many classes of 5, it can be determined the length of the interval class (p).

$$p = \frac{Range}{class\,number}$$

$$p = \frac{48}{5}$$

$$= 9{,}6\ (10)'$$

Table.7: The levels of the student high and low motivation can be grouped:

No	High Motivation	Low Motivation
1	Motivation is very less high	Motivation is very low
2	Motivation is less high	Motivation is very low
3	Motivation is high enough	Motivation is low enough
4	Motivation is high	Motivation is rather low
5	Motivation is very high	Motivation is very low

Then the table of frequency distribution can be made as follows:

Table. 8: Frequency Distribution of High Learning Motivation Scores with Jigsaw Strategy

Class Interval	Absolute Frequency	Relative Frequency
72,00 – 81,0	1	3,8

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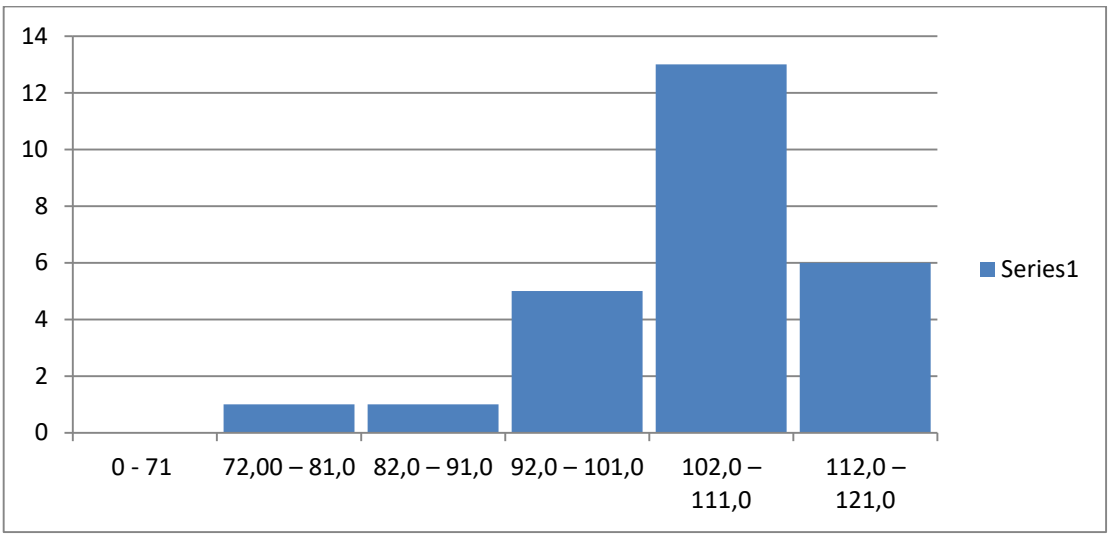
82,0 – 91,0	1	3,8
92,0 – 101,0	5	19,3
102,0 – 111,0	13	50,0
112,0 – 121,0	6	23,1
Total	26	100%

Based on the above table, it is known that the highest learning motivation score of jigsaw strategy is the most students who scored between 102 and 111 as many as 13 students (50%). While the least is the student who have a score between 72 - 81 that is 1 student (3.8%). Thus it can be grouped that the tendency of the students' learning motivation is *high*. Below is the histogram score of high learning motivation of Jigsaw strategy.

Figure.2: Histogram of High Learning Motivation Score of Jigsaw Strategy



Based on the Appendix 12, it is obtained low learning motivation of jigsaw strategy averaging 99.88, median 97, SD 7.94, Range 27, minimum score 89, maximum score = 116 and total score = 899. Furthermore, based on the rules of Sturges with many classes of 5, it can be specified the interval class length (p).

$$p = \frac{Range}{class\,number}$$

$$p = \frac{27}{5}$$

$$= 5{,}4\ (6)$$

Then the frequency distribution table can be made as follows:

Table. 9: Frequency Distribution of Low Motivation Score of Jigsaw Strategy

Class Interval	Absolute Frequency	Relative Frequency
89,0 – 94,0	1	11,1
95,0 – 100,0	4	44,5
101,0 – 106,0	3	33,3
107,0 – 112,0	0	0

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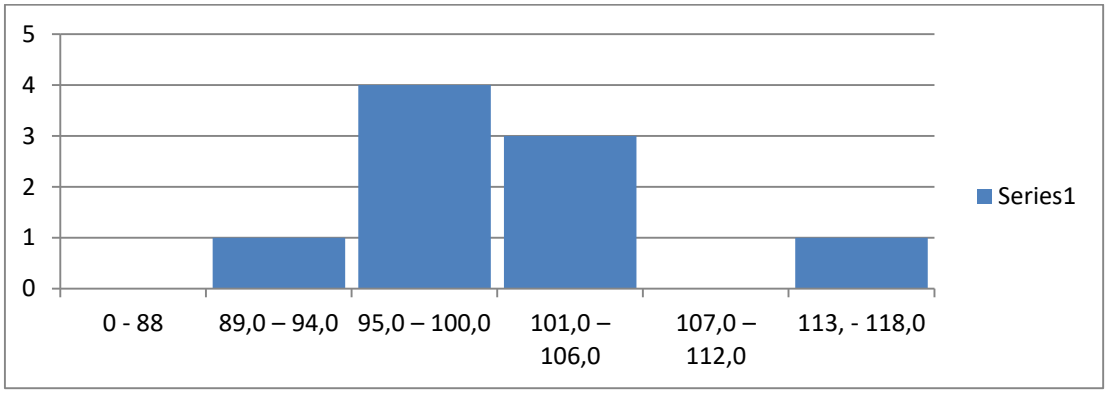
113, - 118,0	1	11,1
Total	9	100%

Based on the above table, it is known that the lowest learning motivation of Jigsaw strategy is the students who have score between 95-100 as many as four students (44.5%). Meanwhile the students who scored between 107 - 112 do not exist. It can be concluded that the motivation of students' learning groups is *very low*. Here is shown a histogram score of low learning motivation of Jigsaw strategy.

Figure.3: Score Histogram of Students' Low Motivation of Jigsaw Strategy



Based on the Appendix 10, the result of Civics learning in Jigsaw Strategy group, based on attachment 14 obtained mean = 75,82, median 76, SD 8,33, Range 30, minimum score 60, maximum score = 90 total score = 2654. Next, according to rule of Sturges with the number of class is 5, it can be specified the interval class length (p).

$$p = \frac{Range}{class\,number}$$

$$p = \frac{30}{5}$$

$$= 6\ (7)$$

Then the table of frequency distribution can be made as follows:

Table. 10: Frequency Distribution of Civics Learning Outcomes of Jigsaw Strategy

Class Interval	Absolute Frequency	Relative Frequency
60 – 66	5	14,3
68 – 74	8	22,9
75 – 81	14	40,0
82 – 88	6	17,1
89 - 95	2	5,7
Total	35	100%

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Based on the above table, it is known that the most students are the students have scores between 75 - 81 as many as 14 students (40%). Meanwhile the least students are the students who have scores between 89 to 95 are 2 students (5.7%).

CONCLUSIONS

Based on the research result, it is found that the score of Civics learning result of Class VII students of TD Pardede Foundation Sunggal with Jigsaw strategy has an average score 75,82 that can be said to be *enough*, because from 35 students 48,5% score of learning result is above the average. Based on data analysis, it is found that learning strategy of Jigsaw type affects the learning result, it is known based on the regeneration equation that is Y = 16,824 + 2,082 X. Based on the equality, b coefficient that is linear regression coefficient is positive. This implies that the change in the average variable Y for each variable change is X1. Thus it can be said that the learning strategy of jigsaw type affects the Civics learning outcomes of VII students of SMP TD Pardede Foundation Sunggal. Then, based on ANOVA test, it is obtained Fcount = 13,129 While Ftabel with dk = (1:33) at a = 0,05 obtained = 4,15, where Fcount > Ftable (13,129 > 4,15). So it can be concluded that there is an influence of Jigsaw type learning strategy on the results of the students' Civics learning outcomes of Class VII SMP TD Pardede Foundation Sunggal.

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