

## Implementation of the Cooperative Learning Model in Arts and Culture Subjects in Elementary Schools

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### Abstract

*This research aims to determine the planning, implementation and impact of the jigsaw type cooperative learning model on class V arts and culture subjects at SDN 1 Gumantar. The research subjects were the principal and teachers of arts and culture subjects. The research instruments are in the form of observation guidelines, interview guidelines and documentation guidelines that measure planning, implementation and impacts produced using the jigsaw type cooperative learning model in arts and culture subjects. Data collection techniques in this research used observation, interviews and documentation. Data analysis techniques are carried out using Data Reduction, Data Display (data presentation), Conclusion Drawing/Verification (drawing conclusions and verifying). There are various kinds of learning models that can be implemented in a learning activity. One of them is the jigsaw type cooperative learning model which is a learning model where students can learn to collaborate, work together and be responsible for understanding certain material and conveying it to their group friends. So that when implementing the jigsaw type cooperative learning model in arts and culture subjects, learning activities can indirectly foster the value of student cooperation. The objectives of this research are as follows: 1) to describe the planning of the jigsaw type cooperative learning model in arts and culture subjects, 2) to describe the jigsaw type cooperative learning model in arts and culture subjects, 3) to describe the impact of the jigsaw type cooperative learning model on The 11th unit of visual arts material culture lesson is making works of art from recycled household waste materials.*

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## 1. DISCUSSION

Jigsaw Model type cooperative learning is one of the modern learning models that is currently being developed. This model can be used as an alternative teaching for teachers. This model is based on cooperation formed by groups consisting of several students who work together to help each other in solving the problems they are faced with. Slavin (2005) said that cooperative learning refers to various teaching methods where students work in small groups to help each other in learning material in the subject.

Arts and Culture subjects are optional programs that can be offered to students, which aim to master one or more types of skills that can become a necessity in social life. Arts and Culture subjects are taught in schools because of its uniqueness, meaning and usefulness for the development needs of students based on providing aesthetic experiences in the form of expressive activities, creativity and appreciation through the following approaches: "Learning with art", "Learning through art" and "Learning about art". as indicated in the curriculum. Law Number 20 of 2003 concerning the National Education System, Article 37 Paragraph 1. Mareza (2017) said that the aim of learning Arts and Culture is to improve students' work abilities and responsibilities in the arts field.

Based on initial observations and information from teachers at SDN 1 Gumantar, the author obtained information that Arts and Culture subjects are boring subjects and students' motivation to learn is low, this can be seen from students who like to go in and out of the learning process for Arts and Culture subjects, p. This results in students' knowledge and learning outcomes not being as expected. The teaching and learning process in Arts and Culture subjects is dominated by teachers, there is a lack of student attention, students are

less active when studying, students are less orderly during the learning process and the implementation of the cooperative learning model has not been implemented optimally. Grade 5 students at SD Negeri 1 Gumantar tend to be given individual assignments, the homeroom teacher does not really apply collaborative methods to his students even though the substance of the assignments in the book is group work, such as making free works of art, there are many examples such as making housing from sticks, making frames, making flowers from paper and so on.

Furthermore, from the results of interviews with class 5 arts and culture subject teachers, it was found that the homeroom teacher only gave picture assignments and lacked supervision of students in arts and culture subjects, in other subjects the teacher was more focused because he saw more material. important. The homeroom teacher said that in teaching arts and culture there was little attention in using cooperative learning methods during the course of the lesson. There are supporting documents for this learning at SD Negeri 1 Gumantar, such as teaching modules, subject books that have been provided, and the teaching and learning process.

Pay close attention For this reason, the researcher was interested in conducting research with the research title "Implementation of the Cooperative Learning Model in Class V Arts and Culture Subjects at SDN 1 Gumantar.

## **2. RESEARCH METHOD**

This research uses qualitative methods, according to Bogdan and Taylor in Moleong, where qualitative research is researching whose results are in the form of descriptive data inform someone's writing or speech. What is used in this research is a type of case study research, where a case study is a method of research that is carried out in detail, in detail and in depth on an incident or event. So by using this type of research, a researcher can conduct in-depth research and enter the research location and then carry out a deeper search to obtain data about the process of forming disciplinary character. Data sources in qualitative research are words and actions, while document and other data are additional data. There are two data in this research, primary and secondary data. In this case the researcher used 3 data collection techniques, namely Observation, Interview and Documentation. Data analysis in this research is reduction, presenting data and drawing conclusions. The triangulation techniques used in this research are technical triangulation and source triangulation. Technical triangulation is collecting data with different techniques through the same source.

## **3. RESEARCH RESULT**

In planning the jigsaw type cooperative learning model for class V arts and culture subjects at SDN 1 Gumantar, namely by starting to develop a Learning Module whose attitudinal competencies are integrated with social care values and become a reference in implementing learning activities. The attitudinal competencies include religious attitudes and social attitudes (honesty, discipline, cooperation, self-confidence and responsibility).

Meanwhile, in implementing the jigsaw type cooperative learning model in class V arts and culture subjects at SDN 1 Gumantar by following the learning flow or learning steps that have been prepared and contained in the learning module. As for the implementation, there are six learning steps, the implementation of which has gone according to plan, where when taking the six steps of the learning model, students indirectly show an attitude that reflects cooperation and deliberation to complete the tasks given.

The impact of implementing the jigsaw type cooperative learning model in class V arts and culture subjects at SDN 1 Gumantar is that students vary in following the learning flow, understanding and accepting the material taught. This depends on the teacher's classroom

management skills by considering the characteristics and conditions of the students in the class. Apart from that, a positive attitude emerges in implementing the jigsaw type cooperative learning model, where students can learn actively, learn to cooperate and collaborate, then train students to develop a spirit of social awareness when learning activities take place. And among the impacts felt in class V of SDN 1 Gumantar, namely, students are more active, learning is fun, students can complete assignments more easily and increase students' interest in learning.

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