

Learning Achievement Improvement Efforts Course Learn and Learning using the Jigsaw Method and Card Media in Stkip PGRI Ngawi 2014/2015 Academic Year

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Abstract

Subject Teaching and Learning is a basic educational courses that must be taken by all student teachers. Class Action Research aims to improve student achievement Teaching and Learning course by applying Jigsaw and media cards. Research procedures using Classroom Action Research (CAR) with multiple cycles. Each cycle includes four phases: planning, implementation, observation, and reflection. Subjects were students of 3rd semester Mathematics Education courses STKIP PGRI Ngawi academic year 2014/2015 as many as 30 students. Data from the study: Pre completeness cycle increased 56.7% in the first cycle completed 63.3% increase in cycle II completed 73.3% and increased again in the third cycle completed 86.7%. Overall always an increase ranging from pre-cycle to the third cycle. It can be concluded that: Application of the Jigsaw Method and Cards Media can increase the activity and the achievement of students in Teaching and Learning course for students of 3rd semester Mathematics Education courses STKIP PGRI Ngawi academic year 2014/2015.

Keywords: Academic Achievement, Jigsaw method, Cards Media.

INTRODUCTION

Application of the theory of learning to be a necessity in a lecture at the university today. There are a wide variety of learning theories include behaviorism, cognitivism, humanism, constructivism, and so forth. The learning process in college prioritize the implementation of learning theory of constructivism. Students are required to form or construct knowledge of the subjects had learned in cooperative learning situations. Learn to connect with a systematic way of finding out, so that learning outcomes not only mastery of knowledge in the form of a collection of facts, concepts, or principles, but also a process of discovery in order to establish the knowledge, attitude, and skills.

Teaching and Learning courses are Basic Courses Education which is expected to become a vehicle for students to learn and master the theories of learning and the learning environment, as well as prospects for further development in applying it in everyday life. The learning process emphasizes providing direct experiences to develop competency in order to explore and understand the scientific learning environment. In the course Teaching and Learning students are directed to finding/inquiry and do, so it can help students to gain a deeper understanding of the theory of learning and the learning environment.

The learning process in higher education requires active participation of students and lecturers. Lecturer as facilitator of learning required to plan a good and suitable to be implemented. On the other hand students are also required to always be active in the learning process. Learning activities of students in attending must have something to do with the understanding of the material being studied. Are expected to follow the activity of students in each lectures will be able to improve academic achievement.

Good quality of learning became a necessity for every educator in creating a learning environment that allows every student achieve maximum performance. To create a quality learning environment required good interaction between lecturers and students and between students and the one with the other students. Cooperative learning would be selected by the faculty as a method to improve the students' learning activities and improve the quality of learning.

Problems encountered during the course subject matter Teaching and Learning at Learning Theory for this is the fact that the expected gap between the real conditions that exist. The purpose of the course Teaching and Learning in STKIP PGRI Ngawi one of which is: to develop the knowledge and understanding of the concepts of learning and learning useful and can be applied in future work, and to develop curiosity, positive attitude and awareness of the existence of a relationship of mutual influence between student, environment, technology and society. It turns out that goal has not been achieved as expected.

Lectures for the course Teaching and Learning should be taken of scientific inquiry to foster the ability to think, work and scientific attitude and communicate it as an important aspect in the form of life skills. Therefore learning course on Teaching and Learning in STKIP PGRI Ngawi emphasizes providing direct learning experience through the use and development of process skills and scientific attitude.

However, when subjects Teaching and Learning was delivered to the students, most students have difficulty, it is shown by the results of the initial tests done by the students are still largely below the standard expected completeness. From the observation of the learning process is known that the cause of the students

experiencing difficulties in meeting the demands mastery of at least 75 is delivered learning is not fun learning students, the learning process is rigid because communication in the classroom is only one-way communication that is of lecturers to students.

As lecturers, researchers realized that the success of the learning process is determined by the teaching methods used. In this case we need a method of learning that can improve the quality of student achievement, and to improve the quality of learning.

Many of the problems related to the course Teaching and Learning, but in this study only emphasizes on solving problems correlation with students' learning activities and academic achievement. In order to achieve the above objective, the researchers conducted a literature study to select and sort of a variety of learning methods that are likely able to answer and solve the above problems, the researchers ultimately arrive at a decision to choose Jigsaw cooperative learning model with media cards as a method of learning which will be applied to study the theoretical material.

Based on the background of the problems that has been stated above, the formulation of the problem in this study are as follows: 1) How the student activity when the use of cooperative learning model of Jigsaw with media cards on the material theory of learning? 2) Is the use of cooperative learning model of Jigsaw and Card mediacan improve the quality of learning in the learning theory of matter? 3) Is the use of cooperative learning model of Jigsaw and media cards can improve the achievement of students in the learning theory of matter? The purpose of this study is: To improve the learning activities, the quality of learning, and achievement of students in studying theoretical material.

THEORY AND HYPOTHESIS

The Nature of Cooperative Learning

Learning is a process of interaction of students with educators and learning resources in a learning environment. Learning is the assistance provided educators to be a process of knowledge acquisition and knowledge, mastery of skills and temperament, as well as the formation of attitudes and beliefs on students. In other words, learning is a process to help students to learn well.

On the other side of learning has an idea similar to teaching, but in fact has a different connotation. In the context of education, teaching faculty so that students can learn and master the learning content to achieve something objectively determined (cognitive aspect), also can affect a change in attitude (affective), and skills (psychomotor aspects) of a student, but this teaching process gives the impression just as the work of one party, namely the teachers work alone. While learning implies the interaction between teachers and students (Wikipedia, 2009: 1).

Cooperative Learning by Slavin (1995) "All cooperative learning methods share the idea that students work together to learn and are responsible for Reviews their teammates' learning as well as their own." There are three basic principles in the implementation of cooperative learning as proposed by Slavin (2005: 5) "Three concepts are central to all students Team Learning methods - team rewards, individual accountability, and equal opportunities for success." Each team will be awarded the best (reward) of lecturers as motivational for students in learning. Pride as a successful team would be the desire of every student. Students will have a high motivation at work as a team to be the best team will be awarded.

In each team a much-needed individual's responsibility to realize a solid team. Every individual has the same responsibility to deliver the team to the best team. If there is a team of individuals/members who participate less and less has a responsibility, then the team's work will be disrupted.

Each team has the same opportunity for success. Teamwork is the key to success staple. Healthy competition will take place in cooperative learning. Each team will try to work as best as possible for the team to succeed and be the best.

Cooperative Learning Jigsaw type with Card Media

Jigsaw Method

Jigsaw method was developed by Elliot Aronson (1978) in Trianto (2011: 56). Jigsaw method is a method in which students are divided into groups that are heterogeneous. Each group consists of several members responsible for the mastery of the material section to learn and teach the material. Members of other groups that have studied the same section meet in the expert group to discuss their section. After the students returned to the original group and alternately convey the results of the expert group discussions to friends of the group on each section.

One way students can learn section of sub-chapter other than that he learned is to listen and learn in earnest of the material presented by friends of the group. After completion of the meeting and discussion groups the student's home individually subjected to a quiz on the material learned. Individuals and groups that have a high value given the award.

In practice this Jigsaw method combined with the use of media cards. All questions/issues discussed

are presented in the form of cards media that have been prepared by the lecturer in accordance with the needs of each group. For group members who hold the card of the same color will meet in the expert group.

Stages in Cooperative Learning Model Jigsaw type of Card media:

1) Preparation Phase

- a) learning begins with the introduction section which will be discussed by the lecturer (Suprijono, 2009: 89).
- b) Lecturer divides the section into several sections or sub-chapters and sub-chapters each written on a card media alone.

According to Slavin (2005: 122-123) Jigsaw necessary to carry out the method of preparation of materials which are: (1) Select one or more chapters, stories, or other units, each covering material for two or three days. (2) Make an expert sheet for each unit. (3) Make a quiz, essay tests, or other assessment for each unit. (4) Use discussion outlines (optional). (Four ingredients that need to be prepared before applying Jigsaw namely: (1) Select one or more chapters, stories, or other unit, any material that includes two or three days. (2) Make the expert sheet (Issues for discussion of the expert group) for each units. (3) Creating a quiz, test essay, or other assessment for each unit. (4) Use the discussion guide (optional).

2) Implementation Phase

a) early cooperative group

- (1) Students are divided into small groups of 5-6 students
- (2) The teacher distributes some worksheets (Media Card) that contains a section-section discussion
- (3) Each student gets a worksheet that contain material section.

b) Cooperative Group of Experts

- (1) Collect the students who receive the same task (same section) in one group, so the number of expert groups equal to the number of sub-chapters are provided by the lecturer.
- (2) In this expert group of students learn together to study the sub-chapters which it is responsible, and to prepare a summary of a presentation to be taught or presented to the members of the group first.

(3) From each group the heterogeneous origin of each member of the group responsible for the control of a single sub-chapter. Each student is given the opportunity to choose the section where she had to do according to their respective capabilities. After that each of the students who have received the task to master one section was met in the same section, which is in the so-called expert groups. After that they go back to the original group to explain to other members of the material covered in the expert group.

The division of the group according to Sofyan Amri (2013: 10) in the implementation of Jigsaw cooperative learning are as follows:

(A) students in one class is divided into groups with 5-6 members.

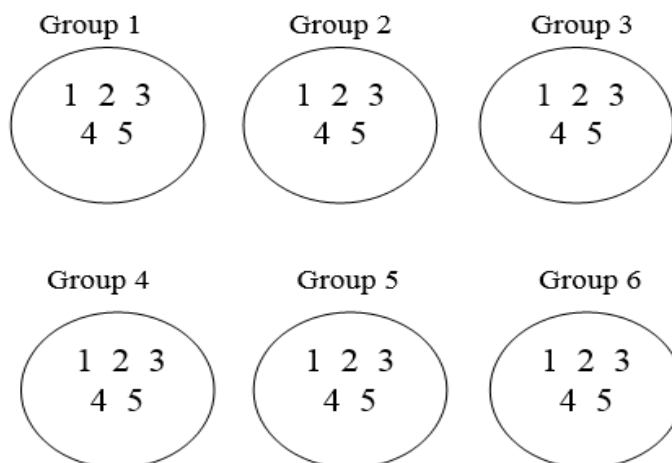


Figure 1. Group Formation Origin

The number of students in a class is 30 students, divided into six small groups with each group number 5 heterogeneous student, called the initial group (Trianto, 2011: 57). Each home group each student was given a serial number 1 to 5. Lecturers prepare questions or problems on the card media in accordance with the number of students in the original group. Furthermore, the Formation of the expert group is to classify students who numbered the same.

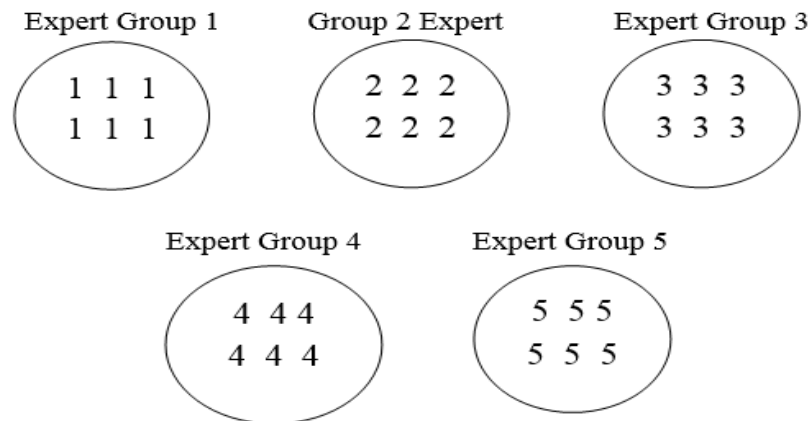


Figure 2. Formation of Expert Group

(C) Cooperative Group Initial

- a) Each group of students back to the beginning of each
- b) Each student expressed or presented each section to the other members of the group.
- c) After the initial cooperative group discussion is finished, the teacher conducting tests/quizzes one chapter.

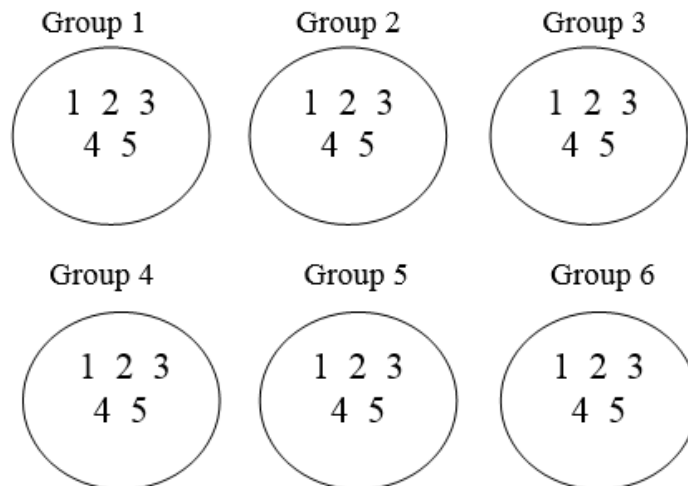


Figure 3. Initial Cooperative Group

3) Follow-up Phase

Teachers give awards to give some special words, such as: Congratulations to the team Soekarno as a great team, congratulations to the team as the best team Kartini and others. Outstanding individual performance was also announced, also on the low-ability students should be rewarded.

Jigsaw Cooperative Learning Model is one type of cooperative learning that encourages active student and help each other in mastering the subject matter to achieve maximum performance (Isjoni, 2013: 77).

The strengths and weaknesses of Jigsaw Cooperative Learning Model with Card mediais as follows:

1) Excess

- a) To train students to be responsible for the task
- b) active Students learn the material well in a group home or in a group of experts
- c) It can increase student interest and motivation to learn by competing in both individual and group quizzes
- d) To train students to be a good tutor or presenter
- e) Improving the understanding and mastery of the course material

2) Weakness

- a) Requires a fairly mature preparation of lecturers
- b) It takes quite a long time in practice

The Essence Achievement

Every effort must be results. Students learning means students strive to achieve learning goals (Daryanto, 2001: 7). The usefulness of educational assessment which focused on the assessment of learning outcomes for the following purposes: (1) provide direction and guidance in the implementation of education, (2) determine a student's self-image regarding the development of their capabilities, (3) as inputs to improve the teaching process. Further terms of description that has been mentioned above, it can be defined that: Assessment (evaluation) as a result of learning is the process of activities to conclude whether instructional objectives of a program have been achieved. The trick is to do the measurement and assessment of the conformity between instructional objectives that have been set by the achievement of learning outcomes obtained through tests or examinations.

Thus the evaluation can be applied to any element of educational activity, which is in the planning, implementation and the scope of the activities of small and nationally. The main benefit evaluation in education are as follows: (1) improve the quality of the instructional program, (2) increase the motivation of each individual student, (2) communicate the results of learning, (3) the accreditation of schools, (4) improvement of school administration systems, (5) decision-making.

Learning outcomes are changes in behavior. Changes in behavior as a result of the behavior of the overall learning which includes cognitive, affective, psychomotor. Some experts mention the existence of some kind of behavior as a result of learning that skill, information, understanding and attitudes (Lindgren, 1968), cognitive, affective and psychomotor (Benjamin Bloom, 1956) and verbal information, intellectual skills, cognitive strategies, attitudes and motor skills (Gagne, 1977). Of course that students be successful in the learning process in accordance with the objectives that must be achieved it is necessary to note the factors that affect the study results both internal factors and external factors (Solar, 2004: 16).

Student results are the abilities possessed by students after he received a learning experience. Behavior as a result of learning in a broad sense includes the fields of cognitive, affective, and psychomotor. Therefore, in the assessment of learning outcomes, the role of learning objectives and the ability of the formulation containing the desired behavior controlled by the student becomes an essential ingredient as a basis and reference for valuation. Thus the success of the learning process depends on the activeness of the students in planning, implementing and assessing the learning process and learning outcomes. Liveliness students are expected to appear significantly, especially during the execution of the learning process, either individually or in groups (Sudjana, 2006: 22).

Lecturers and students are those who engage in learning activities, of course, want to know the processes and outcomes of learning activities are carried out, it is necessary for assessment of learning outcomes. Whereas to determine the level of student success in achieving the goals set then the assessment of learning outcomes in the form of targeted domains contained in the destination. From the study results of each student in the class gathered in a classroom set of learning outcomes. For faculty student results in the class is useful for improvement of teaching and follow-up evaluation. As for student learning outcomes is useful to improve ways of studying further.

Framework of Thinking

One of the scope of learning theory is a theory of learning behavioristik, cognitive, constructivist, humanistic, and multiple intelligences, which is an important element in student mastery of competencies in themselves. One of the important subjects that must be mastered is to explain the theoretical material students learn. Success in mastering the knowledge and concepts such material is strongly influenced by the knowledge acquisition process. One way of acquiring a student can be done through a process of learning by applying Jigsaw cooperative learning model with the card media.

Learning practices in learning theory using Jigsaw and card media is a learning innovations that are designed to help students understand the theory of learning in depth through Jigsaw cooperative learning model combined with a media card. Application of learning models kooperatif Jigsaw with the card media is expected to improve the achievement of students in the subject of Teaching and Learning.

Hypothesis Actions

From the theoretical framework that has been described above, it can be formulated hypothesis actions as follows:

1. The use of cooperative learning model of Jigsaw with card media on learning theory learning materials can enhance the learning activities of students and the quality of learning.
2. The use of cooperative learning model of Jigsaw with card media on learning theory learning materials can improve students' achievement.

METHOD

The research approach used in this study is a classroom action research method. This study was designed using a

few cycles or phases of research. The cycle that is used in this classroom action research using a model adapted cycles of Kemiis and Taggart (1992: 11). Each cycle consists of four stages: planning (planning), action (action), observations (observation) and follow-up reflection (reflection). After the first cycle executed, then followed a second cycle which is an improvement and enhancement of the first cycle, and after the second cycle executed then followed by a third cycle which is an improvement and enhancement of the second cycle (Agus, 2010: 1). According to the type of research that is selected, namely action research, this study used a model of action research Suharsimi Arikunto, namely a spiral of one cycle to the next cycle. Each cycle includes planning (planning), action (Implementation), observation (observation), and reflection (reflection). The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle of preliminary action in the form of the identification of problems.

The procedure of this study include the following activities: planning, implementation, observation, and reflection. In detail the procedures of this study can be explained as follows:

1. Planning Phase

The activities carried out on the design are as follows:

- a. Early reflections, researchers together with colleagues teaching and learning courses that served to identify the problems associated with learning theory.
- b. Researcher and lecturer operationally similar problems and formulate relevant to the formulation of research problems.
- c. Formulate hypotheses action is more focused on naturalistic approach, so the hypothesis formulated flexible measures that may experience a change in accordance with the conditions of the field.
- d. Define and formulate the action plan include:
 - 1) Establish indicators for the design or implementation of learning of learning strategies such as learning theory.
 - 2) Selecting media used in the learning theories of learning, as well as using the method Jigsaw with media cards that are material or the provision of treatment intervention in the learning process of learning theory in the form of program design, materials, learning strategies and evaluation.
 - 3) Develop a method and a data recording device in the form of tests, field notes, guideline analysis, documents and diaries.
 - 4) Prepare materials to support the implementation of learning theory learning learning theory.
 - 5) Develop a plan data processing qualitative and quantitative.

2. Implementation Phase

Activities conducted by researchers at this stage;

- a. Researchers carrying out the design or delivery of material to take into Jigsaw-use method that has been planned.
- b. Researchers in the learning process in order to convey the subject matter subject of learning theory and conduct a systematic observation of the implementation of the learning process of learning theory by using the method of Jigsaw.
- c. Observation activities carried out comprehensively by utilizing the data recorder, observation guidelines and notes required field. In the course of the observation that researchers do in order to collect the necessary data.
- d. Learning implementation procedures by using the method of learning theory Jigsaw take this line of thought as follows:
 - 1) Setting up the curriculum, ie selecting and analyzing the competency standards, courses, as well as indicators provided for use as learning information learning theory.
 - 2) Identify the points to be taught was taken from the curriculum and develop the proper context.
 - 3) Identify the learning outcomes that have been owned by the relevant student learning with grains including relevance with previously acquired content.
 - 4) Analyze instructional namely developing basic tasks that must be undertaken students to understand the theory of learning.
 - 5) To formulate indicators to be achieved in learning
 - 6) Develop an evaluation tool or system of learning assessment.
 - 7) Develop a learning strategy use Jigsaw method in the learning process of learning theory.

3. Observations

Observations were made to determine the activity of college students during the course Teaching and Learning and lecturer activity for implementing the method Jigsaw with the media card. Observations conducted by peers professors as collaborators.

4. Reflection

Once the observation is completed in order to obtain the data, then the data is processed and analyzed that can

eventually be used as the basis for exciting a conclusion. From this conclusion, researchers can determine whether or not to re-research or research held back. If it turns out the results of this conclusion does not correspond dengan the original plan has been established, then the next step searching for the factors that led to the inaccessibility.

Data collection in this study consisted of two phases. The first stage is the stage of preliminary observation, this stage is done by conducting interviews, precisely before researchers make the learning process in the classroom. The second stage is the stage of observation during and after administration of the action.

Researchers and colleagues discuss the results of observations made. Activities include: analysis, synthesis, meaning, explanation, and the inference of data and information collected. The results are the findings of the effectiveness of the instructional design designed and list of issues that arise in the field is then used as the basis for planning the next cycle. The next step is held repair, and then starts again from the beginning to conduct classroom action research in the next cycle.

The subjects in this study based determined on certain considerations. Consideration is meant here is the consideration implementation Jigsaw method of learning using the card mediain the learning material learning theory. In this study, the research subjects are students of department of Mathematics Education. The number of all students is 30 students. This study was conducted in STKIP PGRI Ngawi Mathematics Education Study Program, for the course Teaching and Learning at the Learning Theory and materials held in October 2014 to November, 2014.

Data collection method in this research is observation, tests, interviews, and field notes. At this stage of data analysis techniques used are data reduction, data presentation, drawing conclusions, and verification of reflection.

RESULTS AND DISCUSSION

The research results obtained from the implementation of the action in Cycle I, Cycle II and Cycle III. Research on learning achievement obtained through the results of the initial test and the results of daily tests. The yield on the learning process obtained through observations and the results of the questionnaire.

Results Before Measures

a. Student Learning Activities

Students' learning activities before action is still low with the results of preliminary observations indicate that only a small percentage of students who are active in following the lecture is 46.7% (14 students) and others are less active, namely 53.3% (16 students). With the students' learning activities are thus of course bring unfavorable impact on the understanding of the course material students learned.

b. Quality Learning

The learning process prior to the action, the atmosphere is less pleasant student learning. It was evident from the expression flat course, the students did not show expression of joy when learning to follow, so that learning is seen in less pleasant atmosphere. The learning process does not encourage a close relationship between students and students and students and lecturers. Students still putting relations with the student lecturer relationship is very formal. Such conditions do not encourage students to be able to be open with the lecturer. Lecturer dominate activity with lectures and presentations that make students passive unidirectional. This is caused by the selection and use of methods which are less give the opportunity to students to be active and creative, thus causing less dynamic learning quality.

c. Learning Achievement

Through the initial test results are known that from the number of 30 students, only 17 students or 56.7% who had reached mastery learning, while not achieve mastery as many as 13 students or 43.3%. The results of the class average 59.6 classically thus not yet reached complete learn to limit the thoroughness of 75.

Results Cycle I

a. Student Learning Activities

Learning activities of students on siklus I shows that students who are active in following the lecture is 63.3% (19 students) and others are less active, namely 36.7% (11 students). With the students' learning activities such course is pretty good impact on students' understanding of course material learned.

b. Quality Learning

Learning atmosphere in Cycle I showed improved quality with quality scores 3:00 with quality qualification "Good". Jigsaw method with media cards has made the students following study happily. At this stage, the students began to have confidence in doing the task.

Jigsaw method with media cards make the students have what is called a "meaningful learning" because students are no longer merely listening to lectures teachers, but students are also doing in learning to create mind maps in Jigsaw and use the media card.

c. Learning Achievement

Through the results of tests in the first cycle is known that learning achievement in Cycle I with an average value of 76.2 class of 30 students. The number of students who do not achieve mastery as many as 11 students or 36.7%, while the students who have achieved mastery value of obtaining a value of 75 or more are as many as 19 students or 63.3%. Classically predetermined performance indicators is 80%. Thus, learning by applying Jigsaw with card media in Cycle I have not reached the expected qualification mastery learning.

Results Cycle II

a. Student Learning Activities

Learning activities of students on siklus II shows that students who are active in following the lecture is 76.7% (23 students) and others are less active, namely 23.3% (7 students). With the students' learning activities such course is pretty good impact on students' understanding of course material learned.

b. Learning Achievement

Learning achievement in Cycle II can be seen that the average value of 79.5 class of 30 students. The number of students who do not achieve mastery by 8 students or 26.7%, while the students who have achieved mastery value of obtaining a value of 75 or more are as many as 22 students or 73.3%.

c. Quality Learning

Based on observations of the learning process in the second cycle, it can be seen that the learning atmosphere obtained a score of 3.50, responsibility and independence with a score of 3.50, the courage of expression with a score of 3.50 and a focus of activity with a score of 3.50 thus achieve quality learning a score of 3.50 or qualification quality "Good."

Results Cycle III

a. Student Learning Activities

Learning activities of students on siklus III shows that students who are active in following the lecture is 90% (27 students) and others are less active, namely 10% (3 students). With the students' learning activities such course is pretty good impact on students' understanding of course material learned.

b. Learning Achievement

Learning achievement in Cycle III can be seen that the average value of 84.3 class of 30 students. The number of students who do not achieve mastery as much as 4 students or 13.3%, while the students who have achieved mastery value of obtaining a value of 75 or more are as many as 26 students or 86.7%.

c. Quality Learning

Based on observations of the learning process in the second cycle, it can be seen that the learning atmosphere to obtain a score of 4:00, responsibility and independence with a score of 4:00, the courage of expression with a score of 4:00 and 4:00 focus of activity with a score thus the quality of learning achieved a score of 4:00 or quality qualification "Very Good."

Discussion

a. Student Learning Activities

Students' learning activities before action 46.7%, in the first cycle of 63.3% in the second cycle and 76.7% in the third cycle showed that students who are active in following the lecture is 90% (27 students) and others are less active, namely 10% (3 students). Always an increase in students' learning activities with the implementation of the method Jigsaw with the media card. With the students' learning activities such course is pretty good impact on students' understanding of course material learned.

b. Learning Achievement

The average value of classroom learning achievement before the action by 59.6 in the first cycle was 76.2 and 79.5 in the second cycle and the third cycle of 84.3. Thus the views of the average values of the class before the third cycle of action until there is a significant increase.

Judging from mastery learning, prior to action research, students who complete as many as 17 students or 56.7%, in the first cycle of students who pass as many as 19 students or 63.3%. In the second cycle mahaaiswa were completed by 22 students or 73.3% were in the third cycle students complete as many as 26 students or 86.7% of the students have mastered the subject. So that the views of mastery learning from prior to the action until the third cycle there is a very significant improvement.

c. Quality Learning

Jigsaw method of use has improved the quality of learning. The average value of the quality of learning before the action of 2.00 was the first cycle of 3:00 in the second cycle of 3.50 and the third cycle of 4:00.

Action that many professors give students the opportunity to work and make the move more pleasant learning atmosphere. Lecturer action by giving the individual tasks in each group gave a major contribution to the increase in students a sense of responsibility. The presentations made by the students about the results Jigsaw Card media contributed greatly to the confidence of students. With the application of the method to the card

mediaJigsaw focus of activity has moved to the students, because students are more "doing" than just listening to a lecture.

Hypothesis Testing

a. Student Learning Activities

Students' learning activities before action 46.7%, in the first cycle of 63.3% in the second cycle and 76.7% in the third cycle showed that students who are active in following the lecture is 90% (27 students) and others are less active, namely 10 % (3 students). Always an increase in students' learning activities with the implementation of the method Jigsaw with the media card. It can be concluded that the first hypothesis in this study are accepted.

b. Learning Achievement

Results of preliminary tests indicate that only 17 students out of 30 students who have achieved mastery. Being the first cycle recorded 19 student has achieved mastery and in Cycle II listed 22 students who have achieved mastery. The third cycle completeness reaches 86.7%. Thus the second hypothesis proposed in Chapter II of this study are accepted.

c. Quality Learning

The quality of learning is said to increase if the circumstances indicate that learning is more qualified than the situation prior to the action. Based on observations conducted research professor and lecturer observers prior to the implementation of the action can be said that learning is less pleasant, less student has responsibility for assignment, students are also less daring shows expression and activity is still focused on the lecturer.

Having carried out the action from the first cycle to the third cycle of learning quality is improved compared to prior to the action, it was noticeable when students attend a lesson with a happy face. So the third hypothesis proposed in Chapter II of this study are accepted.

CONCLUSIONS AND SUGGESTIONS

Conclusion

1. Using the Jigsaw learning methods and card media on the student, proven to improve students' learning activities. Prior to action enabled students to learn as many as 14 students or 46.7%, in the first cycle of university students as many as 19 students or 63.3%. being in Cycle II students who are active as many as 23 students or 76.7%. The third cycle as many as 27 students or 90%.
2. Using the Jigsaw learning methods and card media on the student, proven to improve student achievement. Before the action of students who pass the study were 17 students or 56.7%, in the first cycle of students who pass as many as 19 students or 63.3%. being in Cycle II students who complete as many as 22 students or 73.3%. The third cycle as many as 26 students or 86.7%.
3. Using the card media and Jigsaw method proven to improve the quality of learning in the classroom. Before the action was at 2.00 in the first cycle of 3.00 and the second cycle of 3.50, while the third cycle of 4.00. Thus the quality of learning of the prior action until the third cycle increased.

Suggestion

1. Lecturers should motivate students to learn in an innovative way through Jigsaw method with the card media.
2. The lecturer should have a paradigm that students learn not just listen to lectures but active learning while doing.
3. Learning in Teaching and Learning course should be delivered using methods that are able to please the students and was able to make an active student.

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