

# IMPROVING STUDENT COOPERATION SKILLS USING THE JIGSAW AND STAD MODEL

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## IMPROVING STUDENT COOPERATION SKILLS USING THE JIGSAW AND STAD MODEL

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### Abstract

This study intends to answer the problem of why collaboration skills are needed in the learning process, especially in elementary school students. One model of cooperation in the study of Christianity that was developed was Jigsaw and STAD. Through an experimental method with a control group design that was tested using pre-test, post-test and questionnaire sheets and observation found that student collaboration skills experienced a significant increase. This finding confirms that an important factor driving increased student collaboration skills is; students are given the opportunity to work in small groups; students have social communication interactions; and students are accustomed to sharing knowledge and experiences, assignments and responsibilities. It was concluded that through the Jigsaw and STAD models, student collaboration skills would improve so that learning objectives would be achieved.

**Keywords:** Improve, Collaboration skills, Jigsaw and STAD model

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### INTRODUCTION

Student collaboration skills that are considered as important factors for the success of students in school and in their social life experience obstacles in their learning in elementary schools. Various cooperative learning strategies have been implemented by teachers in elementary schools, but the improvement of students' collaboration skills has not occurred significantly. The attitude of ego (self and selfness) students still stand out both in the learning process and in the interaction between fellow students who often hinder the learning process. The results showed that the lack of cooperation skills among students could interfere with student achievement in school [1]. Low collaboration skills have hampered the process of communication to support and develop among students, especially between students who are smarter and students who are less clever and between male students and female students. In general it can be seen in schools that male students feel smarter than female students, while female students feel weaker than male students [2].

Several different cooperative learning strategies have been used in the class, such as group investigation strategies, Jigsaw, round robin, three-minute review, think-pair-share, etc. Likewise, forms of cooperative learning such as Learning Together (LT), Academic Controversy (AC), Student Team Achievement Divisions (STAD), Teams Games Tournaments (TGT), Group Investigation (GI), Teams Assisted Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC) has become the foundation. Cooperative learning is intended to create relationships between peers who have a sense of mutual responsibility among others including students with disabilities by using small groups as a medium of shared learning. Cooperative learning can help students see their talents and potential and facilitate physical competence, social skills, and independence [3]. The cooperative learning strategy has been proven to have a positive impact on the learning process of students in developed societies in Western Europe and America, but little is known about its effectiveness in the context of developing and communal societies, such as in Indonesia. Knowledge of how different local contexts influence the effectiveness of an education strategy.

### LITERATURE REVIEW

#### Cooperative Strategy in Education

There are various cooperative learning strategies (CL) that have been used in classroom learning for elementary school

students. Some of them are group investigation learning strategies, think pair share, Jigsaw, and STAD (Student Team Achievement Divisions). In addition, there are other forms of cooperative learning, namely Learning Together (LT) [4; 5; 6], Academic Controversy (AC) [7; 8], Teams Games Tournaments (TGT) [9; 10], Group Investigation (GI) [11; 12], Teams Assisted Individualization (TAI) [13; 14], and Cooperative Integrated Reading and Composition (CIRC) [15; 16]. There are many reasons why educators need to use cooperative learning strategies in the classroom, such as think pair share, which includes to promote student learning and academic achievement, to enhance student learning experiences, to help in the development of oral communication skills, to help develop social skills and self-esteem, as well as to promote positive diverse class communities [17]. In order for cooperative learning to work well it needs a strategy that must be applied namely; (1) interdependence to achieve targeted goals; (2) individual and group accountability; (3) face to face interactions that emphasize small group interactions; (4) interpersonal and small group skills are basic skills in teamwork; (5) group processing, discuss in making decisions about what actions will be continued or changed [18]. It is expected that cooperative learning practices should be carried out with regard to existing cultural contexts such as cultural heritage which are based on the unique characteristics of students [19]. However, cooperative learning is not widely practiced, especially in engineering classrooms because to develop strategies such as designing, implementing and managing programs like this some members and staff teachers do not experience any form of cooperative learning during learning because learning is more about solving individual problems [20].

#### Cooperative Learning

Cooperative learning makes students work together in small groups to help each other learn academic content. Learning methods vary as much as group size; division of task groups; evaluation between group members; and collaborate or discuss a particular topic. It is used in every major subject and all levels of education and all types of schools. Some think that the effects of cooperative learning achievement depend on social cohesion and the quality of group interaction. Cooperative learning has the potential to become the main format used by teachers to achieve national goals. Assignments are the most important part of the cooperative learning process coupled with the use of group achievements or giving gifts to groups can increase