

Learning Interests:

The Environment as Learning Resources Combined with Jigsaw Learning

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Abstract—The environment is a rich learning resources when educators explore and use it in every lesson. Learning through environment social studies needs can increase students' interest in continuing learning. This study aims to analyse the effect of the environment as a learning resources on using jigsaw learning to the students' interest in learning either simultaneously or partially. This quantitative research was used with an ex post facto approach. As many as 54 students are involve as subjects and data were collected using a questionnaire. SPSS 22.00 for Windows was used in data analysis. The results showed that using environment as a learning resource combined with the use of the jigsaw learning shows significant impact to the interest in learning Social Sciences subjects either simultaneously or partially. As a recommendation, social studies educators must be more creative in utilizing the environment as a learning resource and applying various learning models so that students do not feel bored in learning social studies.

Keywords—environment, jigsaw, interest in learning

I. INTRODUCTION

Social Science Subject (IPS) is one of the subjects given at the junior high school level. Social studies learning uses an integrated approach covering four fields of study such as geography, economics, history, and sociology. The implementation of social studies learning must be carried out interactively, fun, motivating students to actively participate in learning in accordance with the interests as well as physical and psychological development of students. Student active learning will be formed if students have high interest [1]. Learning interest is believed as a tendency and high enthusiasm or a great desire to carry out learning activities [2].

Previous research has revealed many factors that influence student interest in learning. One of the factors is the learning environment [3]. The surrounding environment as a learning resource is very beneficial for the social studies learning process because those are close to students. This environmental potential can be in the form of social, economic, cultural, and geographic environments. The environment as a learning resource can affect students' interest in learning [4]. Effective learning requires a student-centred learning environment so that students can actively participate in learning activities.

In addition, the learning model can also influence students' interest in learning. Choosing the right learning approach and model is needed to encourage students' interest in learning in the learning process [5]. In fact, there are still many teachers who doing the learning with the conventional way. Conventional learning is identical to teacher centre learning, which is a teacher-centred learning process by explaining, giving examples, asking questions, and giving assignments classically and student activities only recording explanations from the teacher. Even though there are discussion activities that seem less meaningful. This learning process being unattractive and students losing interest in learning [6]. To encourage active students, learning was carried out in an attractive manner so that it generated interest in learning in students.

Cooperative learning and techniques have been widely applied to a variety of different subjects and at various levels of education around the world [3]. One of the ways used in implementing cooperative learning is Jigsaw. This jigsaw learning can be an alternative problem solving with very effective learning steps compared to learning that only uses conventional methods [7]. The problem of students that can be handled by the jigsaw learning, such as passive students, is the learning steps for the formation of original groups and expert groups [8].

Previous research has analysed the influence of environmental use and jigsaw learning on student learning outcomes [9-12]. This study aims to analyse the effect of using the environment as a learning resource and the application of the jigsaw learning to student interest both simultaneously and partially.

II. METHODS

This research is a quantitative research with an explanatory research design. The approach used was ex post facto. The independent variable in this study was the use of the environment as a learning resource and the jigsaw learning, while the dependent variable is interest in learning. The population in this study were 273 students of SMP YPM Tarik, Sidoarjo Regency with 87 students as samples. The sampling

technique was carried out by means of proportional stratified random sampling. Data collection techniques used a questionnaire that had previously been tested for validity. The data analysis technique used multiple linear regression assisted by the SPSS version 17.0 computer program.

III. RESULTS AND DISCUSSION

The results derived from calculation of the alternative scores of respondents' answers of the three variables studied: interest in learning (MB), the use of the environment as a learning resource (LB), the jigsaw learning model (MPJ) are presented in Table 1, the description of the following research variables.

TABLE I. DESCRIPTION OF RESEARCH VARIABLES

MB	LB	MPJ	Information
1.85	5,56	3,7	Not very good
24.07	11.11	3,7	Not good
1.85	20.37	20.37	Pretty good
3.71	22.22	51.86	Well
68.52	40.74	20.37	Very good

Source: Data processed, 2019

Based on Table 1, the variables studied are interest in learning (MB), the use of the environment as a learning resource (LB), the jigsaw learning model (MPJ) at SMP YPM Tarik, Sidoarjo Regency is in a good category, because the respondents' answers to the instruments distributed in the collection more than 50% of the data stated good and very good. This indicates that all students at SMPYPM Tarik, Sidoarjo Regency already have good learning motivation, the environment as a learning resource can be utilized properly, and the jigsaw learning model according to student responses can be applied well.

The classical assumption test results for normality, multicollinearity, autocorrelation, and heteroscedasticity have met the requirements for regression analysis. All variables in the study have a significant value less than 0.05, so it can be concluded that the variables are normally distributed. The VIF value in this study is less than 10 for a tolerance value of more than 10, so it can be said that the data is spared from multicollinearity problems. The Durbin Watson value is 1.611 because the Durbin Watson value is greater than the du value and less than 4 - du, it can be stated that the regression model is free from autocorrelation problems. The results of the heteroscedasticity test for each independent variable on the residue obtained a value of more than 0.05, so it can be said that the data does not occur heteroscedasticity.

The results of the multiple linear regression test are presented in Table 2 below.

TABLE II. RESULTS OF MULTIPLE LINEAR REGRESSION ANALYSIS

Variable	Coef. Reg.	Sig	Result
Constant	0.43	0	
LB	0.487	0	H2 accepted
MPJ	0.424	0	H3 is accepted
R = 0.880			
R. Square = 0.774			
Adj. R Square = 0.765			
F = 90, 549			
Sig. F = 0,000			
Probability = 0.05			

Source: Data processed, 2019

Based on Table 2, it can be stated that simultaneously the environmental use variable as a source of learning and the jigsaw learning shows a positive effect to the learning interest of YPM Tarik Junior High School students in Sidoarjo Regency. Partially, both variable use (environment as a learning resource and the jigsaw learning) also affect student interest in learning.

The results of multiple linear regression analysis obtained a positive and significant value between the use of environmental variables as a learning resource and the application of the jigsaw learning to the learning interest. This is in line with the results of the descriptive analysis of the collected instruments. According to the responses of respondents in social studies learning, teachers have been able to use environment as a learning resource. On the other hand, according to student responses, social studies teachers have also been able to apply the jigsaw chasing learning well. The use of the learning environment and the application of the jigsaw learning carried out as a package can affect students' interest in learning social studies.

The two independent variables studied, namely the use of the environment as a learning resource and the application of the jigsaw learning, show a very strong relationship with the dependent variable of student learning interest, namely 0.880 or 88%. The magnitude of this relationship indicates that the use of the environment as a learning resource and the jigsaw learning model greatly supports the creation of student motivation at SMP YPM Tarik, Sidoarjo Regency.

Derived from the magnitude of the influence together between the variables studied, it also shows a large effect, in about 77.4%. The magnitude of this influence is also in line with the respondents' responses to the instruments used to collect data. This can be seen from the description of the research variables, according to the respondents' responses both for the use of learning resources and the application of the jigsaw learning model in either category. This means that if these two variables are implemented simultaneously it will affect student interest in learning. Because the influence of the two new variables is 77.4%, of course there are other factors that affect student interest in learning. These factors include a humour-based learning strategy [13] students' internal and external factors.

The results of descriptive calculations can be said that in implementing social studies learning, the teachers of SMP YPM Tarik, Sidoarjo Regency have used the environment as a learning resource. The environment as a learning resource in this study is measured by indicators of the family environment, school environment, and social environment. According to students' responses, the family environment and social environment have a high average value related to student interest in learning. This indicates that if the family environment can provide a good example for their children, it will motivate them to learn [14]. A good social environment for students will affect their interest in learning. Students can interact well with their friends by doing regular group study. With an attitude like that.

The results of partial data analysis, the use of learning environment variables affect students' interest in learning. The results of this calculation are in line with research which states that student interest in learning is influenced by how teachers can use the surrounding environment as a learning resource [9,15,16]. The advantage of using the environment as a learning resource can save costs, because it uses objects that already exist in the environment, namely practical and easy to do, does not require special equipment, provides a real experience to students, lessons become more concrete, not verbalistic, because these objects come from the environment of students, then these objects will be in accordance with the characteristics and needs of students [17]. This is also in accordance with the concept of contextual learning. If the teacher uses the environment as a learning resource, this means that the teacher has used real (real) learning resources, not in the form of imitation or models. Real learning resources make better quality when compared to using models or imitations. Students will be more interested in something that is real and original than imitations or models. Learning by using the environment as a learning resource will make students active, because students interact more easily with the environment [15]. If the teacher uses the environment as a learning resource, this means that the teacher has used real (real) learning resources, not in the form of imitations or models. Real learning resources make better quality when compared to using models or imitations. Students will be more interested in something that is real and original than imitations or models. Learning by using the environment as a learning resource will make students active, because students interact more easily with the environment [15]. Students will be more interested in something that is real and original than imitations or models. Learning by using the environment as a learning resource will make students active, because students interact more easily with the environment [15]. Students will be more interested in something that is real and original than imitations or models. Learning by using the environment as a learning resource will make students active, because students interact more easily with the environment [15]. Students will be more

interested in something that is real and original than imitations or models. Learning by using the environment as a learning resource will make students active, because students interact more easily with the environment [15].

The results of the descriptive calculation according to the students' responses contained in the research instrument, the social studies teacher at SMP YPM Tarik, Sidoarjo Regency has implemented the jigsaw learning model well. The application of varied learning models can certainly increase student activity and interest in learning at SMP YPM Tarik, Sidoarjo Regency. If activities and interest in learning can be increased, of course, it will have an impact on the effectiveness of the implementation of learning and improving student learning outcomes [5].

The results of the partial analysis of the independent variables of the Jigsaw learning model show a significant influence on the dependent variable on learning interest at a significance level of 5%. The jigsaw learning model has a regression coefficient of 0.369, this means that the perception of the jigsaw learning model has a positive influence on the learning interest of students of SMP YPM Tarik, Sidoarjo Regency. Learning with a jigsaw model makes students play an active role in learning activities. Students not only sit quietly listening to the explanation from the teacher, but students find out the knowledge they want to get and share it with other friends. This makes students learn the meaning of a sense of responsibility for what they get and say to others. Each student in the home group shares the material they discussed in the expert group and receives the material presented by other members of the home group. In other words, students are taught to receive and provide knowledge to complement the knowledge they already have. Each member has different responsibilities but with the same goal.

The results of this study are in line with research which states that the jigsaw learning model has a higher motivational effect when compared to conventional learning [11] Selection of appropriate learning approaches and models to encourage student learning activities and interests. The ability of teachers to apply learning models is very important in an effort to increase student activity and interest in learning, as other research results suggest that the Creative Problem Solving learning model has an effect on student interest in learning [1]. The jigsaw model is a cooperative learning model that focuses on group work in the form of small groups. Students will be divided into small groups that are heterogeneous to form the original group, where each member will seek different knowledge by discussing forming a group of experts. Thus, it seems that the learning is centred on students and the learning process is meaningful, this of course can increase student activity.

IV. CONCLUSION

Based on the results of the analysis that has been carried out both descriptively and statistically with multiple linear regression through the SPSS 17.0 program, it can be concluded

that the use of the environment as a learning resource and the application of the jigsaw learning model either simultaneously or partially affects student interest in learning at SMP YPM Tarik, Sidoarjo Regency. . In this study there are several limitations. The limitations of this study are as follows: some of the questions in the questionnaire may not be understood so that it raises multiple interpretations from the respondents; Therefore, it is recommended in the next research to re-reduce the questionnaire used and develop other learning models in teaching social studies so that the learning carried out is more meaningful and not boring.

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