
LEARNING FOLKTALE *BATU DARA MUNING* THROUGH COOPERATIVE LEARNING MODEL TYPE JIGSAW

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Abstract

In 2013 Curriculum, learning literature including folk tale has got an attention. It is a form of appreciation of region's wealth that needs to be preserved. It is very important to preserve the folk tales because folk tales contain much educational value. Educational value reflected in the folk tales is the Indonesian's wealth that needs to be maintained and preserved, including folk tales from Sintang such as *Batu Dara Muning*. One of the educational value in the story of *Batu Dara Muning* is the feeling of love. The act of mother loving her children is worth imitating. Another value is that children respect their parents. Children nowadays have to imitate this so that they respect their parents. Most children these days do not do this. Therefore, that value can be used in teaching students in order that they respect their parents and other people older than they are. The questions are: How to make the students like folk tales? What learning method can motivate them to like folk tales? How to make the students easily find the moral value in the story of *Batu Dara Muning*? Those questions require teachers to teach folk tales. Cooperative learning model type jigsaw was chosen in this study because the steps of this type motivate the students to discuss together. Team work is needed very much to give a good result. Of every group, one student was chosen as the expert. The experts then gathered in an expert team. The expert student helped his friend in the team. This technique enables every team member participate actively. Small team eases work and interaction of each team member. Positive dependence among team members would be formed if all members had the same responsibilities. Every student tried and needed the others' work as well as possible, as they did to reach the learning objectives.

Key words: learning, folk tales, cooperative jigsaw

INTRODUCTION

Learning is a complex process. Learning is not only to tell or explain the learning materials, but also to form or shape students' behavior. Every student has different interests and talents. They also have different learning styles. Therefore, learning is a complicated process, in which all the possibilities that may happen have to be considered. Those possibilities need a ripe plan from every teacher. Thus, teachers have to be able to design an innovative learning to make students pleased.

Learning is the process of cooperating. As a cooperating process, learning emphasizes not only on teachers; activities or students' activities, but also on teachers and students altogether, in order to reach the learning objectives. Hence, teachers' and students' awareness and understanding of the learning objectives are the absolute condition. For this reason, teachers and students go the same objectives. According to Harmin and Toth (2006, p. 96), teachers' statement plays a role on motivating students to work together. The strategy is by using the word "we". Use the word "we would like" instead of the word "I would like". These words will create a situation that "we" are all involved, and that "our" class is a cooperative community.

Learning process, at least, will involve teachers and students. Teachers will not work by themselves without the students' involvement. In the process of learning, teachers working without the students involving in it will be meaningless. Is not all teachers' work is directed at making the students learn? According to Eggen and Kauchak (2012, p. 5), teachers who have competence are better than

those who had taught for longer time. Those who are competent understand deeply the materials they teach. They are also able to re-design and re-provide the materials in such a way that students will understand. They have the treasure of teaching strategies, which can be used to help students understand different learning objectives.

A plan process has to be started from deciding the aims to determining the steps to reach the aims through need analysis and complete document. When people are planning, their thoughts are directed to how to reach the aims effectively and efficiently.

Learning Indonesian also needs a good plan. Basically, it is a system. As a system, the existence is built on several components related to each other in a relationship combination to reach the aims of learning Indonesian. The components include teachers, students, curriculum, materials, methods, media, fund, facilities in support of language learning, and environment.

Teachers' roles and competences in teaching and learning process are as teacher, class leader, advisor, planner, supervisor, motivator, and counselor. The most dominant roles are as demonstrator, class manager, mediator, facilitator, and evaluator. Teachers are expected to play role as managers in teaching and learning process and to act as facilitators who try to create an effective and pleasant learning atmosphere. Indonesian language teachers need to be given insight that there is a strategy for teaching Indonesian in order to help them increase the learning result and output.

In this chance, I try to describe folk tales learning so that students will be interested in it. The description in this paper is the answers of the following questions. What do teachers have to do to make students enjoy learning folk tales? What method has to be used by teachers in providing materials in the forms of folk tales?

The Objectives of Learning Indonesian Language and Literature

Literature learning is aimed to improve students' ability in appreciating literary works. The activities of appreciating literary works is closely related to the practice of deepen the feeling, thinking, imagination, and sensitivity to society, culture, and living space. Students are expected to develop their personality, to broaden their insight, and to improve their knowledge and linguistic ability.

The Composing Elements of Folk Tales

Folk tales are literary works built on intrinsic and extrinsic elements. The intrinsic elements are the elements which form the folk tales inside the stories. They include characters, characterization, settings (place, time, and situation), messages, and themes. Those intrinsic elements are related to each other building the folk tales.

The extrinsic elements build the stories from the outside. This structure includes all kinds of elements outside regions' literature, which also influence the existence of the regions' literary works, for example social-economic factors, cultural factors, social-politic factors, religion, and the order or system followed by the society.

The Functions of Folk Tales

According to Bascom (as cited in Danandjaya, 1991, p. 19), the functions of oral literature are: (a) as projective system, which is as ideas reflecting tool of a collective; (b) as authorizing tool for regulations and cultural institutions; (c) as pedagogical device for students; and (d) as forcing and supervising tool so that society norms will always be obeyed by the collective members. Oral literary has an important function in life because it can reflect the social life and can build the feeling of love for the culture.

The Definition of Cooperative Learning

Cooperative learning is a learning consciously and intentionally developing interaction that is alternative care to avoid offensiveness and misunderstanding that may cause hostility. Cooperative learning is a learning consciously and systematically developing interaction that are alternative teach, love, and care among students as life practice in the real society (Lie, 2002; Joyce, 2009, Johnson, 2010; & Trianto, 2009).

Cooperative learning can be defined as a structural work system or learning system (Barkley et al., 2012; Lie, 2002, p. 17). The number of learning group in cooperative learning usually consists of two until six students. Factors to be paid attention in determining the size of the group are: (1) students' ability, (2) materials availability, and (3) time availability. Grouping students in cooperative learning should be done heterogeneously, so that each group consists of members with high, average, and low ability. Every student is allowed to be creative. According to Beetlestone (2011, pp. 56-57), in considering creativity, it is important to build an understanding that all students have the same right to be creative and to have full access in the opportunity in creative sectors of the curriculum. However, the way the students respond the learning will be different from each other.

In conclusion, cooperative learning is a learning strategy emphasizing on grouping students and helping students develop the alternative care interaction among them. Cooperative learning is introduced not only in group works, but also in the structure that every group has heterogeneous members.

The Elements of Cooperative Learning

Siberman (2002, p. 151) says that one of the best ways to develop active learning is by giving tasks that need to be done in a small group. Peers' support, various views, and knowledge and competence, help create collaborative learning in a valuable part for learning climate in class. In order to make cooperative learning run effectively, students need to build basic elements of cooperative learning, which are: (a) students have to have the same perception toward the materials; (b) students have the responsibilities for their friend in the group, besides the responsibilities for themselves to study the materials they are facing; (c) students have to view that they all have the same aim; (d) students have to divide the tasks and share the responsibilities fairly among the group members; (e) students will be given an evaluation or appreciation which will affect the evaluation of the whole group members; (f) students share leadership, while they get the skills of cooperating during the learning process; and (g) students will be asked for the responsibilities individually for the materials they have faced in cooperative group.

Roger and Johnson (as cited in Lie, 2002) mention that not all learning group can be considered as cooperative learning. To reach the best result, five elements of cooperative learning model have to be applied. They are: (1) positive dependence on each other, (2) individual responsibilities, (3) face-to-face, (4) communication among members, and (5) evaluation of group process.

According to Johnson and Johnson (as cited in Trianto, 2009, pp. 60-61), cooperative learning is a system in which the elements inside are connected to each other. The first element is positive dependence. The positive dependence on each other requires students to motivate each other in order to reach optimal learning result. The second one is face-to-face interaction. This face-to-face interaction requires students in the group to be able to interact face-to-face so that they can have dialogues, not only with the teachers, but also with their friends.

The third is individual accountability. Individual accountability is group evaluation based on the average mastery of all the group members individually. Because of that, every group member has

to give contribution towards group progress. The fourth is the ability to build relationship among individuals. In cooperative learning, social skills such as consideration, respect for peers, idea critique rather than peer critique, bravery in maintaining logical thoughts, no dominance role over the others, independency, and other various characteristics that are useful in building relationship among individuals (interpersonal relationship) are not only assumed but also taught intentionally.

Based on the opinions above, it can be concluded that the elements related to each other in cooperative learning that need to be paid attentions are positive dependence on each other, personal responsibility development, face-to-face interaction, and balance and decision making together in the group.

The Strengths of Cooperative Learning

In traditional learning, learning group has been known. But, there may be several essential differences between cooperative learning group and traditional learning group. Killen (as cited in Trianto, 2009, pp. 58-59) states that those differences are:

Table 1 The Differences between Cooperative Learning group and Traditional learning Group

Cooperative Learning Group	Traditional Learning Group
1. Positive dependence on each other	1. No dependence
2. Individual accountability	2. Individual accountability often ignored
3. Heterogeneous learning group	3. Usually homogeneous learning group
4. Collective leadership	4. One leadership
5. Direct learning on cooperative skills	5. Social skills often not taught directly
6. Teachers' observation during learning process	6. Indirect teachers' observation during learning process
7. Teachers' direct observation on group work	7. No teachers' attention on group work
8. Emphasis on tasks	8. Emphasis only on tasks

In cooperative learning, small group is used in order that student cooperate in learning. The subjects involving several skills and problem solving will be precise if done in group instead of individually. Relationship with peers makes the students enjoy the learning process. Group work can enhance students' self-confidence because every group member can share their opinions. If one of the members has not fully understood the materials, other members can be the tutor. Thus, in this type of learning, the need of having each other is found. Hermin (2006, p. 281) mentions that discussion activity should be improved. Several steps should be done. They include: (1) utilizing the discussion maximally, (2) making a list of provocative topics, (3) pointing students to be the discussion leader, (4) using visualization, (5) pointing students to write on the board or on the paper, (6) nodding when agreeing or giving thumb(s) up, (7) having maximal gaze, (8) sitting in circle, and (9) using small groups, opening the whole class.

The result of Lundgren's study (as cited in Ibrahim et al., 2000, p. 16) showed that cooperative learning is better than improving learning result through individual leaning experience. Other research results also showed that cooperative learning gives positive impacts on students who have low learning result.

According to Johnson and Johnson (as cited in Trianto, 2009), research results showed that cooperative interaction has various positive effects on students' development. Those are: (a) improving learning outcomes; (b) improving retention; (c) being better in reaching high-level of thinking; (d) being better in boosting intrinsic motivation; (e) being more appropriate to improve relationship among heterogeneous individuals; (f) enhancing positive attitude towards school; (g) improving students' positive attitude toward teachers; (h) improving students' self-esteem; (i) improving positive social adaptation attitude; and (j) improving life skills in mutual cooperation.

The result through meta-analysis method done by Johnson and Johnson (as cited in Nurhadi, 2003, p. 82) showed that there were various excellences of cooperative learning, which are: (a) facilitating students to adapt socially; (b) developing the true learning enjoyment; (c) enabling students to learn about attitude, skills, information, social behavior, and views; (d) enabling the form and development of social values and friendship; (e) improving meta-cognitive skills; (f) losing egoism; (g) improving sensitivity and social solidarity; (h) improving faith in ideas or self-concepts; (i) improving willingness to use others' ideas which feels better; (j) making students no more suffer from loneliness or isolation; (k) developing awareness of responsibility and to keep each others' feeling, and so on.

Based on the explanation above, it can be concluded that cooperative learning is better than traditional learning and individual learning. Many researches' results showed that through cooperative learning, academic achievement and social relationship among students could improve because they completed each other.

Cooperative Jigsaw

Jigsaw is a learning technique in the forms of groups. Learning in groups can be described as follows:

1. Every group member learns about one passage or material different from other members' part.
2. Every group member depends on other group members to understand fully the passage and material.
3. Every group member shares information with other group members in understanding the whole passage and material.
4. Every member becomes the owner of the passage or material so that they will be responsible and appreciate each member (Johnson & Johnson, 1991).

Positive dependence among group members will be shaped if every group member has the same responsibilities. Every student tries and needs all group members' work as well as possible, as what they do in order to reach learning objectives. Individuals' competence affects very much in learning in group. Illeris (2011, p. 21) states that students' internal condition is the characteristic of students which influences the students' opportunity and it involves in learning process.

Aronso et al. (1978) mention some procedures the students have to do in Jigsaw. They are: (1) students are divided in some small groups (four to six) heterogeneous students; (2) each student in the group is given a task different from the others; (3) the students who have the same task from every group, gather to discuss that task; and (4) students return to their group to tell the result and finish the group task.

Grouping students in Jigsaw is done heterogeneously either in academic achievement or personal characteristics. The heterogeneity is based on (1) total number of students in the class, (2) different academic achievement, (3) gender, and (4) social-economic background of the students' parents. The formed heterogeneous group is called as cooperative group (CG).

Students' tasks in cooperative group are: (1) to understand the whole passage at a glance, then to divide passages into some parts based on the number of the students, (2) to share as leader, writer, and reporter. Students who get piece of the same passage make a new group called expert group (EG). The students' tasks in expert group (EG) are: (a) to understand various passages deeply, (b) to discuss the content of the passages in order to do the tasks, (c) to do the task given by the teachers, (d) to plan how to tell or do the content of the passages or task to the cooperative group members. After doing the task to the expert group, the students return to the cooperative group.

The students' tasks in the second CG are to: (1) tell or teach the discussion result to the CG member, (2) do the students' work sheet, (3) report and respond the discussion result, and (4) do the report. Every group tells the discussion result of the cooperative group in class discussion forum guided by the teacher.

CONCLUSION

Teachers are people who have the control in teaching and learning process. Learning is not only to tell the learning materials, but also to develop students' behavior. This is in line with the objectives of learning Indonesia that students are expected to be able to enjoy, comprehend, understand, and benefit from literary works in order to develop personality, broaden insight, and improve knowledge and linguistic skill. To reach learning objectives, teachers have to be creative in preparing and doing the teaching and learning. Choose and use learning method that can improve creativity and togetherness in learning. The method chosen has to be appropriate to tell the learning materials.

Many methods can be used in teaching and learning process. The writer suggests that teachers use cooperative learning method type Jigsaw to tell the materials in the forms of folk tales. This method needs cooperation among group members. One member, who is called as the experts or clever in the group, will help his peers in learning. Peer relationship makes students enjoy the learning process. This group work can boost students' self-esteem because every group member can share their ideas and opinion.

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