The Development of the Assurance Relevance Interest Assessment Satisfaction (Arias) Collaborative Jigsaw Collaborative Learning Model in Writing News Text Class 8 Junior High School State 06 Medan

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Abstract

This study aims to determine (1) the process of developing a collaborative Jigsaw Cooperative Jigsaw Cooperative Assurance Relevance Interest Assessment (ARIAS) learning model in writing news texts (2) the results of the validation of the collaborative jigsaw cooperative Assurance Relevance Interest Assessment Satisfaction learning model (3)) the effectiveness of learning outcomes that apply the collaborative Assurance Relevance Interest Assessment Satisfaction (ARIAS) learning model in jigsaw Cooperative in writing news texts by students of class VIII SMP Negeri 06 Medan. The test subjects consisted of material experts, design experts, Indonesian language study teachers, and VIII grade students of SMP Negeri 06 Medan. The results of this study indicate that (1) The results of the questionnaire needs that have been distributed can result that the respondent has never used a learning model that collaborates with other models, inspires confidence and is in accordance with student interests and students' assumption that news text material is too difficult and students feel confused organizing ideas when writing begins and find it difficult to arrange the first sentence in writing. (2) validation of material experts includes and validation of learning design experts. Validation in learning design get an average score of 89.02 gets very good criteria and validation results by material experts get an average score of 83.47 gets very good criteria (3) Test the effectiveness of learning products in the form of developing learning models of assurance relevance interest assessment satisfaction (ARIAS) Collaborative Jigsaw Cooperative of respondents 32 students consisting of 2 teachers of Indonesian Language and Literature studies who received an average of 80, 15% in the "very good" category. Students after using the development of the learning model Assurance Relevance Interest Assessment Satisfaction (ARIAS) collaborative jigsaw have improved learning outcomes compared to before using the development of the learning model of collaborative jigsaw cooperative assurance relevance interest assessment satisfaction (ARIAS). Thus the learning model Assurance Relevance Interest Assessment Satisfaction (ARIAS) collaborative cooperative jigsaw is more motivating, arouse students' self-confidence, independent and arises a sense of responsibility.

I. Introduction

The quality of life of the nation is very much determined by the factor of education. Education has a very decisive role for the development and realization of individual self. Therefore, education reform must always be done to improve the quality of national

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education. The progress of a nation can only be achieved through structuring good education. Efforts to improve the quality of education are expected to increase the dignity of Indonesian people.

Learning must follow Permendikbud standards, namely No. 65 of 2013 concerning Standards for the Process of Primary and Secondary Education has signaled the need for a learning process in terms of the scientific / scientific approach. This approach can make students more active in their knowledge, skills and encourage students to find facts from a phenomenon or event. The 2013 curriculum places Indonesian as a defender of knowledge or other subjects. Learning at State Middle School 06 Medan eighth grade presented on the basis of text is implemented by applying the principle that language is seen as text, the use of language is a language process that functions to express meaning, and language is also a means of forming human thinking abilities. In this connection it can be believed that each text has its own different structure. The structure allows students to process their knowledge through the ability to observe, ask, associate, analyze, and present the results of their analysis properly.

The results of interviews and observations carried out on State 06 Medan junior high school students, obstacles found that writing news texts often become something that is less desirable and not getting a good response from students. Students seem to have difficulty when writing. Students do not know what to do when learning to write begins. They sometimes find it very difficult to find the first sentence to start their writing. Students often face blank paper syndrome or do not know what they are going to write. They are afraid of being wrong, afraid of being different from what the teacher instructed. This feeling of fear of wrong will hinder novice writers from writing news texts.

The learning model used is less effective and less attractive to students, not in accordance with the needs and character of students. Therefore, an appropriate learning model is needed in delivering news text material to students so that the competencies that students must meet are achieved well. Learning Assurance relevance interest assessment satisfaction (ARIAS) collaborative jigsaw is expected to be able to bring an active learning atmosphere.

It is important to realize that learning news text material is less attractive to students. The fact about students' learning abilities in writing news text material is still low in student learning so that there is a need to improve student learning outcomes and make students enthusiastic in participating in learning, especially in news text material. This can be done by developing learning models in an effort to improve learning outcomes and determine material based on the context of the situation at school. Teachers as educators are tasked with managing and developing learning resources as contained in the National Education System Law No. 20 of 2013 article 39, namely educational staff assigned to carry out administration, management, development, supervision, and technical services to support the education process in the education unit. Efforts to improve the quality of learning must be carried out comprehensively, not only in terms of the teacher, student, teaching material, but also from the curriculum.

The ARIAS collaborative Jigsaw Cooperative learning model is a way of learning students developed by John M. Keller. With the ARIAS collaborative learning Jigsaw Cooperative learners will be invited to study in small groups of 4-6 heterogeneous people and work together on positive interdependence and be responsible for completing parts of the subject matter that must be studied and conveying the material to other group members . It is important to realize that learning news text material is less attractive to students. The fact

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With Collaborative Assurance Relevance Interest Assessment (ARIAS) Cooperative Jigsaw students will be invited to study in small groups of 4-6 heterogeneous people and work together on positive interdependence and be responsible for completing parts of the subject matter that must be studied and conveying material proficient to other group members so students will be more free to find new experiences in learning. Members from different teams with the same topic meet for discussion (expert teams) helping one another on the learning topics assigned to them. Then the students return to the original team / group to explain to other group members what they have learned before at the expert team meeting. Collaborative Jigsaw Cooperative Jigsaw is an activity that will be carried out to instill confidence in students, conduct relevant activities, arouse students' interest / attention, evaluate, foster a sense of respect / pride in students and instill a sense of responsibility answer together in groups. In collaborative Jigsaw Cooperative Jigsaw Collaborative Interest Assessment (ARIAS) learning assurance also involves the active role of students with students and students with teachers. Students are required to be independent, cooperate positive interdependence, and are responsible for completing the part of the subject matter that must be studied assigned material.

Based on this background, researchers are encouraged to develop learning designs for writing news texts through learning ARIAS (Assurance, Relevance, Interest, Assessement, Satisfaction) collaborative jigsaw collaboration. The reason researchers chose the design of collaborative jigsaw cooperative relevance interest assessment (ARIAS) learning designs is that these learning designs have advantages in making students active and fostering interest and confidence in the learning process, making learning more meaningful and applicable in daily life and improving students' sense of responsibility independently is also demanded of positive interdependence (mutual telling) of group peers. Learning developed in the form of modified learning steps. Development learning in the form of learning steps for the assurance of relevance interest assessment satisfaction (ARIAS) collaborative jigsaw with modification and slightly different from the previous learning steps.

II. Review of Literature

2.1. Understanding ARIAS Learning Design

ARIAS learning design is a modification of the ARCS model (Attention, Relevance, Confidance, Satisaction) developed by Keller and Kopp (in Rahman & Sofan 2014: 54) as an effort to design learning that can influence achievement motivation and learning outcomes. This learning design was developed based on the expectation value theory which contains two components, namely the value of the objectives to be achieved and expectations in order

to successfully achieve the desired goals. Starting from the two components, learning was then developed by Keller into four components. The four components are attention, relevance, confidence and satisfaction. With the ARCS acronym. (Keller and Kopp in Rahman & sofan 2014: 54).

2.2 ARIAS Learning Components

It has been previously stated that the ARIAS learning model consists of five components. These components are a unit that is needed in a good learning Morris in (Rahman & Sofan, 2014: 56) further, these components will be explained as follows:

1. Assurance
2. Relevance
3. Interest
4. Assessment
5. Satisfaction

2.3 Understanding Jigsaw Cooperative Learning

Slavin (2010: 14) states that Cooperative Jigsaw is an adaptation of

the riddle of Elliot Aronson. In this technique students work in the same group members, consisting of 3 to 6 people with different backgrounds. Each team member is assigned randomly to become an expert in certain aspects of the assignment given by the teacher. According to Zaini (2010: 27) Learning Jigsaw cooperative model is an interesting strategy to use if the material to be studied can be divided into several parts and the material does not require the order of delivery. The advantage of this strategy is that it can involve all students in learning and at the same time teach others.

2.4 Steps in Jigsaw Cooperative Learning Design

According to Slavin (2010: 65), the steps of Jigsaw cooperative learning are arranged instructionally as follows.

a. Reading: students get expert topics and read material to get information.
b. Expert group discussion: students on the same expert topic to discuss the topic.
c. Group discussion: experts return to their original group for explain the topic to the group.
d. d. Quiz: students get an individual quiz that covers all topics.
e. Group rewards: group score calculation and determination group award.

2.5 Steps of ARIAS Learning Design Collaborative Cooperative Jigsaw

According to Rahman and Sofan (2014: 10), the application of ARIAS learning design with cooperative jigsaw settings is the assurance stage, relevance stage, interest stage, assessment stage, satisfaction stage as follows:

1) Assurance Stage
a. At this stage, the teacher starts the learning by expressing appreciation to the students, then conveying the indicators, learning objectives, emphasizing the benefits of learning materials, increasing the previous material with energy.
b. Next, ask a number of questions to find out knowledge, for example have you heard or seen the news?
c. Students respond to statements made by teachers based on their ideas
d. Then the teacher gives motivation to students

2) Relevance stage (relationship to student life)

a. At this stage, the teacher asks students to create groups of 4-6 students, the teacher prepares questions relating to the students' daily life environment, directly according to the question draw.

b. Those who get the same lottery gather together, and so on.

c. Then after finishing the discussion they return to the original group by bringing the results of the discussion as well as other friends, so that all groups work and no one is passive.

d. Examples of questions to be discussed 1) what is news text? 2) what is the use of news text? 3) how to find news texts? 4) why is the news text important in everyday life 5) why are we expected to be able to write news texts?

3) Interest stage (students' interest and attention)

a. At this stage, after returning to the original group with the results of the discussion, then they return to explain the results of the discussion to friends in the original group, as well as other friends, so all work and there is nothing passive, because each of the members of each group mutually present the discussion.

b. In the presentation activities, students are expected to be able to use the media to explain the results of the discussion.

4) Stage of evaluation

a. The teacher provides opportunities for students to evaluate themselves and other groups.

b. The teacher conducts evaluations and gives feedback to the students' performance.

c. The teacher conducts an observational evaluation when students present the results of their discussion

d. Then the teacher informs the results of student discussions.

5) Stage of satisfaction (strengthening)

a. The teacher gives appreciation to students individually or in groups, both verbally and nonverbally. For example: the teacher's words "Good, you did very well". Nodding the head with a smile as a sign of agreement on students' answers to a question is a form of reinforcement for students who have successfully carried out an activity.

b. The sincere words and sympathetic smile of the teacher create a sense of pride in students and this will encourage them to do activities better, and obtain good results from before.

c. The teacher and students together conclude the results of the discussion.

2.6 Definition of Writing

Writing is a skill that almost everyone has. but being a writer or expert in writing cannot be shared by everyone. Tarigan (2010: 22) argues "writing is lowering or depicting graphic symbols that describe a language that is understood by someone, so that other people can read the symbols of the graph if they understand the language and graphic images".

Semi (2007: 40) states "writing is a creative process. That is, writing is a skill that is carried out through stages that must be done by directing the skills, art, and tips so that everything works effectively ".

2.7 News Text

According to Suryawati (2011: 4) states "news is a report about events or opinions that have important value, attractive to some audiences, are new and widely publicized through periodic mass media".

Sumadiria (2005: 65) states the news as the fastest report about the latest ideas or facts that are true, interesting, and important for some large audience. The report is then broadcast through the media periodically like newspapers, radio, television, or internet media. Thus, news it not only refers to the press in the strict sense but also to the radio, television or the internet.

1) News Text Elements

As a type of writing, the news text has elements that must be met. According to Barus (2010: 28-30), the main element that must be available is 5W + 1H. The explanation is as follows:
a. What (what happened?)
b. Who (who was involved in the incident?)
c. Why (why did it happen?)
d. Where (where did it occur?)
e. When (when / when did the event occur?)
f. How (how did it happen?)

2) News Text Structure

According to Barus (2010: 44) states "a story usually begins with an introduction, then facts that are increasingly important lead to the climax of the story and end with a conclusion (conclusion)".Conventional journalistic patterns are depicted in the geometrical structure as follows
a. Inverted Triangle Pattern
b. Pyramid or Upright Triangle
c. Long Triangle Patterns

III. Research Method

The location in this study was conducted at SMP Negeri 06 Medan located at Jl. Happy No. 42 Medan Kota District. According to Arikunto (2010: 130) "Population is the whole data or subject to be studied". The population of this research is all eighth grade students of Medan 06 Medan first high school in 2019/2020 learning year. Students are divided into 10 learning groups. Sampling was chosen using cluster random sampling technique (random sample selection). The sample used in this study was one study group totaling 36 students. The Development of this learning model, developed specifically for studying news text material. The design to be developed in this study is one of the learning designs in learning activities to instill confidence / trust in students. Activities that are relevant to real life, try to attract and maintain students' interest / attention, namely the learning design of Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) collaborative cooperative jigsaw. Guidelines on learning and developing learning systems are 4-D design. Acronyms of Define, Design, Develop, Desseminate.

IV. Discussion

The results of research discussions on the development of a learning model of relevance interest assessment satisfaction (ARIAS) collaborative jigsaw in writing news texts by students of class VIII SMP Negeri 06 Medan that this development is effective for use and increases student confidence based on interest and more responsible towards the group. The results of the validation of design experts and learning material experts. In addition, the motivation questionnaire and observations of students during the learning process took place showing quite good results with very good assessment criteria. The process of developing a collaborative jigsaw cooperative relevance interest assessment satisfaction (ARIAS) learning model in writing news texts by eighth grade students of SMP Negeri 06 Medan is in general aspects of the assessment given by the product design riviewer. already very good. The results of the validation of the collaborative jigsaw cooperative relevance interest assessment (ARIAS) cooperative learning model developed for writing news texts to grade VIII students of SMP Negeri 06 Medan are the results of the validation of the learning design expert on the product development of the learning relevance assurance satisfaction assurance (ARIAS) model This collaborative cooperative jigsaw shows that the quality of learning design products designed is very good. With an average percentage yield of 89.02%. Furthermore, this figure is converted to see the level of effectiveness of the product and get an average score of 80.15%, which indicates that the design of this development is effectively used. While the results of the validation of the learning material expert on the teaching material contained in the development product indicate that the learning material contained in the development product has been very well viewed from the assessment aspect. The average acquisition percentage of 85.45% with very good assessment criteria. After this number is converted into the conversion criteria evaluation table, the result is 80.15 to show that the ARIAS Collaborative Cooperative learning model jigsaw for writing news texts produced is very effective for use in learning.

V. Conclusion

The development of a collaborative jigsaw cooperative relevance interest assessment satisfaction (ARIAS) learning model is a modification of the steps of the ARIAS and jigsaw learning model that is collaborated but does not eliminate the elements of the model itself. the effectiveness of the learning product in the form of developing a collaborative cooperative interest assessment satisfaction (ARIAS) cooperative learning model received an average of 80,15% in the "very good" category. Students after using the development of the learning model Assistanceance Intermediate Assessment Satisfaction (ARIAS) collaborative jigsaw experience improved learning outcomes compared to before using the development of the learning model of collaborative jigsaw cooperative relevance assessment satisfaction (ARIAS). Thus the learning model Assistanceance Interveness Assessment Satisfaction (ARIAS) collaborative cooperative jigsaw is more motivating, arousing student confidence, independent and arousing a sense of responsibility.

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