The Implementation of Jigsaw Technique to Overcome Learning Loss on Post Pandemic Situation in Learning Narrative Text at Senior High School

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Article Info	Abstract
	This research aims to overcome learning loss in high school students in a post-pandemic situation by applying the jigsaw technique in teaching narrative texts. This research was conducted at Mekar Arum High School in class 10 MIPA 1 with 28 participants. This research uses a qualitative method with a Classroom Action research approach. Data collection techniques in this research used three instruments: observation, interviews, and the field. Based on the results of research conducted by researchers, it can be concluded that the application of the jigsaw technique carried out by the teacher runs smoothly. According to the procedure, then in the application of the jigsaw technique students can follow the teacher's directions well, students have also participated in the discussion process with maximum mutual cooperation and maximally fulfilling the responsibilities requested by the teacher, the interaction of students with their group mates has also started to be well established as well as interactions with the teacher, students have also been able to show the results of their discussions with confidence and when the teacher asks some questions all students can answer questions from teachers quickly, responsively, and correctly. Then, some of the consequences of learning loss that occur in students by applying the jigsaw technique in learning narrative text can overcome the problems of learning loss that occur in students.

Artikel Info	Abstrak
	Penelitian ini bertujuan untuk mengatasi learning loss pada siswa SMA on post pandemic situation dengan implementasi Teknik jigsaw in learning narrative text. Penelitian ini dilaksanakan di SMA Mekar Arum pada kelas 10 MIPA 1 dengan partisipan yang berjumlah 28 orang. Penelitian ini menggunakan metode qualitative dengan pendekatan penelitian Tindakan kelas. Teknik pengumpulan data pada penelitian ini menggunakan tiga instrument yaitu observasi, wawancara, dan field. Berdasarkan hasil penelitian yang dilakukan oleh peneliti dapat disimpulkan bahwa penerapan jigsaw teknik yang dilakukan oleh guru berjalan dengan lancar dan sesuai dengan prosedur, kemudian pada penerapan jigsaw teknik siswa dapat mengikuti arahan guru dengan baik, siswa juga sudah mengikuti proses diskusi dengan maksimal saling kerja sama dan memenuhi tanggung jawab apa yang diminta oleh guru dengan maksimal, interaksi siswa sesama teman sekelompoknya juga sudah mulai terjalin dengan baik begitu pun interaksi dengan gurunya, siswa juga sudah dapat mempresentasikan hasil diskusinya dengan percaya diri dan ketika guru mengajukan beberapa pertanyaan semua siswa dapat menjawab pertanyaan dari guru dengan cepat, tanggap, dan benar. Kemudian, beberapa akibat dari learning loss yang terjadi pada siswa dengan penerapan teknik jigsaw dalam pembelajaran narrative text, hal tersebut dapat mengatasi masalah-masalah learning loss yang terjadi pada siswa.

I. INTRODUCTION

Good learning has several goals including that students can take part in learning actively, achievements continue to grow, and a good relationship between teachers and students, but at the beginning of 2019, good learning can be said to be quite difficult to achieve in the student learning process because there is a virus that is affecting the whole world, namely covid 19. The existence of the covid-19 outbreak has caused all activities in the world to change, namely from offline to online, where adapting to this situation is certainly not easy, especially in education (Martoredjo, 2020). Changing the learning process from offline to online is certainly not easy, with adaptations that teachers and students must pass; based on Gaffar (2023) specifically, teachers it is expected to be able to realize an innovative, active, creative, effective, and fun learning process that is poured into educational curriculum standard by utilizing existing learning resources or learning tools. So it can be

concluded that no matter the learning conditions, a teacher is as much as possible to create innovative, active, creative, effective, and fun learning resources or other learning tools.

These learning conditions result in learning loss in students; this problem is in accordance with previous research conducted by Terayanti (2020), which states that online or distance learning takes longer, resulting in symptoms of learning loss that occur in students increasingly seen as a decrease in achievement, decreased intellectual and skills, disrupted growth and development, the occurrence of psychological and psychosocial pressure and gaps in learning aspects. The occurrence of learning loss in students during a pandemic is caused by several problems, such as the distance learning process where students must adapt to new learning conditions, then learning is less effective both from networks that do not support there are even some students who do not yet have gadgets for their learning process. This is supported by the statement (Danamik, 2021), which states that several factors cause learning loss that occur in students, including long vacations, closed education, frequent absences from school, dropouts, health problems, and poor learning. Ineffective, as well as other conditions.

Furthermore, Danamik (2021) states that learning loss occurs in student learning, especially in learning English, namely the lack of a face-to-face learning process or a learning process carried out directly between the teacher and students nearby, such as in class. Furthermore, Yasmin (2021) also revealed that the secretary general of the Indonesian Teachers' Union Federation (FGSI), Purnomo (2021), explained that learning loss occurs because learning is not optimal due to the implementation of the Covid-19 curriculum, which should have three curriculum to 2 curriculum. As stated by Yasmin (2021), it can be concluded that learning loss also occurs due to the shortening of the curriculum or changes to the curriculum. Therefore, it can be seen that the learning process carried out at a great distance is one of the causes of learning loss, and changes or abbreviations of the curriculum also cause learning loss in learning English.

Based on the results of research conducted by Andriani et al. (2021) entitled Learning Loss in Online Learning in the Corona Pandemic Period states that there are two kinds of results obtained in this research; the first is regarding applications that are often used during a pandemic during online learning; namely Google Meet and zoom meetings and the second is the advantages and disadvantages of online learning, the disadvantages of online learning, namely the internet network which is often disconnected, learning loss and not concentrating on learning. Furthermore, the results of research conducted by Amsikan in 2021, entitled Analysis of student abilities as an alternative solution to Overcome the learning loss of Students of SMP Nunufafi stated that there is a need for learning that can overcome the conditions of learning loss caused by online learning. So, the solution proposed by the researchers is to carry out remedial learning activities to overcome students' lack of understanding due to online learning that lasts for a long time. Then there are also the results of research conducted by Hanafiah et al. in 2022 entitled Mitigating the Impact of Learning Loss in Improving the Quality of Learning in High Schools, stating that there are several gains, including the first form of learning loss that occurs in students, the second the causes of learning loss, the third is efforts to overcome learning loss, and the fourth is the quality of learning.

Researcher is interested in using jigsaw cooperative learning to overcome the problem of learning loss. Based on the results of research conducted by Surida in 2021 entitled Application of the Jigsaw Cooperative Learning Model to Improve the Ability of Class Xi Students in Preference Material for English Lessons at SMK Negeri 1 Dewantara, North Aceh Regency, which states from the results of observations and results of tests carried out that the application of cooperative learning type jigsaw can improve students' English learning outcomes. Furthermore, the results of research conducted by Hapsari et al. in 2019 entitled The Effect of Jigsaw Technique on Improving Students' Reading Comprehension Achievement in Narrative Text at Second Grade in SMPN 23 Bandar Lampung, which stated that there was a significant increase in students' reading comprehension after the implementation jigsaw technique. So the jigsaw technique can help students comprehend narrative text material.

According to Tereyanti (2020), learning loss is the loss or decrease in students' ability to achieve learning goals. Therefore, the teacher must overcome this so that the learning loss that occurs in students does not occur continuously. There are several strategies that can be used to overcome learning loss in students. In accor-

dance with these problems, researchers are interested in using the jigsaw technique. According to Elliot Aronson, what is meant by the jigsaw technique itself is a learning model whose goal is that students depend on each other to achieve a goal or success. Based on the problems above, the objective of the research is to implement a jigsaw technique to overcome learning narrative text and to find out the effect of the jigsaw technique in learning narrative text to overcome learning loss.

II. METHOD

In this research, the researcher will use a qualitative method with a class action research approach. In collecting data, the researcher will use the first three instruments; the first is an observation checklist, namely observing activities carried out by someone using a list that has been made in accordance with the data that will be needed; the second is a field note, which is a note obtained by the researcher when making observations or interviews In research, the third is the interview, which is an activity that was initially preceded by looking for people to be interviewed, then asked several questions to the interviewees according to the data needed by the researcher. To validate the data researcher uses triangulation.

According to Fraenkel, Wallen, and Hyun (2012), triangulation is a data cross-checking technique that uses multiple data sources or several data collection techniques. Triangulation also checks data credibility through various data collection techniques and existing data sources. Then the type of triangulation will be used by researchers is the triangulation of data sources. Then to obtain accurate data, there are several stages carried out by researchers, including:

The observation checklist begins with carrying out the learning process between the teacher and students; where during the learning process, the checklist observations are carried out with the guide list that has been made, and the researcher collects the results of the checklist observations from the learning process carried out between the teacher and students, then the researcher begins to conclude data or information from checklist observation results to answer the purpose of the research.

Field notes, the researcher also uses field notes when the learning process is carried out. The researcher also collects data or information with field notes; after getting data with field notes, the researcher will conclude the data in a descriptive form to make it easy to understand.

Interview, to obtain data the researcher also collects data by interview, then the researcher conducts interviews with participants who are randomly selected according to the data that has been prepared. The researcher collects the results of the interviews, then the researcher will conclude the data or information obtained to answer objectives of the research. This research was conducted at SMA Mekar Arum with 28 participants.

III. RESULT AND DISCUSSION
A. Result
1. Cycle I

The main activity phase begins with group division activities; in this jigsaw technique, there are two group divisions, namely the expert group and the original group. The teacher starts by dividing the original group first, consisting of 7 groups, each of which consists of 4-5 people. After the original group division is done, the teacher returns to the expert group division, which consists of 4 groups, and each group consists of 7-8 people.

In the next activity, after the division of the original group and the expert group was carried out, the teacher asked the students to gather with the expert group first. Then the teacher distributes different material to each original group for discussion. In this discussion session, the teacher gives time to students for 30 minutes. The next activity after the group discussion. The teacher asks students to return to the original group. After all, the students have gathered in the original group, the teacher asks each student to explain or present what they have discussed and got from the expert group. In the next activity, the teacher began to explain the material that had been discussed by the previous students. Before the teacher explains the material, the teacher asks students to while checking the material that they have got and discussed.

After the teacher has carried out the delivery of the material, the teacher gives different brief questions to each group to find out how they understand the material they have got and to find out how they convey or explain it in front of all the class members. After a short question was asked by the teacher, then the teacher asked the students to answer a few questions regar-

ding the material being discussed to work on in groups.

This PTK Cycle I activity was carried out in class 10 MIPA 2 with a total of 28 students according to the lesson plan for Cycle I. Based on the results of observations, field notes, and interviews regarding learning activities in Cycle I it was found that when the division of expert groups and original groups, there were still some students who were still confused about the mechanism of group division, there were still students who did not care about the group assignments given by the teacher, still, there are students who lack interaction among group mates, there are still students who are not confident when presenting what they get from the expert group in front of their group mates. However, almost all students follow the teacher's directions well, each group can follow the discussion process and fulfill the responsibilities given by the teacher well, and some students can present or explain what they get with confidence, and the language used easily understood by his group mates. Students can also answer some of the questions posed by the teacher quite well.

2. Cycle II

The main activity phase begins with group division activities, in this jigsaw technique, there are two group divisions, namely the expert group and the original group. The teacher starts by dividing the original group first, consisting of 7 groups, each of which consists of 4-5 people. After the original group division was completed, the teacher returned to the expert group division, which consisted of 4 groups, each of which consisted of 7-8 people. In this activity, when the teacher divides students into several groups consisting of the original group and the expert group, they think it is good and interesting because, in groups, they can work together, exchange information and discuss with each other.

In the next activity, after the division of the original group and the expert group was carried out, the teacher asked the students to gather with the expert group first. Then the teacher distributes different material to each original group for discussion. In this discussion session, the teacher gives time to students for 30 minutes. In this activity, when the teacher distributes material to students, students have good arguments about this because by sharing material, they can fully understand their understanding. By sharing material, they can also exchange opinions about the material provided.

The next activity after the group discussion. The teacher asks students to return to the original group. After all, the students have gathered in the original group, the teacher asks each student to explain or present what they have discussed and got from the expert group. In the next activity, the teacher began to explain the material that had been discussed by the previous students. Before the teacher explains the material, the teacher asks students to while checking the material they get and discuss it. In this activity when the teacher asked students to discuss the results of the discussion from the expert group with the original group, they thought that this was very good because explaining back what they got from the expert group to the original group it could make them understand more because they are free to discuss or ask until they more understand the material provided.

After the teacher has carried out the delivery of the material. The teacher gives different brief questions to each group to find out how they understand the material they have got and how they convey or explain it in front of all class members. After the teacher asked a short question, then the teacher asked the students to answer a few questions regarding the material being discussed to work on in groups. In this activity, when the teacher conveys the material to students, they think it is conveyed well and is easy to understand. Then when the teacher asked several questions directly to several individuals and asked students to work on some questions that were done in groups, students also thought that this could train them in public speaking and make them more active than the questions given by the teacher could be answered properly.

This PTK Cycle II activity was carried out in class 10 MIPA 2 with a total of 28 students in accordance with the lesson plan for Cycle II. Based on the results of obser-

vations, interviews, and field notes regarding learning activities in Cycle II it was found that when the teacher divided the groups of students already understood and followed the teacher's instructions regarding the division of the groups properly, all students had also participated in the discussion process with maximum mutual cooperation and fulfilling responsibilities answer what was requested by the teacher maximally, the interaction of students with their group mates has also begun to be well established as well as the interaction with the teacher. When the teacher asks students to present the results of what they get to their group mates, there has been an increase in each student because almost all students have started to confidently present or explain what they get in front of their group mates and classmates and the language they use is also very easy to understand. Then when the teacher asks several questions, all students can answer questions from the teacher quickly, responsively, and correctly. That can be concluded that there is an increase in the student learning process from Cycle I to Cycle II.

B. Discussion

Learning loss is a condition in which students lose knowledge and skills both in general and specifically or a decrease in student achievement academically resulting from certain situations, one of which is the length of time the distance learning process is carried out. The Education and Development Forum (2020). So that learning includes the lack of interaction between teachers and students, lack of interaction between students and students, lack of student concentration in learning activities, and lack of student understanding of the learning material provided by the teacher. Therefore, one method that can be used to overcome learning loss is the jigsaw technique. According to Sudrajat (2010, as cited in Marlene L, 2022), Jigsaw cooperative learning technique is a learning technique that consists of several members in one group and where each group member has responsibility or mastery of the material provided by the teacher and can convey or explain again the material they get to other members in their group. With the occurrence of learning loss, some of the

problems that occur in activities.

Based on the results of the research that has been done, it is found that there are still children who experience learning loss during learning activities, such as lack of interaction between students and students, students and teachers, and learning outcomes that are not optimal, so this is in line with Pratiwi's theory (2021) that learning loss occurs in children one of the reasons is the absence of interaction between the teacher as a teacher and students as students in the distance learning process. Therefore, some children still experience learning loss when distance learning is carried out. To overcome this, researchers used the jigsaw technique in the learning process intending to overcome learning loss in students.

Based on the results of observations, interviews, and field notes conducted in cycle I that there were still students who were confused about the mechanism for dividing groups directed by the teacher, and there were still some students who were not confident about presenting the results of the discussion, there were still students who lacked interaction among their group mates, there were still there are also some students who are not confident to answer questions from the teacher when asked directly and for student learning outcomes in cycle I have not been maximized. However, in cycle I, almost all students were able to follow the teacher's directions well. So this shows that students have not fully followed the learning process.

Based on the results of observations, interviews, and field notes conducted in Cycle II, students have begun to understand the mechanism for dividing groups directed by the teacher, students have participated in the discussion process well and group interaction with group members has also been well established, students have started to be confident in presenting the results of the discussion, students can also answer the teacher's questions directly with confidence and student learning outcomes in Cycle II are much better than the learning outcomes in cycle I. Increased confidence in presenting the results of discussions, activity in discussions, and peer interactions have bound up with good. This is in line with previous research, which stated that learning activities using the jigsaw technique can increase motivation and self-confidence, as well as improve student

relationships with their friends Tarhan & Acar Sesen (2012, as cited in Widiyani S.P, 2021).

The results of this research is in line with research conducted by Surida (2021) regarding the use of the jigsaw method in English lessons for SMK students; from observations, students become more active and creative in the learning process, there is an interaction between students both individually and in groups, students are also trained in the skills of asking and answering questions, students can also do good cooperation to get the best results. Therefore, at the end of the lesson, there were positive changes in students regarding using the jigsaw technique in research conducted by Surida (2021).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research conducted by researchers that the application of the jigsaw technique carried out by the teacher runs smoothly and in accordance with the procedure; then, in the application of the technical jigsaw, students can follow the teacher's instructions well, students can follow the discussion process optimally and cooperate optimally to fulfill what respon-sibilities are ordered by the teacher, students have also begun to be confident in presenting what they have discussed, the questions asked by the teacher can also be answered by students quickly, responsively, and correctly.

So that it can be concluded that some of the consequences of learning loss that occur in students by applying the jigsaw technique in learning narrative text, can overcome the problems of learning loss that occur in students, changes or improvements in students after the implementation of the jigsaw technique include students becoming more confident and active in learning activities, interactions between students and students, teachers and students are also well established, and student learning outcomes are also quite optimal.

B. Suggestion

The results of this research are still far from perfect; therefore, the researcher suggests that future researchers be able to maximize the implementation of the jigsaw technique in learning narrative text. So, the learning objective can be achieved by students more optimally.

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