

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

1.1. Background of The Study

Throughout the years, cooperative learning has been widely implemented in various schools to teach different subjects. According to Hidayati et al. (2018) from time to time developments in the learning model are constantly changing. The learning model is now more modern, one of which is the cooperative learning model that gets many responses. Cooperative learning is one of the important learning strategies and approaches that are good to apply. This can make students work together with their friends, interact and solve problems together.

According to Tamah (2008) since 2004/2005 the government has implemented a Competency-Based Curriculum in Indonesia, cooperative learning has received increased acceptance. Teachers in Indonesia will definitely change their teaching techniques and have students leave the old learning method. Based on Fajria (2018) in her research, usually the subject matter of literature is conveyed through lecture methods that can lead to boredom, so the learning method needs to be shifted from teacher-centered to student-centered. The results of the study showed that more than half of the respondents preferred to study actively in class by using student-centered activities.

Jigsaw as one of the main task types advocated by cooperative learning proponents is an effective technique for learning. Jigsaw is a type of cooperative learning where students must communicate with each other to get information and integrate it with other information. According to Sahin (2010) argues that jigsaw technique allows students to actively participate in the learning process. By continually using this method, students must feel more comfortable with their respective roles. Furthermore, Jigsaw has been used by many teachers because its steps are easy to follow and there are more resources for students to learn. In Jigsaw, students can learn not only from teachers but also from their group friends and every student is important because they are experts from their respective sections and other teammates who are also responsible for their study buddies as well as their own. Therefore, this study investigates students' perceptions of cooperative

learning approach, especially for jigsaw activity. How do students feel about Cooperative Learning. In addition, it is important to know the students' perceptions of the new techniques being because teachers can find out the right techniques to assist students.

1.2. Identification of The Problem

Lecturers must have several types of teaching methods to make activities more interactive in their classrooms to avoid monotonous activities, such as using cooperative learning approach especially for jigsaw technique.

1.3. Limitation of The Problem

This research will survey the students' perception about the use of cooperative learning approach especially jigsaw technique in higher education.

1.4. Problem Formulation

This present study attempts to answer these following questions:

1. How the overall students' perceptions on the use of cooperative learning approach for jigsaw technique implementation?

1.5. Objectives of The Study

The purpose of this study was to identify students' perceptions on the use of cooperative learning approach for jigsaw technique implementation as one of the activities.

1.6. Significance of The Study

This research is expected to bring benefits and provide information for instructor and researchers on the perception of students using cooperative learning as one of the activities.