

# Application of Jigsaw Learning Strategy to Develop Personal Characteristic Prospective Counselors in Universitas Nusantara PGRI Kediri

*By Galang Surya Gumilang*



APPLICATION OF JIGSAW LEARNING STRATEGY TO DEVELOP PERSONAL  
CHARACTERISTIC PROSPECTIVE COUNSELORS IN DEPARTMENT OF  
GUIDANCE AND COUNSELING, UNIVERSITAS NUSANTARA PGRI KEDIRI

Galang Surya Gumilang

Universitas Nusantara PGRI Kediri, Indonesia

ABSTRACT

The initial observational data of researchers at the IV level in Department of Guidance and Counseling, Universitas Nusantara PGRI Kediri showed three aspects of the candidate's personal characteristics, namely empathy, unconditional acceptance, and sincerity. The researcher interpreted the lack of development of the three aspects because the lecturing process had often been expository, which paid little attention to the organization of learning experiences, so that the material that had been obtained was simply forgotten. The use of jigsaw learning is expected to be able to become learning that is able to facilitate the organization of student learning experiences, so as to be able to develop three aspects of these characteristics. This classroom action research takes place in three cycles. The results obtained during the implementation of the research in the cycle 1 showed that the average empathy, acceptance without conditions and graduation, was still at the "low" level. In the cycle 2 study it was found that the average of three characteristics was at the level of "moderate". While in the cycle 3 study it was found that the three characteristic aspects had reached the level of 'high'. However, some students are still not able to get used to fully applying the three aspects of personal characteristics.

**Key Words:** Jigsaw Learning Strategy, Personal Characteristic, Prospective Counselors

**INTRODUCTION:** Bachelor of Guidance and Counseling is expected to be a vehicle in building the personal characteristics of prospective counselors and the means to master the theoretical repertoire of guidance and counseling for students, as a condition for becoming a professional counselor. Therefore, guidance and counseling education curriculum should not only be arranged for theoretical mastery and skills, but also directed at building the personal characteristics of prospective counselors in students.

The lecturer who teaches the subject presents the material that is his responsibility in accordance with the syllabus and learning scenario that has been compiled, but does not pay much attention to how the science is maintained both in the field of academic life and social students. Students also consider the knowledge obtained from the lecture process to be a preparation material to get high grades during the exam and neglect to apply to everyday life. As a prospective counselor, students should be able to apply the knowledge gained in everyday life as a form of self-training as a professional counselor. Those who have to work based on theoretical repertoire of guidance and counseling and have good personal characteristics as a person who is engaged in the profession of helping.

Some data on the low personal characteristics of prospective counselors that have been collected include: (1) formed several groups of clicks in class, (2) some students appear to be ostracized in



association, (3) choosing friends when forming study groups, (4) acting both in front of friends who are less liked when conducting interactions, (5) working on group assignments by dividing tasks according to the number of students and then working on their own, put together without discussion so that each member is responsible for the material he is working on, (6) indifferent to friends who express their opinions or presentations, (7) judge friends based on physicality only, and (8) busy playing games when lecturers explain the material in front of the class.

Some description of the data about the low inference of the personal characteristics of the prospective counselor above shows that there are shortcomings in the application of the curriculum that has been prepared by the institution. As a result, prospective students in the 6th semester of counselor who in the next semester will carry out guidance and counseling at school, have not been able to demonstrate the personal characteristics of good counselor candidates, even in social life with friends in their class. The shortcoming is in the absence of the inclusion of the right selection of learning strategies, to help students appreciate the lecture process that supports the development of the personal characteristics of the prospective counselor to live the lecture process that has been carried out so far starting from the first semester. The appreciation of the lecture process that has been undertaken, should be able to materialize in the form of good personal characteristics of prospective counselors. Department of Guidance and Counseling at the Universitas Nusantara PGRI Kediri is slightly different from some other education providers who present the development subjects for the personal characteristics of prospective counselors. Department of Guidance and Counseling at the Universitas Nusantara PGRI Kediri presents the course and is effective for introducing prospective counselors (students) as provisions to become professional counselors.

Guidance and Counseling Professional Courses are intended so that students are able to study the working principles of the guidance and counseling profession, train students to recognize, identify, and simultaneously manage personal and professional potential. In addition, this course also prepares students to provide guidance and counseling services in accordance with the authority and professional code of ethics of the counselor. It seems clear that in this course, students are not only required to know what rules in the guidance and counseling profession, but also are required to be able to develop the personal characteristics of prospective counselors in order to provide guidance and counseling services professionally to counselees.

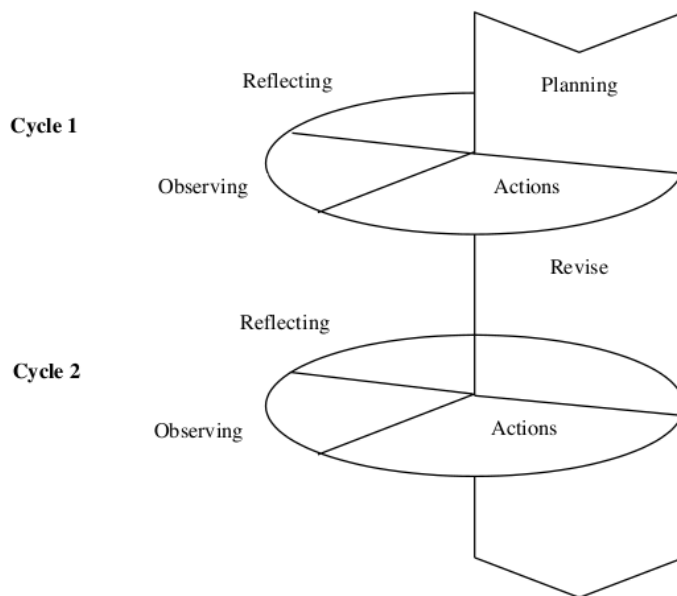
Reflection is carried out with lecturers who have been trained after observing the implementation of lectures as the basis for planning cycle actions 1. The reflection concludes that the personal characteristics of prospective counselors are developed as the impact of learning accompaniment even though it is not taught in special material. One way to develop the personal characteristics of prospective counselors can be done by the process of growing, training, and familiarizing aspects that become the personal characteristics of counselors performed in each lecture. Habit of discussion and question and answer among students is part of group dynamics that can improve the quality of relationships between students in the class. Choosing the right learning strategy can help students construct understanding and organize their learning experiences.

**METHOD:**

**Research Design:** This research approach uses a qualitative approach. The type of qualitative research used is classroom action research. Classroom action research is a systematic investigation carried out by research teachers, principals, school counselors, or other policy makers in the teaching and learning environment to gather information about information on school implementation, how they teach, and how well their students learn (Johnson & Johnson, 1989; Mills, 2007; Mills, 2011; Slavin, 1990).

**Research Subject:** The subjects of this study is students of the department of Guidance and Counseling, Universitas Nusantara PGRI Kediri who were taking the Guidance and Counseling Profession course with a total of 20 students.

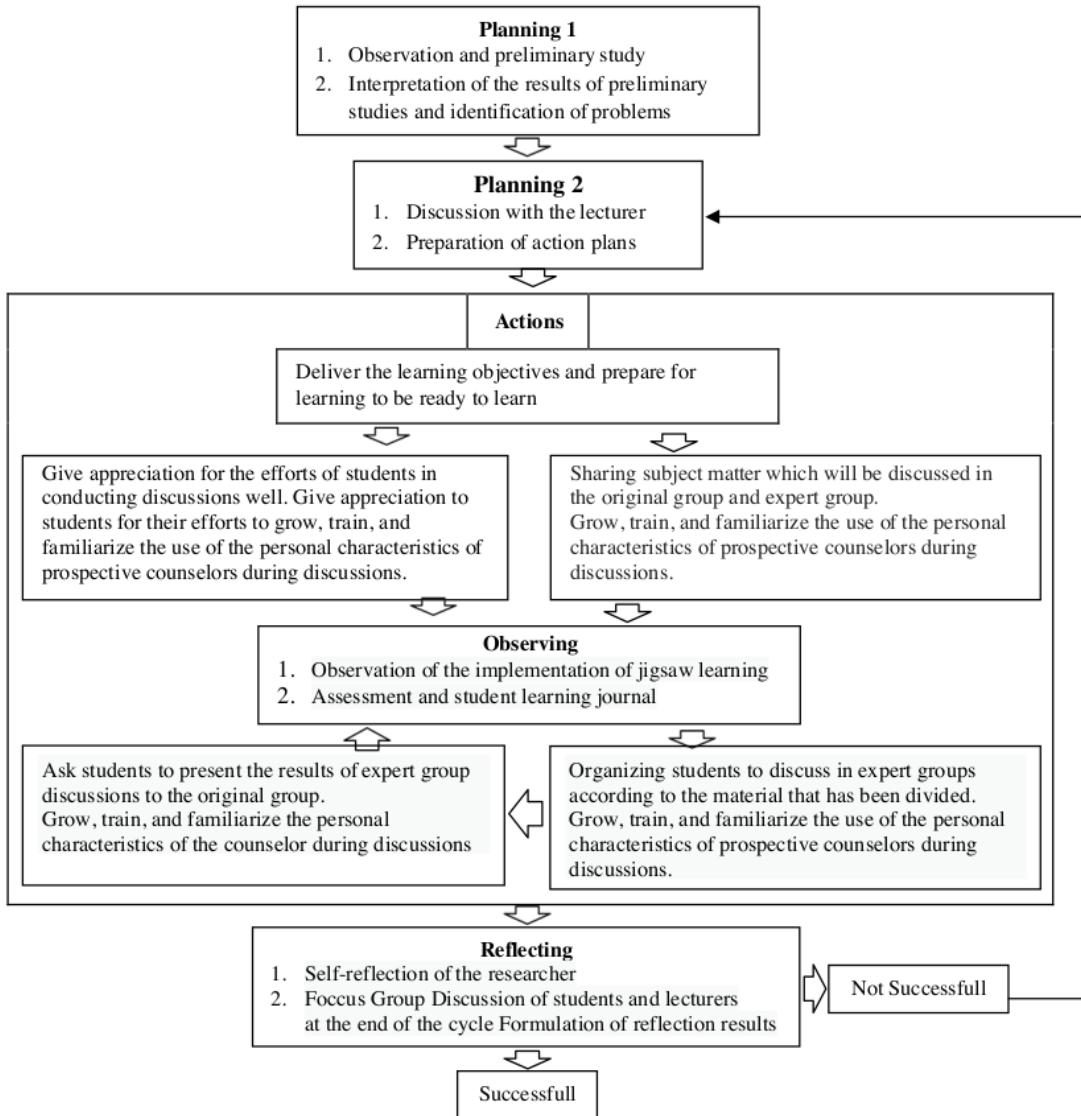
**Stage of Research:** This research was carried out in two stages, namely (1) preliminary study and (2) developing an action plan. Preliminary study activities are carried out to collect sufficient data so that it can formulate needs. The next step is to develop a plan of action carried out in the cycle of action. The next stage is the implementation of actions, observations, and reflections on the results of actions. If the problems related to the teaching objectives or the companion objectives are not achieved, then improvements will be made in the next cycle. The implementation of actions in one cycle includes four stages, namely planning, actions, observing, and reflecting.



**Picture 1. Action Research Model by Kemmis (Mills, 2007)**

This research was carried out in several stages, namely a preliminary study and then compiled an action plan. Preliminary study activities are carried out to collect sufficient data so that it can formulate needs. The next step is to develop a plan of action carried out in the cycle of action. The next stage is the implementation of actions, observations, and reflections on the results of actions. If

the problems related to the teaching objectives or the accompanying objectives are not achieved, then improvements will be made in the next cycle. The implementation of actions in one cycle includes four stages, namely planning, implementing actions, observing, and reflecting. Therefore, design modifications have been made in this study as can be seen in Figure 2.



**Picture 2. Action Research Design of Personal Counselor Character Development**





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**RESULT:**

**Research Findings in Cycle 1**

The cycle 1 of research conducted during four meetings finally led the researchers to obtain the following findings. In the first cycle of research, jigsaw learning activities went well, but the lecture habits centered on lecturers so far, which made students have many opportunities to play games were still carried away, during discussions several students still held games of acang. The Student Learning Journal or the format of the self-reflection of the personal characteristics of the prospective counselor has not yet described how students use three aspects of personal characteristics when the discussion has not been implemented properly. Giving awards for group discussions and student efforts is carried out through evaluating the results of discussions written by students on folio paper, so that students often feel less appreciated in their hard work in discussions.

**Research Findings in Cycle 2**

Cycle 2 research was conducted for three lectures with the following findings. The stages of the jigsaw learning strategy, as observed by the accompanying observer and written in the Student Learning Journal, have all been implemented, but the effectiveness needs to be improved, so that it has more impact on the development of three aspects of the personal characteristics of the prospective counselor. Students are more enthusiastic and enthusiastic when expert group discussions, so the time to actively discuss in the original group is often lacking. This is dealt with by motivating students to conduct expert group discussions quickly so that the time for discussion in the original group is more and more interesting. When forming groups, researchers use it as a medium to ask students to appreciate and develop their personal characteristics. So, researchers can take advantage of a short time allocation for the development of three characteristic aspects while running the jigsaw stage. Student performance begins to be organized in the cycle 2. Activity, empathy, acceptance, and sincerity are more directed. The Student Learning Journal and the self-reflection format filled by students illustrate that many indicators of the counselor's personal characteristics have been achieved, just to strengthen and maintain it.

**Research Findings in Cycle 3**

Cycle 3 research was conducted for three lectures with the following findings. The stages of jigsaw learning strategies as observed by the accompanying observer and written in the Student Learning Journal, have all been done. The variation in the appointment of group leaders to organize the course of group discussions can improve the achievement of development indicators in three aspects of the personal characteristics of the prospective counselor, because the conflict is more minimized. Student performance is more organized, both in terms of activeness, acceptance of group members, empathy, and sincerity when conducting group discussions with members determined by the lecturer. Learning activities using jigsaw, in which students engage with several other students randomly and unexpectedly make students able to familiarize the personal characteristics of prospective counselors in academic life, not just theoretically.



**DISCUSSION:** The findings of the study in cycle 1 show that the indicators set by the researchers in the initial planning of the study have not been able to be achieved by students. New students arrive at a 'low' level of development for three aspects of their personal characteristics. Looking back at the process of implementing the learning strategy in the first cycle of research is indeed not perfect, where giving awards to student performance is done through student work written in folio paper and not delivered directly. Another disadvantage that can be an obstacle is the lack of integration of the personal characteristics of the counselor when students hold discussions. This resulted in the discussion process taking place unnoticed by students that in the discussion it was necessary to pay attention to the three aspects of the personal characteristics of the counselor he used.

The research findings in cycle 2 show that students have a "moderate" development for three aspects of their personal characteristics, even though what is expected in the initial indicator is that students are able to achieve a "high" level of development. This is also inseparable from the implementation of jigsaw learning in cycle 1. In accordance with the instruments for collecting data, observing, and reflecting on the process carried out, explaining that the jigsaw in cycle 2 research was carried out in a coherent and comprehensive manner. There is still a lack of development of the three aspects of the personal characteristics of the prospective counselor, most likely stemming from the frequent students pointing to who will present first, and fighting for the final presentation, so that the development of three "high" aspects of personal characteristics is still hampered.

The research findings in cycle 3 show that students are at a 'high' level of development, meaning that the indicators set at the beginning of the study for three aspects of the personal characteristics of the prospective counselor have been able to be achieved. This is an improvement if judging from the results of research in each cycle. In cycle 3 research, researchers and supervisors make improvements to the strategy used for the jigsaw strategy, namely by choosing a group leader so that the discussion in groups can be arranged by one person, which can minimize the existence of small conflicts in the group.

It's expected that the lack of conflict has implications for the effective implementation of jigsaw, and the development of three aspects of personal characteristics will increase. This is in accordance with the findings of previous research regarding Jigsaw. The Jigsaw model has two effects at the same time on students, namely instructional impact and companion impact, namely mastery of concepts, positive interdependence, group processing, awareness of differences, collective leadership, tolerance for differences, and social sensitivity (Azmin, 2016; Kilic, 2008; Karacop & Diken, 2017). The use of this strategy can be used to improve learning processes and results simultaneously (Amedu & Gudi, 2017; Dat, 2016; Thanh-Pham, 2011; Tran & Lewis, 2012a; Tran & Lewis, 2012b). As a process improvement, researchers focus learning on students, so that they only act as facilitators and assertors, so that all students are active and involved in the learning process (Hanze & Berger, 2007; Thanh-Pham, Gilles, & Renshaw, 2008; Zain, Subramaniam, Rashid, & Ghani, 2009;). Whereas as an improvement in results, it is hoped that students are able to improve their learning achievement and improve the level of development of their personal characteristics.



The process of developing the personal characteristics of prospective counselors refers to the character development process proposed by Lickona (1991) that character cannot be taught, but obtained from experience. In developing the personal characteristics of prospective counselors, it must be able to integrate personal strengths as internal skills and skills- skills learned as external skills (Curry & DeVoss, 2009; Ivey, Ivey & Zalaquett, 2010; Maria Lourdes, Pilar & Rosario, 2016; Nelson, 2007). In addition, Rogers (1961) stated that counselors must have good personal characteristics to get effective counseling results, including congruence, positive unconditional regard, and emphatic understanding. congruence refers to the ability of the counselor to be genuine, open, and help with all his heart and feelings (Brodley, 2013; Lemoire & Chen, 2005; Poyrazli, 2003; Wickman & Campbell, 2003). unconditional positive regard is the willingness of the counselor to have an award without using a standard measure or certain requirements for individuals as human or intact individuals (Carkhuff & Berenson, 1967; Gladding, 2009). emphatic understanding is related to the ability to place oneself on the thoughts and feelings of others without having to be significantly involved in the feelings and responses of that person (Chung & Bemak, 2002; DeGeorge & Constantino, 2012; Dimberg, Andréasson, Thunberg, 2012). In this study, the process of developing the personal characteristics of the prospective counselor was carried out by stages of cultivating, training, and familiarizing three aspects of the personal characteristics of the prospective counselor during the lecture process. In the end, students are able to implement three aspects of the counselor's personal characteristics in his academic life, which are related to the self-development of students as prospective counselors.

### CONCLUSION

Classroom action research which lasted three cycles with the aim of developing three aspects of the personal characteristics of the prospective counselor, has the following conclusions. By using the jigsaw learning strategy, students are invited to develop three aspects of the personal characteristics of the prospective counselor. The development of these three characteristic aspects is carried out continuously to achieve the specified indicators, namely: (1) sincerity includes, expressing feelings verbally; receive excess friends; conformity between speech and non-verbal response. (2) unconditional acceptance which includes, accepts all group members; open to other friends' ideas and ideas; share learning resources with other friends; (3) empathy includes, listening to friends' opinions; put yourself in the position of speaker; accept, interpret, and convey understanding of friends' ideas.

Application of jigsaw learning strategy for developing three aspects of the candidate's personal characteristics is that it is carried out continuously and well directed. One of these directions can be obtained by appointing a student as the group leader who leads the discussion for each group. Using this strategy, allows students to be actively involved in the entire learning process, without any conflict in the order of the presentation problems, so as to provide their own experience.

The selection of the right learning strategy in the jigsaw learning strategy has a positive contribution to the development of three aspects of the personal characteristics of the prospective counselor. At the end of cycle 3, students have been able to develop three aspects of the personal characteristics of prospective counselors at the "high" level, although some students still find it



difficult to maintain the three aspects of their personal characteristics in their daily lives with their classmates. This is because the effort to develop the three personal scientific aspects of the prospective counselor cannot only be carried out in one semester, but must be continuous while taking the counselor's pre-service education.

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