Instilling Character Values Using Jigsaw in Teaching Grammar

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Abstract

Disintegration is one of problems which are underwent by Indonesian society lately. It becomes serious issue tobe overcome soon. The ease of accessing information from the internet is one of the factors that damages the moral values of Indonesian citizen especially young generation. Therefore, Building nation character should be always done specially by the teacher in the school bacause nation character is one of fundamental elements in preventing this nation from the attack of foreign or western cultures which are not suitable with our cultures. Jigsaw can be alternative way to instill moral value during teaching and learning process. Jigsaw activity treats students not only learn the lesson but also imrpoves their soft skills. This study aimed at decribing how the character values inserted in teaching grammar using jigsaw and what values were inserted. The study used descriptive qualitative field research. The data obtained through observation, and interview. Observation was used to observe how the teacher taught grammar using jigsaw in instilling character values and what character values were inserted. While interview was used to get data about students'response in inserting character value through jigsaw activity.After analyzing the data, it was found that character values were inserted through jigsaw activity. The character values found were tolerance, democratic, curiousity, communicative, and responsible. This reseach is expected to contribute to build nation character through teaching and learning process.

Keywords: Character Values, Jigsaw, Grammar

Introduction

Digital era is the era where the flow and access of information which comes from any source are easy to find. The contents of the information are very various. Students as readers are expected to be able to filter the good and useful information in order to be able to avoid the negative things which influence the way they think and bahave.

The information which is got either through text, picture, or video must be filterred bacause not all of them are appropriate with our culture. Indonesian people who are well-known as religiou people and paying much attention to the moral and norm values which are in line with local wisdom may not be influenced by foreign cultures. Our cultures must be kept its originality.

Therefore, living in digital era needs not only hard skills but also soft skills. Hard skill is the skill which enable people to do something such as the ability to design, build a house and so forth. In line with this definition, Doyle describes that hard skills are teachable abilities or skill sets that are easy to quantify. Typically, you'll learn hard skills in the classroom, through books or other training materials, or on the job. These hard skills are often listed in your cover letter and on your resume and are easy for an employer or recruiter to recognize. Hard skill include: Proficiency in a foreign language, a degree or certificate, typing speed, machine operation, computer programming(Alison Doyle, t.t.).

While Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as "people skills" or "interpersonal skills," soft skills relate to the way you relate to and interact with other people. Soft skills include communication, flexibility, leadership, motivation, patience, persuasion, problem solving abilities, teamwork, time management, work ethic(Alison Doyle, t.t.).

Students as youg generation which are easily influenced by the contents of information through social media are really expected to have

both skills. By having those skills, the students are ready to sosialize and compete globally without neglecting the characteristics of Indonesia.How to teach and develope those skills? Of course the ideal way is through education institution – classroom activity. In teaching and learning process, the teacher does not only teach the material but also otomatically implant the good characters such as respect, self-confidence and so forth.

The class must be a reflection of the social conditions of the community so that students can learn to socialize and communicate well. Unconsciously, the students are trained to have good characters during learning process. Every educator should cover both increasing students competence and also character value. Purgason in Madkur and Azkia suggests that it is fine for language teacher to let religion or any other contntious issue appear in the classroom (Madkur and Azkia, 2017) . Foye (2004) also states as long as the language materials are succesfully thaught, putting religious value in the instruction is no problem. Actually, character values are not thaught directly in the classroom but they are integrated in teaching and learning process. The same idea also stated by Putri et all (2017) they stated that in promoting character education teacher needs to integrate character education into subject matters(Putri dkk., t.t.).

Having a good character is must for everybody in the world. Indonesian goverment also prepare the genaration for having a good moral. This is mentioned in UU number 20 of 2003 on eduactional Education system in article 3 states ''National Eduaction goal is to develop skills and shape the nobel character and civilization of society in the context of the intellectual life of nation''.Some definiton of character is appeared.Thomas Lickona proposes meaning of character, that character is a reliable inner disposition to respond to situons in a moral good way. He also stated that character has three interrelated parts: moral knowing, moral feeling and moral behavior (Lickona, 1991). Kamaruddin also defined character is human behavior that covers all human activities, that relate with hir or her

enviroment such as nature, other people or even with the his or her God which manifests itself in the mind, attitudes, feeling, words, and actions based on religious norms, law, manners, culture, and customs (Kamaruddin, 2012). The others definition mentioned by Hill in Kamaruddin,he states character determines someone's provate thoughts and someone's actions done (Hill, 2002). Based on some points of view above we can concluded that character is human behavior, attitudes, feeling that are different from others.

While the definition of value Schwartz and Bilsky as cited by Madkur and Azkia proposed a consensus on five common features of values : values are (a) concepts or beliefs, (b) about desirable and state or behavior, (c) that transcend specific situations, (d) guide selection or evalution of behavior and events , and(e) are ordered by relative importance. Another defintion about value aslo proposed by William that cited by Aisyah and Suratno the value is: "... what is desirable, good or bad, beautiful or ugly(Nur Aisyah & Suratno, 2019)

Every people has their own character. The character become distinguis between one person to another. As Mu'in (2011: 211) that cited by Rabi'ah (2019), there are six main pillars (pillars of character) in humans that can be used to measure and judge their character and behavior in special matters. These six characters can be said to be the pillars of human character including: Respect (respect); Respect means that approbates the diversity among others. They reliazed that they can not live alone. They need other people. As the result they should live calmly within diversity. Respect aslo can be tolerant, open minded and also accepting the difference while appreciate the autonomy of others. It means we as human can not be selfish.Responsibility (responsibility); Responsibility is having to look after about something to do. Responsible is good behaviour to have. By having this attitude we can work easily. Citizenship-civic Duty (awareness of citizenship);We can not live alone.we need one another. So that's why we have to be a good citizen that respect individual rights. Civil

society will be formed if the society aware of their own duty as the citizenship. Fireness (fairness and honesty);Fair is putting something in its place. fair can also mean the attitude of treating people equally. Fairness and honesty is correlated each other. Honest means saying the truth.Caring (caring and willingness to share);Feel what other people feel is called concern or care. Caring is the glue among society. Concern can be shown by giving attention to others. Trustworthiness (trust). Trustworthiness is believable. We can be believable if we are honest and responsible about our task

Character education is not new in the educational tradition in Indonesia. However, are we familiar with character education? Character education is a form of human activity in which there is an educational action intended for the next generation. The purpose of character education is to shape individual self-improvement continuously and train one's abilities towards a better life. Meanwhile, according to Lickona, character education is a deliberate effort to help someone so that they can understand, pay attention to, and carry out core ethical values.

According to the Indonesian Ministry of National Education, there are 18 values that are instilled in Indonesian citizens, especially students, in an effort to build and strengthen the character of the nation. The 18 values in character education include religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love the Motherland, respect, achievements, friendly, communicative, love peace, loves to read, environmental care, social care, and responsibility.

Character building is very vital. Lincona in Suci states that character building should be developed within the framework of the national education system as a whole normative references, formulated in a complete framework. Currently is the situation wherethe Indonesian people in positions of changes to the top of world civilization. In the process of change, character building is anecessity. Because, only the nation that has a strong character who able to reach the top of world civilization(Suci,

2015). Besides, character can cause people love their country better. The stronger its characters, the more civilized the nation will be (Islami, 2016). It emphazizes that character education values which must always implanted to indonesian people especially students as next generations who will continue developing this country is one of the most important factors which can bring thi country to a better civilization.

Lexically, cooperative learning contain two word namely cooperative that come from the word cooperate that added by morphem *ive* which has meaning work together. Where as, learning is process in which the students gaining the knowledge. Sewell that cited by davoudi and Mahinpo stated that learning is active process that allows students the opportunity to construct understanding through empirical investigation and group interaction. Many expert try to define cooperative learning it self. Kagan in Davoudi (2010, 85) defined cooperative learning as "a teaching arrangement that refers to small, heterogeneous groups ofstudents working together to achieve a common goal students work together to learn and are responsible for the teammate"s learning as well as their own". Johnson&Johnson in George Jacobs define cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other's learning (Jacobs, 2004).Cooperative Learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product(Laal & Laal, 2012a)Principles and techniques for helping students work together more effectively (Jacobs,Power, & Loh, 2002, p. 1).While, the principles of cooperative learning that proposed by Jacobs are (a) Heterogeneous Grouping, (b) Collaborative Skills, (c) Group Autonomy, (d) Simultaneous Interaction, (e) Equal Participation, (f) Individual Accountability, (g) Positive Interdependence, (h) Cooperation as a Value. In the principles above, there is point that cooperation as a value. It can be concluded that by implementing cooperative learning in the class is giving such valuable

meaning. It mean that, the teacher is not only increasing students skill but also character value which appear during teaching and learning process.

Many researches and workshops were done in developing students competence and skills. One of the researchs that also investagated about character value is done by Aisyah and Suratno. Their study showed that (1) character education planning is done by integrating relegious value with standart competence (2) the implementation of character education is done in learning. (3) character education evaluation process carried out during the learning process and when students interact outside the classroom which in turn reported to students parents(Nur Aisyah & Suratno, 2019). Therefore, this study aimed to instilling character value through jigsaw method during learning grammar.

Research Methodology

This study is descriptive qualitative. The design was chosen because the researcher intended to describe how the teacher inserted the character values and what character value appeared in the classroom during teaching and learning process through jigsaw method. The research was conducted in Islamic Institute of Madura (IAIN MADURA) especially in English Teaching Learning Program. The participant was the second semester. There are 5 classes from A to D. The study was only on D class which consisted of 33 students.

To gain the data, the researchers used classroom observation and interview. Classroom observation was done during teaching and learning process while interview was conducted after the lesson finished. Interview used to get additional information to support the data that was gotten from classroom observation. The gained data were analyzed using three steps namely reducing, presenting or displaying and the last was interpreting. In reducing step the researcher select the data whichwere gotten from observation and interview. If the data didn't related tothe objective of the study, the researcher wasted it and tookthe suitable ones. While in presenting step, the researchers display all the data that answer the aims of this study. The process was done through arranging and explaining clearly. The

last step was interpreting. It was done by discussing the result of the study and interpretate it completely and sistematically.

Findings and Discussion

Findings

How does the teacher instill the character values in teaching grammar?

Based on the result of interview and strengthened by observation and documentation, the teacher grouped students into eight groups of four. Each group had four same problemsfrom the same topic to discuss and solve. Each member of the group had their own problem and it was called home or original group. To discuss and solve the problems, Each member of the group who has the same problem had to gather to make a new group called expert group. In expert group they discussed the same problem to find the final and best answer from the discussion. After finishing discussing in expert group, they sat back to their own home or original group to present the discussion result from expert group to answer the four problems.

What character values are instilled in teahing grammar using jigsaw?

Based on the result of interview and strengthened by observation and documentation, the searcher found some finding related with second research question. From interview, the researcher found 70% students agree that learning in group like in jigsaw make them more tolerant and democratic with their friends' opinion. They should take decision together to overcome the problem. And the rest feels learning using jigsaw method make them feel confortable to express thier idea.

From observation the rsearcher found that in the process of looking for solving problem in the ***expert group*** they learn how to apreciate their friends' opinion, it seems when they were silent during listening their friend speak. Every students in a group was really responsible with their work.The students seems enthusiastic to take part in the discussion. They helped each other to echive the gold namely solve the problem. In short,

implementing cooperative learning in this case jigsaw enable the students to work together and otomatically gave them chance to practice tolerance, democratic, curiousity, communicative, and responsible. In line with this finding Siregar and Girsang cited in Yohanes Journal stated that many benefits of using jigsaw technique in the classroom, jigsaw can build a trust between each other, jigsaw can give some respectful and make a space for taking emotional risk, and jigsaw has to more efficient(Siregar & Girsang, 2020).

Discussion

Education is a place where students get knowledge and experience. Those are very useful for their lives. Learning experience will lead them to get along with the society in their real social lives. The students will implement what they have got in the school. Therefore students should use to working together and be responsible with their work. In another word, having good habit during learning process is a must for the students. Instilling good character is obligation of the school especilly the teachers.

Ryan and Bohlin, 1999 as cited by Putri et al stated that school should include character education in order to help students not only to become smart but also to become good, to empowered teachers not to only teach content of the subject, but also life and religious value and that school as the institution must be concerned with their students' morality (Putri dkk., t.t.). From the finding of this research, to build character to the students can be done through many ways such as in teaching by inserting the character values in teaching grammar through jigsaw. Jigsaw is one of learning model which facilited students not only getting the knowledge but aslo inserting the character values. Implementing jigsaw in English classroom provide the students to strenghten both intelectual quotient and emotional quotien.

Incorporating character values into English teaching and learning process has been something which teachers can try to do. It is one of the efforts to grow the students good character whether they are consious or not. In line with this statement Brown that cited by Ekowijayanto mention that langauge is not value-free, "there are values, presuppositions,about the nature of life and what is good and bad in it, to be found in any normal use oflanguage(Wijayanto, 2020).

Instilling character value unconsciously is more effective than consciously. the students prefer to learn the meaning of working together than listening the teacher advice to be democratic and tolerant. It is proven by The students who are easy to receive their friends' idea while working in a group than to act or to think individually.

Conclusion

To implant the character education values to the studets in teaching grammar was by using jigsaw which enabled students to interact one and another so that automatically character education values such as tolerance, democratic, curiousity, communicative, responsible were implanted in teaching and learning activity. In line with this research finding Irveanty(2013) Stated that with the existence of Islamic character values that have been integrated into every subject in school, especially in English lessons then it is expected that students can apply the values of Islamic character in daily life.

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