

## Jigsaw Cooperative Learning II In Increasing Task Engagement of Mathematics (Case Studi in Grade 4B, SD X, Tangerang)

Catherine Yusuf, S.Psi. DR. Soemarti Patmonodewo, Psikolog. (Co-Researcher I) Rahmah Hastuti, M.Psi., Psikolog (Co-Researcher II) Universitas Tarumanagara, Jakarta.

### ABSTRACT

Purpose of this study is to examine the Jigsaw Cooperative Learning II (Jigsaw II) in raising task engagement on Mathematics in grade 4B, SD X, Tangerang. Students in grade 4B, SD X, Tangerang show passivity in participating in learning activities in the classroom. Some of the student more likely is doing any other activities instead of paying attention to the lesson. Some of research shows that Jigsaw II method may effective to improve student learning behaviors in the classroom. Jigsaw II is one of cooperative learning methods, each individual study the matter in more depth with other member in the expert group. Later on, they will share the knowledge to other member in the home group. Task engagement is the involvement of a student in participating in learning activities in the classroom. A person can be said to be engaged when he was involved cognitively, emotionally, and the behavior also suggests the involvement of the lesson is in progress. The number of participants in this study is 24 participants. Measurements in this study using the non-parametric Wilcoxon, two related samples. Measured data are the result of pre-test and post-test task engagement. The results are (a) of 9 participants with a low score of task engagement, Jigsaw II can enhance task engagement Mathematics with Z values are 2.49 and 0.013 significance value. While (b) in 15 participants with high engagement scores task, Jigsaw II does not significantly enhance task engagement in Mathematics with Z value is 0.127 and significance value of 0.889.

Keywords: Jigsaw Cooperative Learning II, Task Engagament, Mathematics.