COOPERATIVE LEARNING MANAGEMENT USING JIGSAW PUZZLE TECHNIQUES TO PROMOTE ACHIEVEMENTIN LEARNING DEMOCRACY FOR GRADE 1

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ABSTRACTS

Research The objectives are 1) to develop learning activities using jigsaw techniques. Democracy 2) Comparison of pre-school and post-study achievements on Democracy developed. They consisted of 27 students in Prathom 1/1 at the Demonstration School of Suan Sunandha Rajabhat University for the first semester of the academic year 2022, totaling 120 students by purposive sampling. Knowledge of democratic, cooperative learning, cooperation technique using jigsaw technique 2) 20 multiple choice three-choice learning achievement tests. The statistics used in the data analysis were mean (x) and section. Standard deviation (S.D.) Determination of the efficiency of the E1/E2 tool, hypothesis testing statistics (t-test dependent samples)

The results that The effectiveness of the learning management plan is as effective as 75.37/88.89 . The efficiency index is equal to 8.30/9.67 The academic achievement after school was higher than before. with statistical significance as high as 0.05 level

Keywords: learning activities development, jigsaw technique, achievement promotion, democracy

INTRODUCTION

"The heart of democracy is morality and ethics. not insult others Respect the right to live together in the same society. Of course, democracy will flourish. The teaching and learning of democracy are not as important as the atmosphere in the school to be democratic. because instilling in children the love of democracy Must be in the way of life on a process of refining since childhood. cannot be taught only in the classroom At present, we have to admit that lots of new generations admit wrong values Many people say that if politicians cheat sometimes, it's okay because everyone cheats even though the basic virtue that everyone must have is honesty. Therefore, at present, we must help each other instill democracy in young children. and cannot place their hopes on education alone. Families, communities, and all parts of society must work together to create an atmosphere of democracy. or create an atmosphere of virtue to occur

Chair of the University of Ottawa Education and Democracy Research Organization (The University of Ottawa) has studied teaching programs in various countries. Ruled by dictatorships such as North Korea, China, and Iran, he noted that students in authoritarian countries like North Korea and China study mathematics and academics Schools teach literacy,

arithmetic, algebraic equations, and fractions, just like children in democratic societies in America or Canada compare international education in democracies to those in dictatorships. He begs the question, since schools in polarized regimes teach the same subjects, "what's the difference between the educational goals of a democratic and authoritarian society?" The goal is for students to have their own ideas. but to limit and frame to know what the state wants to know and do what the state wants them to do

Therefore, on the contrary, education in a democratic society should teach students how to ask questions. Questions that may not be pleasant or even dare to challenge traditional traditions Students need to think and be open to many perspectives. because Own building a democratic society It is listening to different ideas with mutual understanding. and together they make decisions in the best possible sense for the common good. Joel Westheimer

The School of Academics describes the content that focuses on children at different levels through activities at elementary school levels. Emphasis will be placed on being a good member of the social institutions that play the most important roles: Family institutions, schools, and communities, so teaching and learning will allow children to learn their duties and members of society living together following common agreement rules, such as knowing how to queue. classroom rules refer to adapted use in the learning process of students and to change the teaching process of teachers too. Asst.Prof. Dr. Krongthong Khairiree: 2010
 Clean up the classroom The important thing is to cultivate children to accept the differences of people in society. and know how to work as a team and live together normally

In cooperative learning management Therefore, it is considered a method of organizing teaching and learning activities that focuses on providing a learning environment for small groups of learners. Each group consists of knowledgeable members. abilities that are different where each person participates in collaborative learning with the best students supporting their younger peers and sharing responsibility for their learning. This cooperative learning can be applied to all subjects. All levels to increase the efficiency of learning (Wimonrat Sunthornroj)

How to teach in a puzzle format Therefore, it is a form of teaching and learning that promotes cooperative learning. The main methods are grouping, subject studies, testing, scoring and reward systems. to meet a specific purpose which uses principles Learning cooperatively with 5 objectives and aiming in the same direction. Is to help learners to learn the most studied subjects by cooperation. helping each other and exchange knowledge between groups of learners together the difference beteew each format lies in the technique of studying the content. and a method of reinforcing and rewarding is essentially

From the foregoing, it can be seen that teaching and learning in the subject of social studies Religion, and culture in democracy are important to understand the principles of democracy that are the basis for living in society peacefully, both towards oneself and others in the society now and in the future. The researcher and conducted a research study to develop cooperative learning management by using the jigsaw technique. To aim to promote achievements in learning about democracy this time up

OBJECTIVE

The condition of learning management in Social Studies, Religion and Culture on Democracy From the researcher, the researcher taught grade 1 students at Suan Sunandha Rajabhat University Demonstration School to learn cooperatively using the jigsaw technique. able to promote learning achievement with primary school students 1 or not and how

RESEARCH SCOPE

Social Studies, Religion and Culture Subject Democracy for Grade 1 Students at Suan Sunandha Rajabhat University Demonstration School Post-learning achievement was managed using the jigsaw technique. higher than before

METHODOLOGY

1. Population and sample

1.1 The population is the population used to develop learning activities using the jigsaw technique. Democracy (Democracy) of Grade 1 students, the academic year 2022, number 120 students

1.2 The sample group was the sample used to develop learning activities using the jigsaw technique in social studies, religion, and culture. Democracy of Prathomsuksa 1, Room 1, 27 students, Academic Year 2022

2. Research tools

The researcher used a jigsaw technique. Social studies, religion, and culture learning management Democracy for Grade 1 students in the academic year 2022 is

1) Social studies, religion and culture learning activity plan Democracy (Democracy) using the jigsaw technique. There are 4 teaching plans. The statistics used to analyze the results are the efficiency of learning activities E1/E2.

2) Achievement test Democracy, multiple choice, 3 options, 20 items, using the jigsaw puzzle technique. The comparison of the mean test scores before and after the test with an average score of 75.37 and 88.89, respectively, which is of excellent quality.

3. Data Collection

The researcher experimented and collected data using the jigsaw technique. Social studies, religion, and culture learning management Democracy for Grade 1 students in the academic year 2022 by following the steps below.

3.1 Study the curriculum course description Learning Objectives of the Social Studies, Religion and Culture Course Democracy (Democracy)

3.2 Prepare a learning plan for Social Studies, Religion, and Culture. Democracy, the amount of 4 learning plans were experimental with the target group, collecting data on the efficiency of learning activities during the lesson, and using the data to calculate the efficiency of the learning management process.

3.3 Create pre-learn and post-learn tests along with checking the quality of the test and work to measure achievement before and after school, multiple choice, 3 options, 20 items

3.4 Grade 1/1 students were given a post-test to assess the performance of the jigsaw technique. Social studies, religion and culture learning management Democracy (Democracy)

4. Data analysis

4.1 Analysis Find information on the effectiveness of social studies, religion, and culture learning activities. Democracy using the jigsaw puzzle technique was studied in Prathomsuksa 1/1 at Suan Sunandha Rajabhat University Demonstration School. Use the formula to calculate the E.I. value (Chavalit Chukampang, 2010, p. 133) according to the 80/80 criterion.

4.2 The results of the analysis of the learning effectiveness index in social studies, religion, and culture subjects Democracy (Democracy) with a method by using the jigsaw technique. 27 students in Grade 1/1, Demonstration School of Suan Sunandha Rajabhat University

4.3 Comparison of achievement scores from the knowledge test of students between before and after social studies, religion and culture learning management. democracy (Democracy) Jigsaw puzzle technique with t-test (T-test Dependent Sample) Basic statistics consist of the mean ($\bar{x}$) standard deviation (S.D.).

RESULTS

This research collects research data divided into the following:

Table 1 Results of data analysis for efficiency of social studies, religion, and culture learning activities. democracy (Democracy) using a jigsaw puzzle technique. Grade 1/1 students for Suan Sunandha Rajabhat University Demonstration School students according to the 80/80 criterion (n=27).

Pre test			Post test			E_1/E_2
Ttotal	$\bar{x}$	E_1	คะแนนเต็ม	$\bar{x}$	E_2	
20	15.07	75.37	20	17.78	88.89	**75.37/88.89**

grades during the class Performance test Full score Average E1 Full score Average E2 E1/E2 From Table 1, it was found that the results of the analysis of the learning plan effectiveness index were learned in social studies, religion, and culture. democracy (Democracy) with the method using the jigsaw technique elementary school students 1/1 Demonstration School of Suan Sunandha Rajabhat University Before studying, the average score was 75.37 percent, after school, the average score was 88.89 percent. when comparing scores It was found that the test scores after the test were higher than before, and the efficiency of the learning management plan was 75.37/88.89, which passed the specified criteria.

Table 2 Results of comparison of the test mean between pre-experimental and post-experimental social studies, religion and culture subjects democracy using jigsaw technique (n=27)

การทดสอบ	คะแนนเต็ม	$\bar{x}$	S.D.	D	S.D.$_D$	t	Sig.(1-tailed)
Pre	20	8.30	1.03	1.37	0.97	7.37*	0.000
Post	20	9.67	0.55				

full score test   ** Statistical significance at the 0.05 level.

From Table 2, it was found that the comparison of the mean test scores before and after learning Social Studies, Religion, and Culture Democracy using the jigsaw technique found that the mean scores were 8.30 points and 9.67 points, respectively. And when comparing between the scores before and after school, it was found that the test score after school of Prathomsuksa 1 students, Suan Sunandha Rajabhat University Demonstration School was higher than before at the statistically significant level of .05

CONCLUSION AND DISCUSSION

discussion of research results

Discussion of research findings using the jigsaw technique. To promote learning achievements on democracy for Prathomsuksa 1/1 students at Suan Sunandha Rajabhat University Demonstration School.

1) Efficiency of learning activity development The researcher found that the learning management plan had a consistency index. It shows that every step can be used to teach. which is in accordance with the assumptions set with the use of a jigsaw technique The subject matter corresponds to the learning objectives. The content corresponds to the objectives and learning standards (E1) equal to 75.37 after learning management (E2) equal to 91.70, higher than the specified criteria 80/80

2) The results of comparing the average grades between pre-learning and post-learning using the jigsaw technique. To promote learning achievements on democracy for Prathomsuksa 1/1 students at Suan Sunandha Rajabhat University Demonstration School. The researcher found that the pre-test had an average score of 75.37% and after the post-test had an average score of 88.89%.

SUGGESTION

The development of cooperative learning activities using the jigsaw technique. To promote learning achievements on Democracy for Prathomsuksa 1 students have been tested and found to be effective in learning using the jigsaw puzzle technique with sequences. before being applied to students who must take into account the difference between strong and weak learners There are no more than 6 groups of mixed members so that students who study well can help students with weak learning.

NEXT SUGGESTION

The researcher hopes This research will be useful to those who are interested. As well as educational personnel can use it to manage to teach and learn effectively and achieve student achievement. and extend the body of knowledge to other subjects at other levels

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