

THE USE OF BREAKOUT ROOMS DISCUSSION IN JIGSAW ONLINE LEARNING CLASS: DEVELOPING CREATIVITY AND INCREASING STUDENT ENGAGEMENT

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Abstract

This study investigates the use of breakout rooms discussion in jigsaw online learning class on developing creativity and increasing student engagement. The reason for establishing this study is how the Breakout Rooms meeting application is suitable for use for the application of the cooperative method learning. The researchers of this study were interested in the development process to motivate students to study English and assist them build their imaginative language talent. This study used a qualitative descriptive research method to collect data from a Likert scale questionnaire ranging from 1 (strongly disagree) to 5 (strongly agree). The research subjects were drawn from a group of college EFL students. This study shows that out of 15 EFL students, the results of participant' Google forms perceptions about Jigsaw Strategy encourages work together became cooperative learning, showed the response rates of Strongly Agree (SA) 16%, Agree (A) 80%, Neutral (N) 16%, Disagree (D) 8%, and Strongly Disagree (SD) 0%. Meanwhile, the results about breakout rooms on zoom increasing potential of student to be effective as learning media rate of Strongly Agree (SA) 12%, Agree (A) 80%, Neutral (N) 8%, Disagree (D) 0% and Strongly Disagree (SD) 0%. Furthermore, the results about students are motivated with Jigsaw Strategy Strongly Agree (SA) 4%, Agree (A) 88% & Neutral (N) 4%, Disagree (D) 4% as well as Strongly Disagree (SD) 0%. This study might prove that using breakout rooms discussion in Jigsaw Strategy on online learning class can develop creativity and increase student engagement. This study can motivate students to study English and assist them build their imaginative language talent.

Keywords: breakout Zoom, cooperative learning, Jigsaw strategy, students' creativity engagement

Introduction

All educators had to rebalance their dual responsibilities as instructors and support networks for students during the COVID-19 pandemic, some while working in an unfamiliar virtual learning environment that was aggravated by personal and global concerns. We explored how we could help students fulfil course learning objectives while helping them through the many pandemic-related disturbances in their lives when adapting our introductory psychology course for

active learning and remote instruction. The pandemic crisis has altered the role of language teachers. Many educators today face various challenges, including a loss of communication, particularly face-to-face communication. Our students' lack of motivation and creativity is also a challenge in the context of online learning. Aside from these, teachers face various other classroom management issues when teaching online (Simamora, 2020; Sepulveda-Escobar & Morrison, 2020). For the teaching and learning process creativity asynchronous many media that can be used by the educational institution or personnel teachers some Email, WhatsApp, temporarily for the learning process teaching creativity synchronously there is something using Google meet, Microsoft team, Zoom Meeting, and others (D. Haqien; A. A. Rahman, 2020). Technology is rapidly evolving these days. It ruined human life, especially the lives of students and teachers. The advancement of technology has an impact on almost every aspect of society (Amalia, 2020). Furthermore, Amalia stated that as technology advances, new technologies, resources, and learning strategies will emerge. Teachers are expected to follow new trends. The Internet, mobile applications, and technology platforms must be used in the classroom. In this day and age, there are numerous platforms that can be used to support our work, particularly in educational settings, such as Zoom, Google Classroom, Microsoft Team, Quizziz, and others.

Any meaningful learning process necessitates the use of creativity. It improves a learner's ability to comprehend scientific facts in greater depth. As a result, science educators must devise methods for enhancing creativity in the classroom. ICT (information and communication technologies) have emerged as critical components of science teaching and learning, potentially influencing students have motivation to learn even though using online class. To motivate students, a teacher might employ an individualistic, cooperative basic and also competitive level achievement to education. Myths have grown up around the benefits of competition and the drawbacks of collaboration. In terms of behaviour, people have Dynamic Natures. This is what the process study impacts (S. Nurjati, 2002). There are two theories that can review activities the learning. Behavioristic theory is one of the theories that discusses about changing someone's behaviour based on an experience. Behavioristic theory emphasizes the formation of visible behavior from learning process results (Nahar, 2016). Students' thinking skills and creativity develop when they interact with their peers and brainstorm while explaining materials to solve problems. Many tools for structuring this type of thinking interaction are available in cooperative learning. Because students can operate in peer tutoring communicate electronically, shape effective behaviors and take on a variety of characteristics during working use computer, peer interaction in cooperative learning groups improves educational applications of information technology (Tan & CKE1998).

Believe cooperative learning increase creativity and thinking in a various of ways (Qin, Johnson, & Johnson, 1995; Hythecker, Dansereau, & Rocklin, 1988; Webb, 1989):

1. In cooperative learning, students have more opportunity to discuss and exchange ideas than in a whole class setting. Students are encouraged to reorganize their thoughts as a result of their interactions with their peers. They may be required to summarize, elaborate, exemplify, defend, and explain their ideas, for example.

2. When handled constructively, disagreement forces students to explain and re-evaluate their views, potentially resulting in cognitive restructuring.
3. Working in groups allows students to see how their classmates think and come up with new ideas. Observing this process can give you some good ideas.
4. Rather than a complete class setting, discussing, creating, and thinking in a group might give a less anxiety-inducing environment. A supportive environment might emerge if groupmates feel favorably reliant with one another. Students may feel more free to try forth new ideas in such an environment.
5. Students' brains may be sparked by the diverse viewpoints of others in their varied groupings.
6. Cooperative learning fosters greater achievement, which gives pupils with a deeper knowledge base from which to investigate subjects.

In several studies the use of zoom meetings or the like has been carried out for the creativity teaching and learning process, such as research using the Microsoft Team application in teaching Extensive Reading during the Covid-19 pandemic (Fadilah, 2021). Research paper entitled "Optimizing English Speaking Ability and Confidence through Jigsaw for Class X Vocational High School Students". It is clear that Jigsaw is an effective cooperative learning model to improve speaking skills in English and encourage the growth of students' self-confidence. The result says that it can improve students' English skills and confidence through the application of the Jigsaw cooperative learning model. This research can help students suppress several negative practices in the classroom that can prevent students from achieving higher learning goals (Widiyani, 2021). Breakout rooms are becoming more popular in online learning environments. Martin and Parker (2014) discovered that 25% of online educators surveyed used breakout rooms. In general, the use of breakout rooms promotes "learner-learner interaction," which, as Moore (1993) points out, is an important resource for learning. A Zoom Meeting application is the most commonly utilized in the learning process. The Zoom Meeting application can facilitate synchronous teaching and learning by allowing teachers and students to communicate directly with one another, making the process of presenting subject matter easier, as well as the Zoom Meeting. This application has only one menu, breakout rooms, which can be used to do group research (Alfadda; Mahdi, 2021). Some argue that the effectiveness of active learning techniques such as breakout rooms stems from the ability to generate in-depth exploration of the topic as well as the enhancement of engagement (Redish, Saul, & Steinberg, 1997). According to Martin and Parker (2014), using breakout rooms can improve interaction and foster a sense of community. Ellingson and Notbohm (2012) also discussed the use of breakout rooms, describing them as a desirable feature. With a breakout rooms menu, this zoom meeting application is suitable for use for the application of the cooperative method learning. In learning method cooperative, students are divided into small groups for carry out discussions on the material learned and the teacher can monitor development of teaching and learning process as long as students have discussions with how to get into each group to follow their discussion, so it will be seen how intense they discuss one with another others and how active are the members the group provides input on other.

Breakout rooms are used to create cooperative learning structures online.

- Establish a working group rubric to provide flexibility for each online class student to participate in small group discussions.
- Prepare group workspaces beforehand Plan activities for students to work on in group workspaces using breakout rooms.
- Provide students with clear instructions and all necessary tools (e.g., online whiteboards, links to Google documents, discussion questions, etc.) to complete activities.
- Divide each group workspace breakout room into groups of 3 to 5 students, and ensure that each student has the assignment to complete.
- Before class, practice using workspace tools and become acquainted with the technology.
- Each group/group representative presents the results. Each one plays an important role. At the end, students are expected to be able to train students to get used to discussing and being responsible individually to help understand the subject matter to their classmates according to the Jigsaw Learning method. Group workspaces can be implemented using the Virtual Course link or Zoom Classroom tool.

Active learning

Active learning tactics, according to Bonwell and Eison, are “instructional activities that involve students in doing things and thinking about what they are doing” (Bonwell, C.C. & Eison, J.A, 1991). L. Dee Fink expands on Bonwell and Eison concept of active learning in *Creating Significant Learning Experiences* by describing a holistic perspective of active learning that incorporates all of the following components: information or ideas, experience, and reflective dialogue (Fink, D.L, 2003). This framework can help you think about how your students:

1. **Encounter** (new) information and ideas
 - e.g., either pre-viewing movies or reading PDFs, or by using Zoom's Share Screen feature to give a quick presentation.
2. **Engage** with information and ideas
 - e.g., using Zoom's Breakout Rooms feature to have discussions with their peers and documenting their conversations in collaborative Google Docs
3. **Reflect** on their learning
 - e.g., by using the last five minutes of the online class session to write reflectively and share their opinions via an open-ended poll on Poll Everywhere

Active Learning Strategies

Our students' active learning strategies should support the course learning objectives. Remember that the goal of active learning is for your students to think about and do what they're doing. Consider how effective each of the following elements would be in fostering the teaching you want from your students when using Zoom with video conferencing as you learn more about the ideas below.

Purpose of Research

The case study's major goal is to see if breakout rooms, an online version of cooperation, motivate students to study English and assist them build their imaginative language talent.

The following research questions were focused on to clarify the opportunities afforded by breakout rooms in teaching English online:

1. What are the primary advantages of breakout rooms utilized in the study of English by Intermediate level students?
2. How may it boost students' creativity and involvement in the classroom?
3. What are the drawbacks of using breakout rooms to learn English for Intermediate level students?

These research questions allow us to summarize a wide range of ideas found in both scientific studies and practical resources, as well as the examination of students' perspectives on the benefits and drawbacks of breakout rooms in the context of a specific enhancing creativity subject study.

Method

In this study, qualitative data were gathered by filling out a questionnaire about students' perspectives on the effect of Using Breakout Rooms Discussion in Jigsaw Online Learning Class on Developing Creativity and Increasing Student Engagement. Data on teachers' perceptions of used breakout room discussions in jigsaw online learning were collected using a survey method (Cohan et al., 2007). These developed data were collected using a questionnaire, which was completed using Google Form. Furthermore, 25 students from Tidar University in the Indonesian province of Magelang participated in this study. Furthermore, they were discovered to have approximately and maximally learn experience in online learning during pandemic age periods of 2 and 3 years, respectively, and to have originated from Magelang cities and regencies. Perceptions were measured using a 15-item questionnaire and a five-point Likert scale (1-5). The data will be analyzed to demonstrate and determine the function of using breakout rooms discussions in jigsaw online learning classes to foster creativity and increase student engagement. Based on the result of Alim research, this instrument was created (2020).

Table 1. Shows The Instrument Used To Assess Partisipants' Perceptions Based Using Breakout Rooms Discussions In Jigsaw Online Learning Classes Learning Media.

No.	Perceptions
1.	Online learning becomes effective using Zoom as a learning media.
2.	With audio visual Zoom, the description of the material conductors and insulators in this media is simple to understand.
3.	Develop student interest in learning by using breakout rooms Zoom.
4.	Breakout rooms Zoom increasing discussion skills of each student to be innovative.
5.	Students are inspired to learn science after using this media in conjunction with the Jigsaw Strategy.

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- 6 The teacher can easily control the use of this learning media.
 - 7 Students can learn using this learning media.
 - 8 Jigsaw Strategy encourages students to work together in understanding the material.
 - 9 The Jigsaw Strategy encourages more concentrated participation in science learning through the use of this media.
 - 10 Students can learn more independently when they use personal media.
 - 11 This medium allows students to quickly master the learning material.
 - 12 Students enjoy learning how to use interactive multimedia learning media.
 - 13 Using breakout rooms discussion with jigsaw strategy online learning class on developing creativity and increasing student engagement.
 - 14 Students have more opportunities to discuss and exchange ideas in cooperative learning than in a whole class setting.
 - 15 Breakout rooms meeting application is suitable for use for the application of the cooperative method learning.
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The information was gathered online in May 2022 using a Google Form. Furthermore, the questions model was used in the data analysis because it provides more precise and accurate measurement results (Sumintono & Widhiarso, 2013).

Findings and Discussion

In this section you mention the findings and discussion of your study. For example, the instrument to explore students' perceptions about using breakout rooms discussions in jigsaw strategy online learning classes to foster creativity and increase student engagement, focused on a 5-point Likely scale questionnaire used by Tidar University students in the Indonesian province of Magelang. Based on the questionnaire 5 items representing jigsaw Strategy encourage work together with cooperative learning, 5 describe breakout rooms Zoom increasing potential of students to be effective as learning media and 5 Students are motivated with Jigsaw Strategy to also train students' independence in their learning. Table 2 shows the design and representation of the participant's perception questionnaire.

Table 2. Questionnaire Development and Statement Description

Point	Elements of construction	Distribution of Items	Item
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1	Jigsaw Strategy encourages work together became cooperative learning	3,7,8,14,15	5
2	Breakout rooms Zoom increasing potential of student to be effective as learning media	1,2,4,6,13	5
3	Students are motivated with Jigsaw Strategy	5,9,10,11,12	5

The developed instruments were then implemented and analyzed before being incorporated into the study's findings. The questionnaire was examined twice. The first step was to compute the percentage of teacher perceptions based on three questions. Furthermore, as shown in Table 2, Figure 1 depicts the percentage of each question.

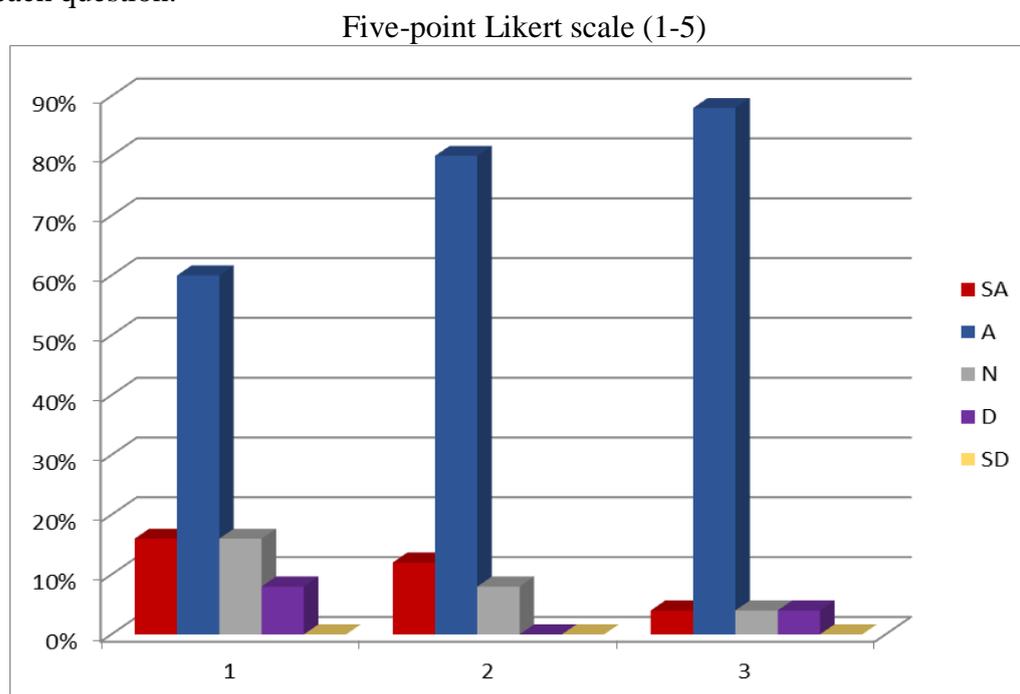


Figure 1. Explain the percentage of teachers who completed the questionnaire

The results of participant' Google forms perceptions about Jigsaw Strategy encourages work together became cooperative learning, showed the response rates of Strongly Agree (SA) 16%, Agree (A) 80%, Neutral (N) 16%, Disagree (D) 8%, and Strongly Disagree (SD) 0%. These findings support of Widiyani (2021). She found that Jigsaw is clearly an effective cooperative learning model for improving English speaking skills and encouraging students' self-confidence growth. According to the findings, we can conclude that using the Jigsaw cooperative learning model can improve students' English skills and confidence. This research can assist students in suppressing several harmful classroom practices that can prevent students from achieving higher learning goals.

Meanwhile, the results about breakout rooms zoom increasing potential of student to be effective as learning media rate of Strongly Agree (SA) 12%, Agree (A) 80%, Neutral (N) 8%, Disagree (D) 0% and Strongly Disagree (SD) 0%. This is in object with (Alfadda; Mahdi, 2021) which states that a zoom meeting application is the most commonly utilized in the learning process. The Zoom

Meeting application can facilitate synchronous teaching and learning by allowing teachers and students to communicate directly with one another, making the process of presenting subject matter easier, as well as the Zoom Meeting. This application has only one menu, breakout rooms, which can be used to do group research. It makes these elements prove that the media increases students' ability to be effective as learning media.

Furthermore, the results about students are motivated with Jigsaw Strategy Strongly Agree (SA) 4%, Agree (A) 88% & Neutral (N) 4%, Disagree (D) 4% as well as Strongly Disagree (SD) 0%. These findings support of Hythecker (1989). He said that promotes thinking and creativity in a variety of ways. These findings are applicable to cooperative learning on instructional media in order to improve students' higher order thinking skills. Remind students that a teacher can use a competitive, cooperative, or individualistic approach to teaching to motivate them. Students are more motivated when they are drawn to specialised learning media. Jigsaw Strategy encourages them to collaborate creatively in groups to understand a material.

Conclusion

This study aimed to prove that breakout rooms as an online class with Jigsaw Strategy cooperation and motivate students to study English and assist them build their creativity to discuss language engagement. Based on the analysis of the findings, it can be concluded that using breakout rooms discussion in Jigsaw Strategy on online learning class can develop creativity and Increase Student Engagement. Breakout rooms make students divided into small groups to carry out discussions on the material learned, and the teacher can monitor the development of the teaching and learning process as long as students have discussions with how to get into each group to follow their discussion, so it can be seen how intensely they discuss one with another and how active the members of the group provide input on other. The Jigsaw Strategy aims to teach students cooperation by having group members share responsibility for each other's learning by using critical thinking creativity and social skills engagement to complete an assignment. Although virtual classes make learning activities not face-to-face, using a breakout room in the zoom application as a learning medium combined with the Jigsaw strategy makes students effective in learning. The obstacles experienced by teachers and students are not stable to be flexible but can be overcome with proper understanding by the parties. It is evident from the voting results that collect the perceptions of several participants with Google forms. Improving the value of each student is the obligation of every teacher and facilitates early students in order to learn smoothly.

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