



ADDRESSING LONELINESS AND SOCIAL ISOLATION THROUGH JIGSAW II: AN ACTION RESEARCH

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ABSTRACT

Despite the development of technology, which has allowed everyone to be 'virtually' connected with almost everyone on the planet, many people still feel alone or 'isolated especially students.' More than a third of people have felt unhappy as a result of being alone. Despite the fact that they frequently overlap, loneliness and social isolation have distinct meanings and characteristics. While emotional loneliness refers to feeling alone while having a large social network, social isolation refers to the lack of interpersonal relationships, whether with family, friends, or coworkers. The Jigsaw II method is intended to alleviate social division, segregation, and prejudice. Although the strategy was designed to increase social connection in places where discrimination is common, it can also be used to improve social interaction in general, especially during this unprecedented time. The ability to consult with or confer their understanding with members of their Expert Group [EG] and Learning Group [LG] was valued by the participants. Unfortunately, the participants voiced dissatisfaction with the sporadic and poor internet connection due to financial constraints.

Keywords: Action research, Cooperative learning, Jigsaw II

Chapter 1 CONTEXT AND RATIONALE

Introduction

Four out of ten adults have reported feeling lonely or alone around the world. However, it is safe to infer that the experience of being isolated or alone is common even among teenagers. Although extended family is still very widespread in the Philippines setting has reported feeling alone. Although many millennials grew up with their families, they no longer spend time with their siblings or relatives. Even if family members lived in the same house, they spend more time in front of the computer or on their mobile devices and less time speaking with one another.

Many people are limited to their houses as a result of the community quarantine, which has added to the learners' sense of isolation. This research attempts to assist students in developing their social skills, which are a crucial element of learning. Because learning does not take place in a vacuum, learners and teachers alike should be constantly engaged in activities that encourage interaction during pandemic.

Unlike the original Jigsaw, Jigsaw II has five steps: 1reading, 2expert group discussion, 3learning group discussion, 4testing, and 5group recognition, in which the LG's scores are added and compared to the rest of the class, and the LG with the highest average group improvement score receives a group reward.

The researchers wanted to improve and develop the learner's social skills through the introduction and usage of the JIGSAW II approach, despite the community quarantine, which isolated the learners both physically and socially. This action research used PDCA which stands for Plan, Do, Check and Act.



Innovation, Intervention and Strategy

JIGSAW II was utilized in this study as a teaching strategy to help students to engage socially, participate more in group discussions, and ultimately become more 'open.' The class is divided into two groups (Learning and Expert), and each member of the Learning Group is assigned a topic based on their competence.

The Expert Groups were given time to read their assigned topic(s) and met with their fellow Experts after the groupings and distribution of materials. All of the experts spoke about their respective topics. The Experts met with their Learning Group after the Expert Group discussion to explain what they have read and discussed in their Expert groupings. The teacher-facilitator 'came-in' and joined the group at any point during this process to clear some misconceptions or to respond clarifications or questions from the learners. Following the consultation, the teacher-facilitator can either offer a quiz on the specified topics or assign a task based on the assigned readings.

The study used the JIGSAW II approach to address the loneliness and social isolation issues that Tagoloan Community College students were experiencing, especially during the global crisis and community quarantine. This action research specifically addressed

the question of how the intervention, the JIGSAW II approach, enhanced the learners' loneliness and social isolation.

Only individuals who were enrolled in any BPEd courses during the second semester of the 2020-2021 school year were considered. All BPEd students were invited to participate in the study and were informed that their involvement was entirely optional via the assent form. The participants completed a questionnaire created by the researchers over the course of six weeks.

Chapter 2 METHODS

This study used a qualitative action research design with quantitative explanation, which is concerned with producing social phenomena explanations and implementing intervention or innovation. A 35-item pre-test was administered to the participants, followed by a 6-week intervention. After the intervention, the participants were given a posttest, which was followed by a Focus-Group-Discussion to clarify and explain whether the intervention had helped them.

Except for those who declare an intention not to participate in the study, all Bachelor of Physical Education (BPEd) classes for the second semester of the school year 2020-2021 were included.

The information or data needed for the study was gathered via a questionnaire created by the researchers. Aside from the questionnaires that were given out at the start and end of the study, the researcher also held a Focus Group Discussion (FGD) with the participants who were chosen. The learner-participants completed an online survey at the start of the study to establish their level of loneliness and social isolation. Based on the results of the survey, ten learner-participants were chosen out of 95 who took part. After six (6) weeks, the ten participants were requested to complete the survey once more (posttest).

The researchers wrote letters to the relevant offices, detailing the study's goal and scope. The researchers conducted an orientation with all participants after getting authorization. To protect the participants' privacy and the confidentiality of their responses, the study should be stored sealed and destroyed five (5) years after completion.

Participation in the study is completely optional, and individuals can withdraw or stop participating at any moment. There is no monetary or other remuneration for participating in the study. The IATF protocols were followed to the letter. The survey results were utilized to determine who of the potential participants had experienced loneliness and/or isolation. After determining who among the participants experienced loneliness and

isolation, the researchers convened a Focus-Group-Discussion with the participants to learn more about how they felt about the current circumstances, particularly the communal quarantine.

Chapter 3

Results, and Discussion, Conclusions, Recommendations and Reflection

The result of the study is presented and discussed, according to how the research problem was presented in Chapter 1.

Problem 1. In what way the intervention: JIGSAW II approach, improved the learner's level of loneliness and social isolation?

Through the sharing of learning groups, the Jigsaw II technique encouraged participants to participate actively in the debate. During the Focused Group Discussion at the end of the six-week session, this was disclosed. The exercise was important in inspiring the participants to study because they were given the opportunity to become "experts" on their assigned topic.

They emphasized the importance of the Learning Group conversation in their comprehension of their allocated topic(s) as well as the topic(s) assigned and discussed by the other Experts in their Learning Group. The ability to 'consult' or confer their understanding with members of their Expert and Learning Groups was valued by the student participants. According to studies, the Jigsaw II group found solutions by sharing ideas on the topics during Expert Group discussion, which allowed students to actively participate in the learning process, felt more comfortable in their roles in the group, and gave each student a sense of responsibility for their group's performance.

The attendees were dissatisfied with the sporadic and poor internet connection. They stated that they would want to return to face-to-face, classroom-based training. This is confirmed by a study that found that slow internet connections or limited access caused learners to lag behind academically, whereas a quicker internet connection boosts individual productivity in theory.

Conclusion

Based on the PDCA process, Jigsaw II approach allows students to interact with one another, allowing them to support and assist one another and, in turn, contribute to their comprehension of the topic or topics being addressed. This emphasizes the need of social support when it comes to learning. However, while the results and conclusions demonstrated the promise of Jigsaw II as a tool for assisting students with their studies, the current status of internet access in the country does not support our current flexible and modular platform.

Recommendations

Based on the findings and conclusions, the researchers recommended the following:

1. For the College Deans
 - 1.1 Organize Action Research in their own.
 - 1.2 Introduce the use of Cooperative Learning approach, as an alternative to lecture.
2. For the College Faculty and Future Researchers
 - 2.1 Introduce learner-centered approach in their teaching.
 - 2.2 Conduct Action Research to identify other factors affecting student's performance or non-performance in class.
3. For the guidance councilor
 - 3.1 Create students' empathy map for identification of loneliness and isolation.
 - 3.2 Provide more activities that enhance collaboration among students.

