



Improving Student Learning Outcomes Characteristics of Living Things Through Cooperative Learning Models Think Pair Share Type With Assisted Videos in Class III MINU Ngingas Waru

Afida Muthomimah^{1*}

¹MI El Rahmah Plus Qiraati Surabaya

*e-mail: afidamuthomimah@gmail.com

ARTICLE INFO

Keywords:

Learning Outcomes, Cooperative Learning Models, Think Pair Share, Video Media.

ABSTRACT

This research is motivated by the low learning outcomes of science students in class III C MINU Ngingas Waru on material characteristics of living things. The learning model used by teachers in the classroom is less innovative and the lack of use of learning media during learning. Student learning outcomes are less than the maximum ie only 43.2% of students who can achieve KKM. Based on this, the researcher took corrective action in learning by using the cooperative learning model think pair share type and using the help of learning media. This study aims to determine: 1) The application of think pair share type cooperative learning models with video aids and 2) Increase student learning outcomes in material features of living things. This research is a Classroom Action Research (CAR) using a research model of Kurt Lewin consisting of 2 cycles, where the action of each cycle starts from planning (planning), action (action), observation (observation) and reflection (reflection). The subjects of this study were students of class III C MINU Ngingas Waru with a total of 37 students consisting of 15 male students and 22 female students. Data collection techniques using observation, interviews, written tests, and documentation. The results showed that: (1) The application of the think pair share type cooperative learning model with video assistance went well as evidenced by the results of observations of teacher activity data in the first cycle of 81.57 (high), and increased in the second cycle of 94.31 (very high). The results of observations of student activity in the first cycle amounted to 91.67 (very high) and increased in the second cycle of 95. (2) The improvement in learning outcomes occurred after the cooperative learning model of the type of think pair share was applied with video aids as evidenced by student learning outcomes in pre cycles get an average of 68.16 with a percentage of completeness of 43.2% (very less). Cycle I get an average of 79.86 with a percentage of completeness 64.8% (less). Cycle II get an average of 87.70 with a percentage of completeness 89.1% (good). There is a good increase in each cycle with the cooperative learning model think pair share type with video aids.

INTRODUCTION

Learning can be interpreted as any activity carried out by someone who can cause different behavioral changes when after learning with before learning, which is trying to gain intelligence or knowledge, practice, behavior changes or responses caused by experience. The purpose of learning is to gain

knowledge in a way that can give birth to intellectual abilities, stimulate curiosity, and motivate students (Sutrisno, 2011). Student learning outcomes are influenced by various factors, such as learning motivation, teaching methods, facilities and infrastructure in learning in the form of learning media (Rachmawati, 2010). To support the success

and student learning outcomes in the learning process, teachers need the means to be able to convey material well and interestingly so that it is easily understood by their students. In today's technology learning can be a means of learning, media, and learning resources for students. As a learning resource, technology is a tool to make learning more interesting for students, so it is possible for students to obtain learning outcomes that are in line with expectations. Among many learning technologies one of them is with video media, which has advantages good enough for the implementation of learning. One of the subjects taught in learning in Elementary Schools (SD) and in Madrasah Ibtidaiyah (MI) is Natural Sciences (IPA). Basically, IPA has three main components, namely components of scientific processes, scientific products, and scientific attitudes (Patta, 2006). Based on this, science is not a subject that contains only a collection of material, but is related to examples in the surrounding environment. Therefore, science learning needs to be designed as well as possible not only to convey the material, but also to foster curiosity, and the ability of students to think scientifically.

In the current learning process, especially on material about science, learning must be interesting and arouse students' curiosity about what they are learning. Because out of curiosity, it can trigger questions in students and will move students to look for answers through scientific thinking. Problems found in the observation activities and Field Experience Practices (PPL II) at MINU Ngingas Waru Sidoarjo when researchers observed the learning activities of science students in class III C, there were several problems found, including learning that took place is still conventional, namely the teacher center. The learning media used are only teacher books and student books. The lack of variation in learning media makes students look less enthusiastic in learning and only some pay attention to the teacher. Students also find it difficult to understand the material presented. Another problem is that many students still find science material difficult to understand. Such an assumption makes some third grade students of MINING

Ngingas Waru Sidoarjo find it difficult to do the exercises and difficult to understand the material related to science so that the learning outcomes of science students are less satisfying.

The results of interviews with science class III C subject teachers revealed, in learning activities students are quite active and easily bored, so students do not receive full learning material. This makes it difficult for students to understand and continue the material to the next discussion. Learning with the teacher center model makes students easily bored when teaching and learning activities take place. Teachers have never used electronic-based learning media because the class is located on the second floor and has more lighting which makes it difficult to access to install a projector, so science learning tends to be less attractive because there is no other media other than books used. As for creating an interesting, conducive and not boring classroom atmosphere for students. Therefore, there are things that need to be considered to make students become more enthusiastic and active in learning. One way is to design learning using group learning models that involve a lot of interaction between students using the help of learning videos. Cooperative learning emphasizes students to work in a group, this can lead to high learning motivation. Learning videos can attract students' attention and can foster students' curiosity about the material to be studied. With the many benefits derived from the cooperative learning model and the benefits of using learning videos, the teacher can utilize video displaying in the teaching and learning process to attract students' attention and make it easier to deliver material to students. One of the materials taught in science class III is the Characteristics of Living Things. In the matter of the characteristics of living things, the teacher has difficulty in presenting native animal or plant media, can only cite examples. One alternative so that learning can take place efficiently is to use learning video shows. Learning videos can display information that is easily understood by students. Students can see the material clearly and with examples of examples efficiently. Learning videos can

realize the visualization of material features of these living things. Video is an electronic media that functions as a tool to facilitate learning activities. The screening of learning videos can help students to get complete and clear information. Video displaying in learning can help increase students' willingness to learn and can make it easier for students to receive knowledge. Extensive knowledge can be used as provisions for students in their next lives. The Word of God in the letter Tha-haa (20: 114) It means: "Then is Allah Most High, the true King. And thou hast not (Muhammad) hastened (read) the Koran before it is revealed to you, and say, "O my Lord, add knowledge to me". The Koran commands humans to continue to strive to improve their scientific abilities, the Messenger of Allāh SA was ordered by Allah to always try and pray so that knowledge would always be added, because in fact humans have an instinct for thirst for knowledge.

Video can make it easier for humans to increase their knowledge. Research conducted by previous researchers namely, Muhammad Chusnul Al Fasyi in 2015 with the title Effect of the Use of Video Media on Science Learning Outcomes of Class IV Students of Ngoto Bantul State Elementary School in Yogyakarta. The similarity in this research is the use of video media in natural science learning. The success in the pre-test, the average value of the experimental class was 50.00 and the control class was 51.64. While the results of the post-test the average value of the experimental class class was 82.36 and the control class was 76.18. The experimental class was 6.18 higher compared to the control class. Research from Linaksita Anindyawati with the title Utilization of Learning Video Media to Improve Social Studies Learning Outcomes in Grade IV Students of SDN Babatan I / 456 Surabaya. The similarity in this study is the increase in student learning outcomes using video media. The success of students' cognitive learning outcomes in the first cycle obtained 67.64% results and in the second cycle the results obtained 81.64%. An increase of 14% from cycle I to cycle II. Research from Rahmatun Nisa, Edwin Musdi, and Jazwinarti in the 2013/2014 school year with the title

Application of Think Pair Share Cooperative Learning in Mathematics Learning in Class XI Ips Sma Negeri 2 Padang Panjang. The average value of the experimental class is higher than the average value of the control class, which is 79.1 compared to 63.0. The highest value obtained by students in the experimental class is 99, while the highest value obtained by students in the control class is 83. In this class action research researchers will apply cooperative learning models of think pair share type assisted with learning videos as an effort to improve student learning outcomes in subjects Science.

This research is motivated by the low learning outcomes of science students in class III C MINU Ngingas Waru on material characteristics of living things. The learning model used by teachers in the classroom is less innovative and the lack of use of learning media during learning. The teacher uses the lecture method in learning so that student learning outcomes are less than the maximum ie only 43.2% of students can reach the KKM. Based on this, the researchers took corrective action in learning by using cooperative learning models think pair share types and using the help of learning media so as to improve student learning outcomes. This study aims to find out: 1) the application of think pair share type cooperative learning models with video aids to improve student learning outcomes material features of living things in class III MINU Ngingas Waru, 2) increase student learning outcomes characteristic of living things in class III MINU Ngingas Waru using cooperative learning models think pair share type with video aids.

METHODS

This research is a Classroom Action Research (CAR) using a research model of Kurt Lewin consisting of 2 cycles, where the action of each cycle starts from planning (planning), action (action), observation (observation) and reflection (reflection). The subjects of this study were students of class III C MINU Ngingas Waru with a total of 37 students consisting of 15 male students and 22 female students. Data collection techniques using

observation, interviews, written tests, and documentation.

RESULTS AND DISCUSSION

The application of the cooperative learning model type think pair share with video assistance to improve student learning outcomes material characteristics of living things in class III MINU Ngigas Waru.

The results of teacher activity in the study show that the application of the learning model is explained in the following table:

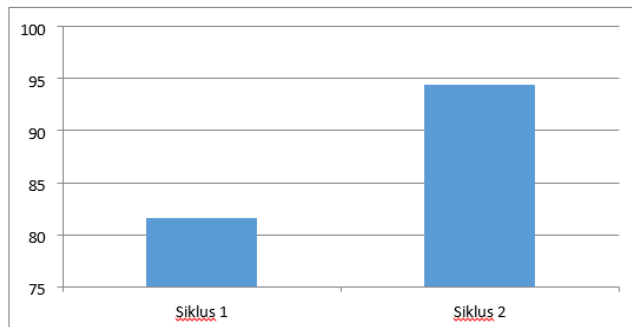


Figure 1. Observation Data on Teacher's Activities

The picture above can be seen that the teacher activity in cycle I and cycle II has increased. Cycle I, the value obtained was 81.57, while in Cycle II the value obtained was 94.31. This increase in learning activities reached 12.74. The teacher activity assessment indicators consist of 19 assessment indicators. The results of teacher observations have reached the specified indicator that is 75, then the observation of teacher activities using cooperative learning models think pair share type with video aids when the teaching and learning process can be said to be successful.

The application of think-share-type cooperative learning models with video assistance to improve learning outcomes of third-grade students of MINU Ngigas Waru Sidoarjo on material features of living things in terms of observations of student activities in cycle I and cycle II results obtained are described in the figure below:

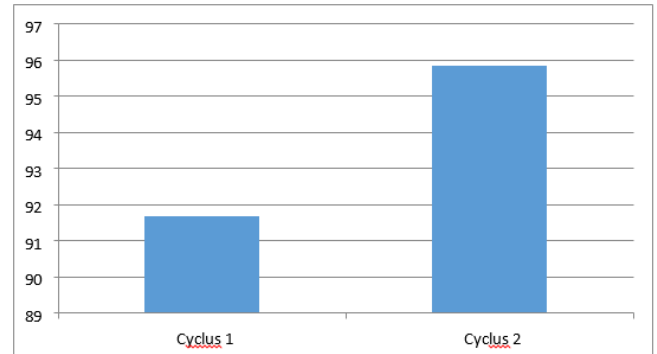


Figure 2 Observation Data on Student Activities

Judging from the value of the results of student activities can be said to be successful because the results obtained by researchers in the first cycle and second cycle have reached exhaustiveness indicator that is 75. The results of observations of student activities in the first cycle obtained by researchers is 91.67. These results can be said to be complete and satisfying. The results obtained by researchers regarding the activity of Shiva in the second cycle are 95.83. Students are able to do every stage of the cooperative learning model think pair share type with video aids. This is consistent with what Edgar Dale revealed in the analysis of experience cones that by participating in learning activities students will remember 70% of what they say and write (Abdulhak and Darmawan, 2013).

With the think pair share learning method students are able to record learning material that has been provided in the video or material provided by the teacher, and students can provide information obtained to be shared with others, this requires students to be able to summarize information and convey information to others. The use of the think pair share type of learning model can make students better understand about the concept of the lesson during the discussion (Lie and Shoimin, 2006), especially in pair and share activities where in pair activities, discussion activities can encourage students to actively express opinions and listen to the opinions of people others and be able to work together with others. In share activities students are able to express their opinions responsibly and

are able to maintain the opinions that have been submitted (Lie and Shoimin, 2013).

Action Research Classroom teacher activity and student activities are very supportive of the learning process and research conducted by researchers so that teaching and learning activities run smoothly until the student learning outcomes material characteristics of living things can be said to be complete. The application of cooperative learning models think pair share type with video aids in the first cycle is less than the maximum because it is influenced by several factors, including teachers not guiding students when doing pair and share activities so students are confused with the material that will be delivered on pair and share activities.

The application of the cooperative learning model type think pair share with video aids is said to be good if it has followed the stages of learning such as conveying material clearly, guiding students to do assignments individually (think), directing students to pair up (pair), and guiding students to convey his knowledge to his group friends (share). The application of think pair share cooperative learning models with the help of this video can provide learning experiences to students and improve student learning outcomes in teaching and learning activities. The teacher is not only a teacher, but the teacher must also be able to guide or facilitate students when learning activities at school.

Improved student learning outcomes material features of living things in class III MINU Ngingas Waru with cooperative learning models think pair share type with video aids.

Improvement of science learning outcomes material characteristics of living things obtained by researchers are as follows:

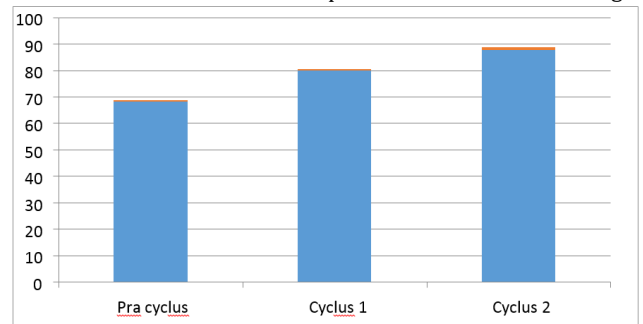


Figure 3. Student Learning Outcomes Data

Judging from the written test assessment in the pre cycle, cycle I, cycle II, student learning outcomes in the characteristics of living things using cooperative learning models of video assisted think pair share are as follows: the pre cycle stage the results of student learning outcomes obtain an average of 68.16 with a percentage of completeness of 43.2%. These results are said to be incomplete from the completeness indicator that is 75%. The results of the first cycle of researchers experienced an increase in students getting an average value of 79.6 with a percentage of completeness 64.8%, although in cycle I was also said to be incomplete but there has been an increase in cycle I. Cycle II has increased by 87.70 with completeness processing 89.1%. The results in the second cycle phase have met the completeness indicator, so the research can be said to be complete.

The success of the learning process is due to improvements made to deficiencies in the first cycle, namely by repeating the video display and affirming the material by the teacher. Video media is considered capable of increasing student safety which has an impact on improving student learning outcomes. Based on the results of interviews with students of class III C MINU Ngingas Waru Sidoarjo, they are happy with learning using video media because they can see a variety of images and animations that look like real. Cecep Kustandi and Bambang Sutjipto revealed that video media can describe an object that moves together with natural or appropriate sounds. The ability of videos to paint vivid images and sounds provides a special attraction for students. Videos present information, describe processes, explain complex concepts, teach skills, shorten or

extend time, and influence attitudes. So students feel like they are in the same place as the program aired by video media (Kustandi and Sucipto, 2011).

Improvements made in the second cycle can improve student learning outcomes in class III MINU Ngingas Waru Sidoarjo material characteristics of living things with a cooperative learning model type think pair share with video aids. Daryanto revealed that students can absorb and remember the material optimally, because students' absorption and memory will increase significantly if the process of acquiring information is initially greater through the senses of hearing and vision, in this case the use of video media. If the absorption and memory increases, it will affect student learning outcomes (Daryanto, 2010). Teachers also play a lot in increasing student learning outcomes, teachers can guide students well and patiently so that the results obtained by researchers can improve. Based on the explanation above, the application of think pair share type cooperative learning models with video assistance can improve student learning outcomes of material features of living things. Learning done by researchers has been going well, the type of think pair share cooperative learning model is proven to be able to improve student learning outcomes. In think pair and share activities, students not only record learning material that has been delivered by the teacher but students must also be able to work on assignments related to the material and share and communicate the material obtained to their peers.

Classroom Action Research that has been done starting from pre cycle, cycle I, cycle II get good results. Student learning outcomes have also increased. Improvement in each cycle can be seen in the description below. Judging from the pre-cycle results obtained by researchers in class III MINU Ngingas Waru Sidoarjo with material on the characteristics of living things in the Natural Sciences subjects the values obtained by students are many under KKM. The number of students who scored above the KKM was 16 of 37 students with a completeness percentage of 43.2%.

Monotonous learning using the lecture method results in student learning outcomes not increasing. Student learning outcomes in the first cycle have increased based on the results of the pre cycle. The increase in this cycle I the average value of students is 79.86, but the percentage obtained is 64.8%. Students who have achieved KKM scores are 24 out of 37 students, although there are students who have achieved KKM but the results obtained have not met the classical KKM which is 75%.

Student learning outcomes in the second cycle increased compared to the previous cycle I. The average score of students was 87.70. The number of students who finished or who were above the KKM was 33 students out of 37 students. Students who have not yet completed is 10.9%. The results of the second cycle show that the improvements made by researchers have been quite successful. Quality learning depends on the teacher in managing the learning process in each teaching and learning activity.

CONCLUSION

The results showed that: (1) The application of the think pair share type of cooperative learning model with video assistance went well as evidenced by the results of observations of teacher activity data in the first cycle of 81.57 (high), and increased in the second cycle of 94.31 (very high). The results of observations of student activity in the first cycle amounted to 91.67 (very high) and increased in the second cycle of 95. (2) The improvement in learning outcomes occurred after the cooperative learning model of the type of think pair share was applied with video aids as evidenced by student learning outcomes in pre cycles get an average of 68.16 with a percentage of completeness of 43.2% (very less). Cycle I get an average of 79.86 with a percentage of completeness 64.8% (less). Cycle II get an average of 87.70 with a percentage of completeness 89.1% (good). There is a good increase in each cycle with the cooperative learning model think pair share type with video aids.

REFERENCES

- Abdulhak, I. & Darmawan, D. (2013). *Teknologi Pendidikan [Analisa Kerucut Dale]*. Bandung: PT Remaja Rosdakarya.
- Bundu, P. (2006). *Penelitian Keterampilan Proses dan Sikap Ilmiah dalam Pembelajaran Sains*. Jakarta: Depdiknas, 34.
- Daryanto. (2010). *Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media, 87.
- Kustandi, C. & Sucipto, B. (2011). *Media Pembelajaran Manual dan Digital*. Bogor: Ghalia Indonesia.
- Lie, A. & Shoimin, A. (2006). *Coorporative learning 68 Model Pembelajaran Inovatif dalam Kurikulum*. Jakarta: PT Gramedia Widiasarana Indonesia.
- Lie, A. & Shoimin, A. (2013). *Coorporative learning 68 Model Pembelajaran Inovatif dalam Kurikulum*. Yogyakarta: Ar ruzz Media.
- Rachmawati, Y. (2010). *Efektivitas Pendekatan Reciprocal Teaching Terhadap Ketuntasan Hasil Belajar Pada Materi Vertebrata Di Kelas RSBI SMA Muhammadiyah 2 Surabaya*. Surabaya: UNESA.
- Sutrisno. (2011) *Pengantar Pembelajaran Inovatif*. Jakarta: Gaung Persada Press, 39.