Application of Learning Problem Learning Models With Think Pair Share To Increase Learning Result

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DOI: 10.17977/um013v1i42017p162

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Abstract

The crossed-interest class of economics 1 in state senior high school of 2 Batu has quite enough students, so it's not conducive enough when learning is ongoing. Plus this class is a crossed-interest class, so every student doesn't have the same interest in the same subject, and it will affect their learning results. The purpose of this research is for teachers, so they can coordinate the classes well, a model of learning based on material that given to them, and be able to increase their students' results. So the application of this model called "Problem Based Learning" is combined with "Think Pair Share" to the material of the role of economics subject is one of the ways to increase learning results. The method is Classroom Action Research, so every research is done in the class when the application of this model is being done. The researchers have full of a role in this research. The subjects of this research are 12th-grade students of the crossed-interest class of economic 1. The gained data are post test results and observation results. And then, those data are analyzed by researchers and observers. This study was conducted in two cycles. In each cycle held three meetings and each at the end of the cycle held post-test that aims to measure the results of learners. The application of this fusion in accordance with the theory of problem-based learning. So that the implementation of learning model in cycle 1 and cycle 2 can be said to increase. As well as the learning outcomes in cycle 2 are also increasing. The increase in learning outcomes is due to the application of the right mix of learning models. Is expected for teachers to prepare the learning well in order to run conducive.

How to Cite

INTRODUCTION

Eleventh class "Lintas Minat Ekonomi 1" consists of many participants enough that makes the class is not organized well in the learning activities. Moreover, some participants of this class are not too interested in the economic lesson. Because according to some information, actually, they join in this class is not from their own desire, but the school chooses for them. Those opinions are supported by the result of interviews with economic Teachers that said "there are many students who want join in this class, but they are not allowed to join, because the school divides this class by the score of the report, not according to how interested the students are, with the economic lesson. The information is also got from the daily examination value which economic Teachers usually get that proves there are a lot of students who get the value under the KKM, according to the data, the KKM used is 75, the value less than 75 will certainly affect in learning outcomes.

The learning results are also got by doing some observations on February until March especially for eleventh grade "Lintas Minat Ekonomi 1". so it will get some factors that effect in the result of learning, such as
1. Students are not really interested in the economic lesson
2. The students are bored to join the economic class
3. The learning ways that Teachers use do not fit that mastery

By some these bad factors, it is very needed the learning ways that fit economic learning.

A good learning method is when teachers use learning models that are appropriate to the material, in order to the students will be not bored with the economic lesson and also they will be interested in joining that class. In addition, the learning method has to be appropriated by the materials. So, the materials will be easily understood by the students. To do that, the Teachers must be able to distinguish which one materials are suitable for their learning method.

In this study, the material used is the role material of economic actors. This material is used because on this subject there are basic competencies to analyze. On this material that acts as economic actors are state-owned enterprises, BUMD, BUMS, and cooperatives. In the four materials, each material contains the definition, function roles, objectives, forms, advantages, and disadvantages, as well as students, are required to be able to analyze the role of economic actors. So the material is suitable to be applied used learning model based on problem learning-oriented problems.

The Teachers can connect the role materials of economic actors with the real-life around of the students by doing study case. The purposes of this activities are for improving students abilities to analysis some problems that are started in societies. The Teachers will create that study case for implementation of "problem-based learning" in class. Teachers in this learning as a facilitator and guide students while studying in the classroom. To solve a problem, teachers create discussion groups so that students can sharing opinions. In order to avoid mutual opinion between the groups, the teacher gives different case studies to each group. So that learning becomes more fun then the teacher can combine learning model problem based learning with think pair and share.

In a combination of these models, the process of thinking can run when students are given a problem called a case study. Where each group gets a
different case study, then with the instructions given by the teacher each group can pair with a group of friends and share ideas about the case studies discussed. And the learning outcomes in this activity are obtained after all students have done the post-test given by the teacher. Post-test is given after all learning is complete. Then the learning model that is appropriate with the material role of economic actors and become the title of this research is "The Application of Problem Based Learning Model Combined with The Think Pair Share on The Material Role of Economic Actors to Improve The Result of Student Learning Cross-Interest of Economy Class XI in SMA Negeri 2 Batu ".

METHOD

This research uses Classroom Action Research (CAR) with a qualitative approach. Because this research uses qualitative approach so this research is descriptive. In the implementation of this research is done in the class. And this research is used to improve student learning outcomes on economic subjects. In this research people who are the subjects are class XI students Cross-Intercultural Economics 1. The instrument in this study is the observation sheet, field notes, and post-test. Data collection tools include: (1) Test; (2) Post Test Result; (3) Observation Sheet for Observer; (4) Interview; (5) Observation; (6) Documentation; and (7) Field Notes. Then data analysis can be obtained through: (a) feasibility test of the item; (b) assessment of post-test result; (c) attitude assessment; (d) implementation of Problem Based Learning model combined with Think Pair Share; and (e) activity analysis with the observer. This research procedure uses the Hopkins model in accordance with the opinion of Sanjaya (2009: 53), which states that there are four stages in each cycle, namely; planning, execution, observation, and reflection.

RESULT AND DISCUSSION

The application of the Problem Based Learning model has been applied by researchers in accordance with Jerome S. Burner's theory of learning (Rusman, 2014: 244), which states that the method of discovery is a method by which students rediscover, rather than discover completely new ones. In this study, using case studies as one of the problems to be solved by students. Learning model leads to students who seek to solve the problem and then done by using the economic book source or hand out that has been provided by the teacher as a knowledge of students to answer questions in the case study. So in this study, students try to solve their own problem solving and supported by the knowledge that accompanies and generate knowledge that is really meaningful.

Students in this model can think to answer case studies given at the time of learning, paired two or three people in one group, express opinions (sharing) by way of presentation in front of the class. So in this model, besides students can solve the problem can also measure how much cohesiveness in doing a case study in groups. This is in line with Huda (2013: 206) suggestion that the Think Pair Share strategy introduces the idea of "waiting time or thinking" on cooperative learning interaction elements that are now a potent factor for improving students' responses to questions. This opinion is also consistent with Tan (Rusman, 2014: 229) stating that, Problem Based Learning is an innovation in learning because in PBM students' ability is optimized through a systematic group or teamwork
process so that students can empower, sharpen, test, and develop their thinking ability on an ongoing basis.

On the application of an integrated this kind of classroom, Students solve the problems in groups and exchanging opinion by the presentation. When the presentation is going students looks very enthusiastic in response to a difference of opinions, because in this activities the problems given to each group is different, so it can be lead to the answer to the pros and cons. Because the problems are different that according to some students, the presentation that given to students more interesting because it can be able to increase the broad horizons of students and this problem provided also includes in our lives every day. Then the groups who look so enthusiastic and answer correctly will get the gift of additional value. The statement conforming to Ricardo (Farturrohman, 2015:113) states that the purpose of the learning Problem-Based Learning designed to stimulate learning in an in problem-solving patterns and it can be a good learning.

Study result is a mirror from study activities in the class. When the class was managed really well, the students become comfortable to learn, causing of that the student understands about the materials and will get a good result. Hamalik (2006:30), said if someone studied well, they will get a different behavior, for example from not knowing came to know. In this study result to make students know where the ability in learning economy. So, from the study result for measuring the understanding of students to get the achievement. Falestsin (2010:203), showing the kind of Problem Based Learning models can improve the result of learning. In his observation, the implementation of learning model on accounting material in XI IPS 2 senior high school of Surakarta it can increase from cycle I to cycle II. Referring to the observation, the study result also affected. The study result can be seen with a post-test. The post-test gave at the end of the semester.

The study result of post-test like a science is a difference in every semester. Post-test is a term of the question was given at the end of the semester. The result of post-test is the difference because in every semester have different levels of difficulty. A question in first post-test has a low level of difficulty from post-test II. Post-test in the first semester with the matter of BUMN and BUMD. In the second cycle with the matter of BUMS and Cooperation. With the level of difficulty and different materials its can make the result of the learning is also different in every cycle (semester). Can be concluded, from the result of the study can increase when the level of difficulty in the problems is increasing too. So the result of a study in cycle II (second cycle) is increased too. Furthermore, the researcher looks at the students who have done in every cycle (semester) to know how much the study results of students.

The study result is like learning outcomes of direct attitude from observation of researches and observer. The observation conducted by a researcher at the time of discussion and helped by an observer who observes when the beginning of observation until the end. There are kind of assessed from the discussion is:

1. Teamwork
2. Want to know
3. Be polite
4. Communicative
Scoring of the discussion from the observer during this time got the result the value of the average at every meeting is A and B who based with students in the class. This assessment is the aim of looking at enthusiastic of students at the time of solving a case study matters of the consumer in Indonesia with integrated models. Beside of that, it also adds the compactness in groups or discussion. The paper of observer is like noted book activities of students in the class.

CONCLUSION

Based on the formulation of the problem and after having much research, so we can conclude:
1. The application of Problem Based Learning in combination with Think Pare Share on character material of consumer that can do in every meeting in class XI Cross-Economic Interest 1. It can be concluded from this combination is ale easy worked according to studying method. The student sometimes getting bored of this of this studying method. So, we can solve this problem by giving some extra point for an enthusiastic student who can pay attention or even answering some questions.
2. The result for this role of economic actors material it can be said to increase on the second cycle (Cycle II). This result can be shown in a post-test that can be done on a final cycle. After the researcher does the post-test for the students on the first cycle (Cycle I) and the second cycle (Cycle II), then the study result is compared. So that we can know the improved learning outcomes on economic subjects in class XI Cross-Economic Interest I.

REFERENCES


