



Classroom Action Research Journal 2(3) (2018) 101-105

Classroom Action Research Journal

<http://journal2.um.ac.id/index.php/carjo>



Problem-Based Learning and Think Pair Share in Improving Learning Result

Irma Ayu Maulidha

DOI: 10.17977/um013v2i32018p101

Faculty of Economics, Universitas Negeri Malang

History Article

Received 5 September 2018

Accepted 12 October 2018

Published 7 November 2018

Keywords

*Problem Based Learning,
Think Pair Share, Learning
Result*

Abstract

The purpose of this research intended to manage the classes properly and be able to increase the students' learning results by applying a combination between Problem-Based Learning and Think Pair Share. The method of this study used classroom action research. The subjects of this research are 12th grade students of the economic class in a senior high school in Malang. This study was conducted in two cycles. In each cycle held three meetings and in the end of the cycle conducted post-test that aims to measure the results of students. After the data received, then it was analyzed qualitative and qualitative accordingly. The findings showed that the application of this fusion learning methods have stimulated a better understanding in particular topics in economics. In addition, it showed an increasing trend related to students' achievement during cycles. Lastly, the use of combination learning models could be implemented by considering relevant issues in the classroom.

How to Cite

Maulidha, I. A. (2018). Problem-Based Learning and Think Pair Share in Improving Learning Result. *Classroom Action Research Journal*, 2(3), 101-105.

Correspondent email:
irmamaulidha94@gmail.com

e-ISSN 2598-4195

INTRODUCTION

A good learning method will success in the classroom when it combining with the appropriate materials. This effort is addressed to provide better achievement and an attempt to eliminate the existing problem in the classroom (Dunlosky et al., 2013; Basheer et al., 2017). For instance, material in basic concepts of economics, makes students feel less interest in the learning process. By using appropriate learning model for certain economics material it will lead to students' understanding. Dealing with the case, the teachers should be able to distinguish which one material are suitable for their learning method.

There are several basic materials in economics that should be provided properly such as the role of economic actors in an economy. In this material that acts as economic actors are state-owned enterprises, municipally stated-owned, private stated owned, and cooperatives. In the four materials, each material contains the definitions, function roles, objectives, forms, advantages, and disadvantages, as well as students are required to be able to analyze the role of economic actors. Therefore, it is forecasted that the material is suitable to be applied using learning model that involved students' participation actively.

Preliminary studies have conducted in order to understand comprehensively on subject study. It is known that several students of the class are not really interested in the economic lesson. According to previous information, actually, students join in this class is not based on their own desire, but the school chooses for them to follow the particular class. Those opinions are supported by the result of interviews with economics teacher which mentioned that 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. It is not according to how interested the students are in the economic lesson. The information is received from the daily examination score in economics.

In addition, based on an open interview with students, it can be concluded that there are some factors affecting the learning result such as students are not really interested in the economic lesson, students are bored to join the economic class, learning ways that teachers use do not fit that mastery. Therefore, from this case, teacher should formulate greater learning model that suitable with the existing condition.

The teachers can combine the role materials of economic actors with the real-life around of the students by doing study case (Nafiah & Suyanto, 2014). The purpose of this matter is intended to improve students' abilities in analyzing some problems from their own in societies. Furthermore, teachers will create the study case by conducting a problem-based learning in the class. For this matter, teachers acts a facilitator and guide students while studying in the classroom. Moreover, teachers can create discussion groups that make students can sharing their opinions. In order to avoid mutual opinion between the groups, the teacher provides different case studies to each group. It stimulates the learning becomes more fun then the teacher can combine learning model problem based learning with the other learning method such as think pair share.

In a combination of these models, the process of thinking can run properly when students are given problem in a case study. Where each group obtains 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.

Hence, the learning outcomes in this activity are obtained after all students have done the post-test given by the teacher after all learning is completed. Therefore, this study intended to implement a combination model between Problem-Based Learning and Think Pair Share as an effort to enhance students' understanding in economics material and students' achievement.

METHOD

This research uses classroom action research with a qualitative approach. This paper intended to improve students' learning outcomes on economic subjects. The subject of this study is students in economics class in a senior high school in Malang, Indonesia. This study was conducted in two cycles. In each cycle held three meetings and in the end of the cycle conducted post-test that aims to measure the results of students. The instrument in this study is the observation sheet, field notes, and post-test while the data collection tools includes pre-test, post-test, observation sheet, documentation and field notes. Furthermore, the data was analyzed through several stages such as feasibility test of the item, assessment of post-test result, attitude assessment, the implementation of Problem-Based Learning model combined with Think Pair Share, and activity analysis with the observer.

RESULTS AND DISCUSSION

The implementation of Problem-Based Learning in this study used case studies as one of the problems to be solved by students. This learning model leads to students who seek to overcome the problem and be analyzed 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. Therefore, in this study, students try to solve their own problem and supported by the knowledge that accompanies and generate knowledge that is an obvious meaningful.

Students can think to propose their answers for case studies given at the time of learning, paired two or three people in one group, express opinions by way of presentation in front of the class. Hence, in this model, besides students can solve the problem, they can also measure how much cohesiveness in doing a case study in groups. This findings in line with Huda (2013) and Rufiana & Mulyadi (2017) which remarked that the Think Pair Share strategy introduces the idea of waiting time or thinking on cooperative learning interaction elements that are now a potential factor for improving students' responses to questions. Indeed, Rusman (2014) stated that Problem-Based Learning is an innovation in learning because in the learning process the 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.

In its implementation, students solve the problems in groups and exchanging opinion by the presentation. The presentation of students looks very enthusiastic in response to a difference of opinions, because in this activities the problems given to each group is different, hence it can be led 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. In addition, the groups who look enthusiastic and answer

correctly will get the rewards. The statement conforming to Hmelo-Silver (2004); Farturrohman (2015); Narmaditya et al. (2017) which states that the purpose of the learning Problem-Based Learning designed to stimulate learning in an problem-solving patterns and it can be a good learning.

In addition, when the class was managed properly, the students become comfortable to learn, causing of that the student understands about the materials and will get a good result. Hamalik (2006) remarked that if someone studied well, they will get a different behavior, for example from not knowing being to know much. This study resulted to make students understand where the ability in learning economics. Danford (2006); Falestin (2010); Padmavathy & Mareesh (2013) showed that the Problem-Based Learning models can improve the result of learning. In his observation, the implementation of learning model on accounting material in a senior high school can increase students' achievement.

The 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 the second post-test. Post-test in the first semester with the matter of stated-owned enterprises and provincial state-owned while in the second cycle, with the material related to private state-owned and cooperative. With the level of difficulty and different materials, it can make the result of the learning is also different in every cycle. Therefore, it can be concluded from the result of the study can increase when the level of difficulty in the problems is increasing. Hence, the result of a study in the second cycle is also increased. Furthermore, the researcher looks at the students who have done in every cycle to know how much the study results of students.

The study result is more likely 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 types of assessed from the discussion such as teamwork, willingness to know, politeness, and communication skills. Scoring of the discussion from the observer during this time got the result the score of the average at every meeting. This assessment aimed to looking at the enthusiastic of students at the time of solving case study matters of the consumer in Indonesia with integrated models. Besides, it also adds the compactness in groups or discussion.

CONCLUSION

Based on previous explanation, it can be concluded that the application of Problem-Based Learning in combination with Think Pare Share is suitable with certain topics in economics. In addition, these methods can overcome problems in classroom such as less enthusiastic in receiving materials. In its implementation, it showed an increasing result between first and second cycle especially on material related to the role of economic actors in a economy of a country. Lastly, the use of combination learning models could be implemented by considering relevant issues in the classroom.

REFERENCES

- Basheer, A., Hugerat, M., Kortam, N., & Hofstein, A. (2017). The effectiveness of teachers' use of demonstrations for enhancing students' understanding of and attitudes to learning the oxidation-reduction concept. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(3), 555-570.
- Danford, G. L. (2006). Project-based learning and international business education. *Journal of Teaching in International Business*, 18(1), 7-25.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning with Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.
- Falestin, Y., & Ulfa, L. F. (2010). Peningkatan Prestasi Belajar Akuntansi Melalui Penerapan Model Pembelajaran Problem Based Learning Pada Siswa Kelas XI IPS 2 SMA Negeri 6 Surakarta Tahun Ajaran 2009/2010. *Proceedings of Seminar Nasional Pendidikan Akuntansi dan Keuangan*, Indonesia. Surakarta: UNS Press.
- Faturrohman, M. (2015). *Model-Model Pembelajaran Inovatif*. Jakarta: Ar-Ruzz Media.
- Hamalik, O. (2006). *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and How do students learn?. *Educational psychology review*, 16(3), 235-266.
- Huda, M. (2013). *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Belajar.
- Nafiah, Y. N., & Suyanto, W. (2014). Penerapan model problem-based learning untuk meningkatkan keterampilan berpikir kritis dan hasil belajar siswa. *Jurnal Pendidikan Vokasi*, 4(1), 125-143.
- Narmaditya, B. S., Winarning, W., & Wulandari, D. (2017). Impact of Problem-Based Learning on Student Achievement in Economics Course. *Classroom Action Research Journal (CARJO)*, 1(1), 1-11.
- Padmavathy, R. D., & Mareesh, K. (2013). Effectiveness of problem based learning in mathematics. *International Multidisciplinary e-Journal*, 2(1), 45-51.
- Rufiana, D., & Mulyadi, M. (2017). Using Think-Pair-Square-Share Strategy to Improve Students' speaking Ability For Indonesian Senior High School Students. *JOALL (Journal of Applied Linguistics & Literature)*, 2(1), 83-93.
- Rusman. (2014). *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: PT Raja Grafindo Persada.