The Think Pair Share Type of Cooperative Learning Model Application using Scientific Approach with Videoscribe Media Aid

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Abstract

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The objective of research was to find out whether or not the use of Think Pair Share model with scientific approach with videoscribe aid can improve learning activity and outcome of students. This study was a classroom action research. The subject of research was the 10th Social Science 1 (X IPS 1) graders consisting of 35 students, and X IPS 4 graders consisting of 36 students in SMA Negeri 3 Sukoharjo. Techniques of collecting data used were observation, interview, documentation, and questionnaire. Techniques of analyzing data used in this study was qualitative and quantitative data analyses, while the combination method employed was convergent parallel mixed methods in which the author collects quantitative and qualitative data at the same time, analyzes the data separately, and compares the result to find out whether or not the findings are overlapping. The result of research showed that the application of Think Pair Share using scientific approach with videoscribe aid in Economics subject could improve learning activeness and learning outcome in the 10th Social Science 1 and 10th Social Science 4 graders in SMA Negeri 3 Sukoharjo. It was characterized with the increase in learning activeness in the X IPS 1 graders of SMA Negeri 3 Sukoharjo from 66.84% prior action to 81.29% in cycle I and 81.29% in cycle II. It was followed with the increase in learning outcome of X IPS 1 graders of SMA Negeri 3 Sukoharjo from 33.33% of students passing successfully the MMC prior action to 68.57% in cycle I and to 88.57% in cycle II. The increase of learning motivation also occurred in X IPS 4 grade of SMA Negeri Sukoharjo following the application of Think Pair Share model using scientific approach with videoscribe aid from 63.93% prior action to 70.20% in cycle I and to 81.48% in cycle II. It was followed with the improvement of students' learning outcome from 13.88% of students passing successfully the MMC prior action to 75% of students doing so in cycle I and 91.67% of students in cycle II.

INTRODUCTION

As the time progresses, particularly in globalization era, the high-quality human resource is required in a variety of sciences. The improvement of human resource is a prerequisite needed to achieve the high-quality nation development. One attempt to be taken to improve the quality of human resource is to use education. Education is the key to the improved quality of human resource; for that reason, the quality of education should always be improved.

Industry Revolution 4.0 results in high demand in education sector. It is because in this age everything is getting more instantaneous and modern. Therefore, the process of acquiring information from anywhere runs more quickly. Education is an endeavor taken consciously and deliberately to change human behavior, either individually or in group to mature human beings through teaching and training attempt (Sugihartono, Fathiyah, Setiawani, and Nurhayati, 2007: 4). Formal education distributed to the community can be said as national education because it is governed by the state. Teacher in this disruption era is required to be a professional one. A professional teacher is the one with skill, competency in delivering learning material using certain innovations.

In Indonesia, most Senior High School have used 2013 curriculum as the foundation in designing learning. In the implementation of 2013 curriculum conducted by teachers, students attend the learning less vigorously because they are always be required to keep active in each learning process in other subjects. It of course requires full concentration and thinking, thereby making the students bored and tired and affecting the learning outcome the students achieve. It occurs in various subjects taught in Senior High School (SMA), one of which is economics subject. The teaching of economics subject in Senior High School still uses conventional lecturing method. Most students learn only to memorize the material concepts and understand the concept poorly. It makes the students developing their ability and potency inadequately. If it is left continuously, it will extinguish the students' motivation, so that the students' learning outcome particularly in Economics subject becomes less optimal. Therefore, the author wants to apply another interesting learning model to stimulate the students' spirit and passion in receiving the learning material delivered by Economics teacher. Economics is a compulsory lesson to Social Science students in Senior High School. Economics give the students knowledge on how to make appropriate decision in allocating resource.

This research took place in SMA N 3 Sukoharjo. This location was selected because the School has lower mean score of daily test minimum mastery criteria in Economics subject throughout Sukoharjo Regency.

Table 1. Percentage of Daily Test Minimum Mastery Criteria for Students in Public Senior High Schools in Sukoharjo

School Name	Passing Successfully (%)	Not Passing Successfully (%)
SMA Negeri 1 Sukoharjo	93%	7%
SMA Negeri 2 Sukoharjo	80,5%	19,5%
SMA Negeri 3 Sukoharjo	39,3%	61,9%
SMA Negeri 4 Sukoharjo	75,2%	24,8%

Data Source: primary data processed by the author in 2018

This study focused on the 10th grade because this grade is the students' transition period from Junior High School to Senior High school so that the students' thinking is still unstable and has not had strong base related to economics, particularly those taking Social Science concentration. The X IPS grade consists of X IPS 1, X IPS 2, X IPS 3, and X IPS 4. The distribution of daily test for X IPS grade is not even. Some students have high score but some others have low score. The percentage of successfully passing for the X IPS graders is presented in table below.

Table 2. Mean score of daily test for the X IPS grade in Economics Subject Rata-

School Name	Passing Successfully (%)	Not Passing Successfully (%)
X IPS 1	33.3%	66.7%
X IPS 2	65.4%	34.6%
X IPS 3	62.6%	38.4%
X IPS 4	13.9%	86.1%

Data Source: primary data processed by the author in 2018

Considering the result of early observation conducted on teachers and students of SMA Negeri 3 Sukoharjo, it can be seen that the factors resulting in low learning outcome are as follows:

1. Students participate less actively in learning process, because the learning model applied by teachers is less appropriate.
2. Only some students can follow the conventional learning model applied by teachers, thereby resulting in less conducive class.
3. Students consider that Economics subject contains too many theories thereby reduces the students' interest in receiving Economics subject.

METHODS

Data analysis in this study started from the beginning of research to the end of data collection. The data resulting from field research was processed and analyzed using interactive model of analysis. Interactive technique of analysis refers to Miles and Huberman's analysis encompassing data reduction, data display, and conclusion drawing (Sutopo, 2006: 85). The procedure of qualitative data analysis is as follows:

1. Data Collection

Data collection was carried out using interview, observation, and documentation based on categorization consistent with the research problem to be developed into data sharpening through searching further data (Miles & Huberman, 2007: 139-140)

2. Data Reduction

Data reduction is the first component of analysis constituting the processes of selecting, focusing, simplifying, and abstracting data from field note. This process runs continuously during research implementation. Even the process starts before the data collection (Sutopo, 2006: 91). Reducing data, according to Sugiyono (2012: 338), means "Summarizing, selecting key points, focusing on important matters, finding the theme and pattern, and disposing unnecessary thing".

3. Data Display

As the second component of analysis, data display is a set of information organizations, description in the form of narration enabling the research conclusion drawing. Sutopo (2006) argued that this display is a set of sentences arranged logically and systematically so that when it is read, many things occurring can be understood and it enables the author to do something in analysis and other action based on such understanding.

4. Conclusion

The early conclusion drawn is still provisional in nature and it will change when strong supporting evidences are found in the next data collection stage, but when the conclusion drawn in the beginning stage has been supported with valid and consistent evidence, it is credible and verified.

RESULTS AND DISCUSSION

Results
X IPS 1 Grade of SMA Negeri 3 Sukoharjo

The result of student learning activeness questionnaire in prior action is very low, with mean score of 66.84, and then the learning outcome of students in prior action is also still low with mean score of 64.69 (below MMC of 75.00). Meanwhile, the result of student learning activeness questionnaire increases with mean score of 72.44 in cycle 1, belonging to high

criterion and the learning outcome of students increases as well with the mean score of 77.34 or higher than MMC in cycle I. Furthermore, the result of learning activeness questionnaire shows improvement with the mean score of 81.29 in cycle 2, belonging to very high criterion and the students' learning outcome increases with mean score of 80.03, higher than MMC.

Table 3. Result of Learning Activeness Questionnaire for IPS 1 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

Activity Aspects	Prior Action	Cycle I	Cycle II	Note
Visual Activities	61.69%	66.53%	70.56%	Improves
Oral Activities	59.56%	72.24%	84.56%	Improves
Listening Activities	69.76%	71.37%	78.63%	Improves
Writing Activities	70.00%	69.52%	76.45%	Improves
Drawing Activities	68.15%	76.61%	84.27%	Improves
Motor Activities	69.35%	77.82%	87.50%	Improves
Mental Activities	67.34%	68.35%	79.44%	Improves
Emotional Activities	68.87%	77.10%	88.87%	Improves
Average Percentage	66.84%	72.44%	81.29%	Improves

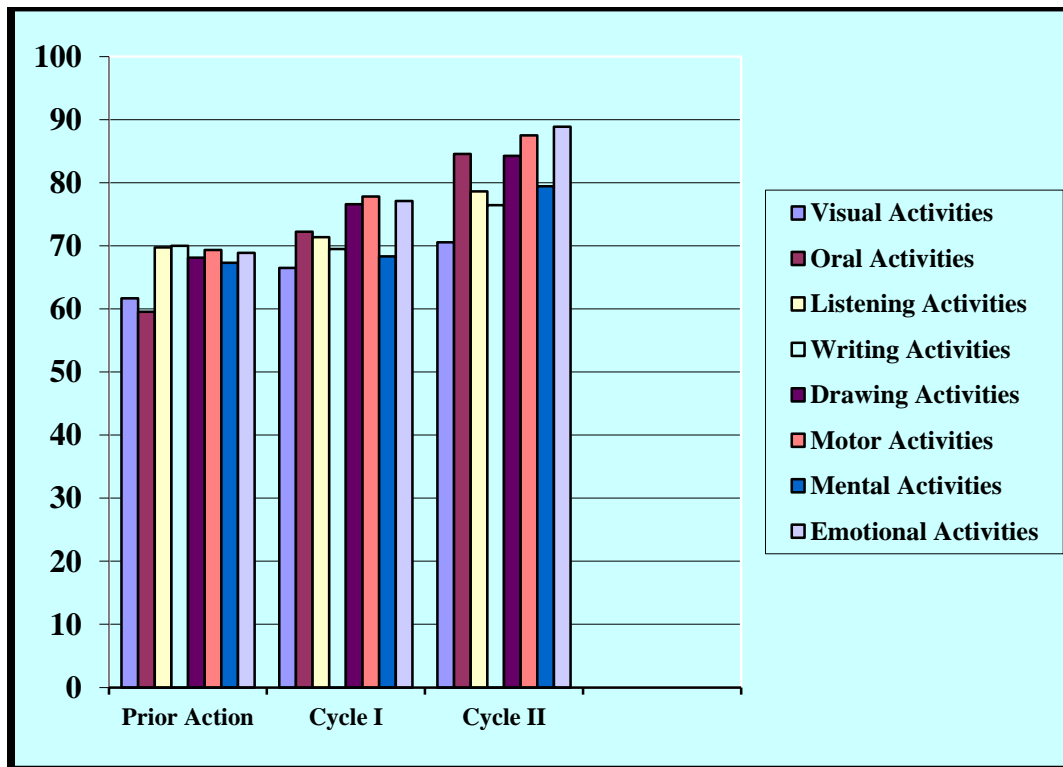(Source: Processed Primary Data, 2018)

Figure 1. Comparison of Learning Activeness for IPS 1 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

Table 4. Learning Outcome of IPS 1 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

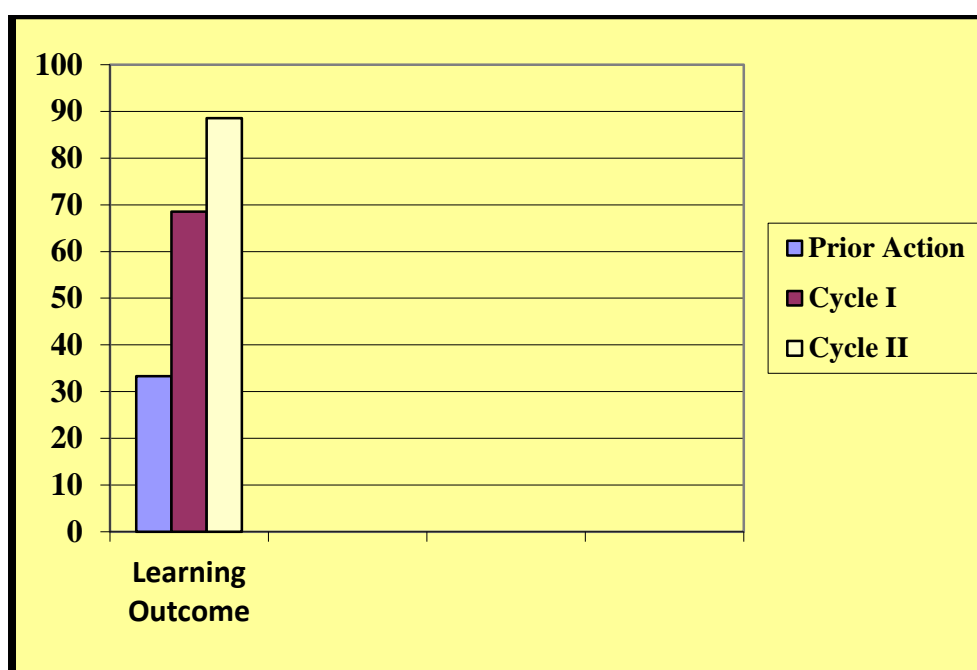| Action	Number of Students	MMC	Total Score	Mean	Completion	Not Successful	Failed
Prior Action	35	75	2470	70.58	33.33%	12	23
Cycle I	35	75	2702	77.34	68.57%	24	11
Cycle II	35	75	2801	80.03	88.57%	31	4

Figure 2. Comparison of Learning Outcome for IPS 1 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

X IPS 4 Grade of SMA Negeri 3 Sukoharjo

The result of student learning activeness questionnaire in prior action belongs to very low criterion, with mean score of 63.93, and then the learning outcome of students in prior action is also still low with mean score of 64.25 (below MMC of 75.00). Meanwhile, the result of student learning activeness questionnaire increases with mean score of 70.20 in cycle 1, belonging to high criterion and the learning outcome of students increases as well with the mean score of 78.03 or higher than MMC in cycle I. Furthermore, the result of learning activeness questionnaire shows improvement with the mean score of 81.49 in cycle 2, belonging to very high criterion and the students' learning outcome increases with mean score of 80.73, higher than MMC.

Table 5. Result of Learning Activeness Questionnaire for IPS 4 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

Activity Aspects	Prior Action	Cycle I	Cycle II	Note
Visual Activities	57,26	67,33	70,56	Improves
Oral Activities	56,10	63,36	79,49	Improves
Listening Activities	71,77	72,58	82,66	Improves
Writing Activities	67,90	69,51	80,32	Improves
Drawing Activities	67,34	72,58	85,48	Improves
Motor Activities	61,29	72,17	85,08	Improves

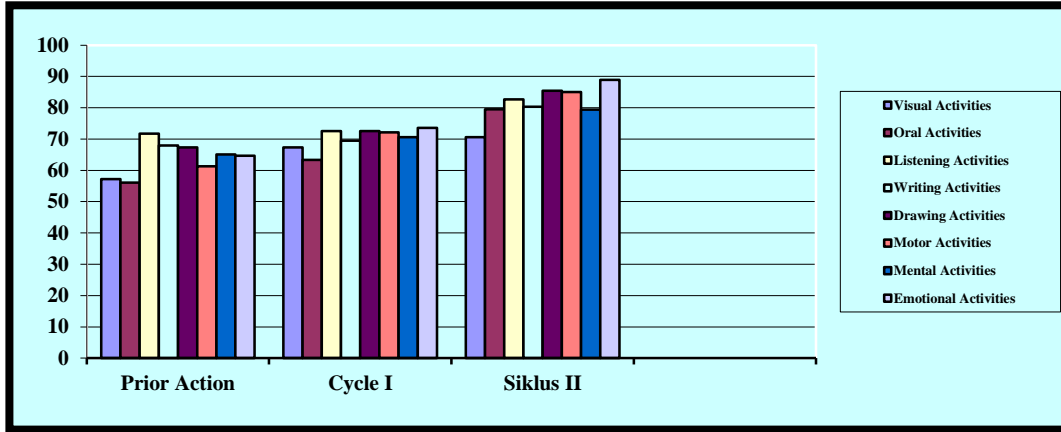|				
Mental Activities	65,12	70,56	79,43	Improves
Emotional Activities	64,68	73,54	88,87	Improves
Average Percentage	63,93	70,20	81.48	Improves

(Source: Processed Primary Data, 2018)

Figure 3. Comparison of Learning Activeness for IPS 4 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

Table 6. Learning Outcome of IPS 4 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

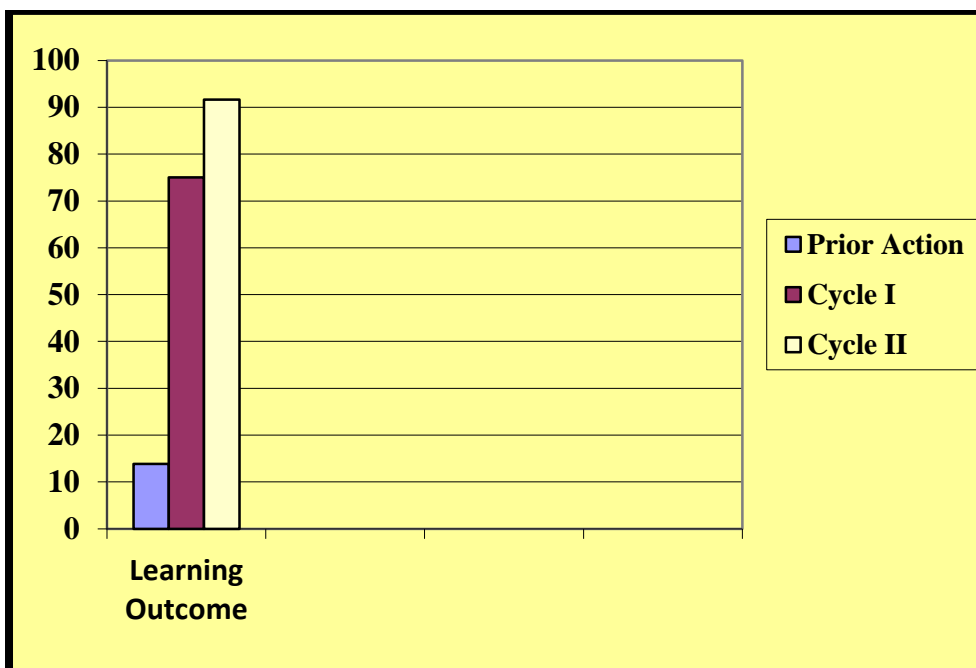| Action	Number of Students	MMC	Total Score	Mean	Completion	Note	
						Successful	Failed
Prior Action	36	75	2313	64.25	13.88%	5	31
Cycle I	36	75	2809	78.03	75.00%	27	9
Cycle II	36	75	2908	80.28	91.67%	33	3

Figure 4. Comparison of Learning Outcome for IPS 4 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

Discussion

The result of research shows that Think Pair Share (TPS) type of cooperative learning model with videoscribe aid can improve the students' learning activeness. In prior action stage, the learning activeness of students belongs to low category with the following scores: *visual activities* 61.69%, *oral activities* 59.56%, *listening activities* 69.76%, *writing activities* 70.00%, *drawing activities* 68.15%, *motor activities* 69.35%, *mental activities* 67.34% and *emotional activities* 66.87%, with mean score of 66.84% for the X IPS 1 grade. The learning activeness o f X IPS 4 graders also belongs to low category with the following scores: *visual activities* 61.69%, *oral activities* 59.56%, *listening activities* 69.76%, *writing activities* 70.00%, *drawing activities* 68.15%, *motor activities* 69.35%, *mental activities* 67.34% and *emotional activities* 66.87%, with mean score of 63.93%. In relation to the learning outcome of the X IPS 1 graders passing MMC successfully, 33.33% or only 12 of 35 students pass successfully. It is in line with the condition of X IPS 4 grade in which only 5 of 36 (13.88%) students pass successfully the MMC After the implementation of Think Pair Share (TPS) type of cooperative learning model with videoscribe aid by means of delivering learning objective, motivating the students, and presenting information using videoscribe, Think, Pair, Share, and evaluation and rewarding in cycle I, the learning activeness of students shows some improvement in individual indicators: *visual activities* 66.53%, *oral activities* 72.24%, *listening activities* 71.37%, *writing activities* 69.52%, *drawing activities* 76.61%, *motor activities* 77.82%, *mental activities* 68.35% and *emotional activities* 77.10%, with mean score of 72.44 for the X IPS 1 graders.

The application of 6 syntaxes of Think Pair Share type (TPS) of cooperative learning model with videoscribe aid also impacts the improvement of students' learning outcome. After the application of syntax containing: delivering the learning objective, motivating the students, and presenting information with videoscribe aid, Think, Pair, Share, and evaluation and rewarding in cycle I, the number of students in the X IPS 1 grade

who pass successfully the MMC increases from 33.33% to 68.57%. Similarly, the learning outcome of X IPS 4 graders improves as well as indicated with the increase in number of students passing successfully the MMC from 13.88% to 75.00% after the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid in cycle 1.

The Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid using the syntax of delivering the learning objective, motivating the students, and presenting information with videoscribe aid, Think, Pair, Share, and evaluation and rewarding in cycle 2 also results in the improvement in the students' learning activeness. The improvement of learning activeness in X IPS 1 grade occurs in 8 indicators of learning activeness: *visual activities* 70.56%, *oral activities* 84.56%, *listening activities* 78.63%, *writing activities* 76.45%, *drawing activities* 84.27%, *motor activities* 87.50%, *mental activities* 79.44% and *emotional activities* 88.87% with mean score of 81.29% belonging to significant category, compared with that before the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid using 6 learning syntaxes in cycle 2. The improvement occurs in 8 indicators of learning activeness: *visual activities* 70.56%, *oral activities* 79.49%, *listening activities* 82.66%, *writing activities* 80.32%, *drawing activities* 85.48%, *motor activities* 85.08%, *mental activities* 79.43% and *emotional activities* 88.87%, with the mean score of 81.48 for the X IPS 4 grade. Similarly, the X IPS 1 graders have significant improvement in their learning activeness after the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid.

The application of 6 syntaxes of Think Pair Share type (TPS) of cooperative learning model with videoscribe aid also impacts the improvement of students' learning outcome. After the application of syntax containing: delivering the learning objective, motivating the students, and presenting information with videoscribe aid, Think, Pair, Share, and evaluation and rewarding in cycle II, the number of students in the X IPS 1

grade who pass successfully the MMC increases from 68.57% to 88.57%. Similarly, the learning outcome of X IPS 4 graders improves as well as indicated with the increase in number of students passing successfully the MMC from 75.00% to 91.67% after the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid in cycle 2.

It confirms the result of previous studies (Iyer, Kothiyal, Majumdar, and Murthy 2013; Chikmiyah and Sugiarto 2012; and Tint and Nyunt 2015) stating that Think Pair Share learning is the active learning containing an activity of thinking independently in answering a question, discussing with partner, and discussing by presenting the result of discussion in the class, in order to get a correct answer. Think Pair Share model gives the students more time to think, to answer, and to help each other. This model application can activate the students in discussion process, so that the students can cooperate within one group and can create the students' character, and the learning outcome of students is obtained through their ability development experience process in solving some problems.

Furthermore, from the finding of Alpusari and Putra's (2015:4) study, it can be seen that the TPS type of cooperative learning model application can improve the students' science process skill comprehensively. Sugiharti and Suyitno (2015: 8) said that the application of TPS (Think Pair Share) based on e-learning can improve independence, activity, and problem solving skill. The application of Think Pair Share in learning process can encourage the students to interact actively with other students and to require them to think critically in solving some problems.

The implementation of videoscribe learning media can also improve the students' learning effectiveness and activeness. This research is also in line with Masood and Othman's (2014) study finding that the use of videoscribe as learning media stimulates and creates an effective and interesting learning environment. The use of videoscribe media can be used effectively in the students' learning process. In line with this, Pao, Chi, and Pei (2015) also stated that videoscribe media is a learning media of acquiring knowledge

more effective than traditional learning. Videoscribe media is a technological media helping the material presentation in the class, thereby contributing to the learning.

This result is confirmed with previous studies (Prayoga, Santosa, and Hamidi, 2013; Artianingsih, Witurachmi, and Sumaryati, 2013) explaining that the use of videoscribe media exerts positive effect, making the learning easier and clearer, and building the good relation with fellow students. The use of videoscribe media can improve active participation in learning activity and group discussion.

Considering the findings obtained from the result of observation, field note, interview, and research questionnaire associated with the previous figures' opinion, it can be concluded that the learning conducted by implementing the Think Pair Share type of cooperative procedures with videoscribe media can improve active and creative thinking skill to solve problem, to develop thinking ability individually and in group, and to create an effective learning environment and good relationship between students and teachers. The students' learning activeness can be seen from their ability of expressing questions and ideas/suggestion, paying attention to, listening to, and noting (recording) the learning material delivered, discussing well corresponding to instruction, and participating vigorously in the learning activity.

From several indicators of learning activeness aforementioned, it can be seen that in fact the Think Pair Share (TPS) type of cooperative learning model application with videoscribe results in the improvement in the learning activeness of students.

Considering the result of observation, field note, and interview after the teachers implement the Think Pair Share (TPS) type of cooperative learning model with videoscribe aid, it can be seen that the students' learning outcome improves significantly. The Think Pair Share (TPS) type of cooperative learning model gives the students a better understanding to master the learning material delivered by teacher. Enthusiasm, discipline, mutual respect in expressing opinion,

curiosity, and self-confidence of students improve when the teachers explain the material using the Think Pair Share (TPS) type of cooperative learning model with videoscribe aid. The improvement of students' learning outcome can be seen from the comparison of students' learning outcome in prior action, cycle I and cycle II, as presented in the table below:

Table 7. Learning Outcome of IPS 1 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I and Cycle II stages.

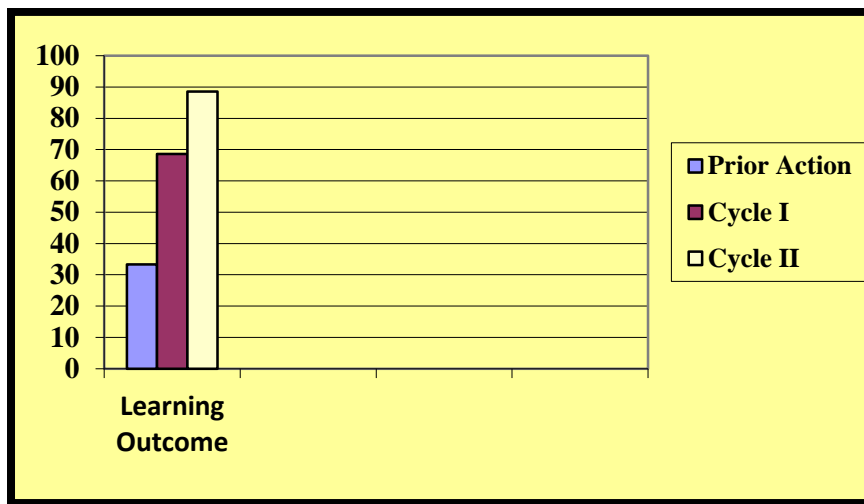| Action	Number of students	MMC	Total Score	Mean	Complettion	Note	
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Prior Action	35	75	2470	70.58	33.33%	12	23
Cycle I	35	75	2702	77.34	68.57%	24	11
Cycle II	35	75	2801	80.03	88.57%	31	4

Figure 7. Comparison of Learning Outcome for IPS 1 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II

Table 8. Learning Outcome of IPS 4 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

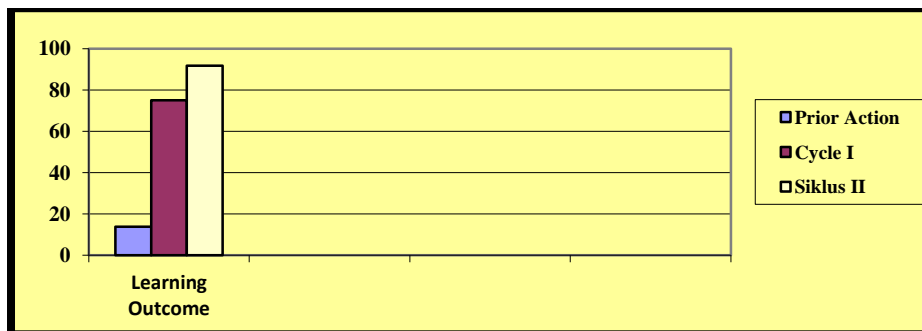| Action	Number of Students	MMC	Total Score	Mean	Completion	Note	
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Prior Action	36	75	2313	64.25	13.88%	5	31
Cycle I	36	75	2809	78.03	75.00%	27	9
Cycle II	36	75	2908	80.28	91.67%	33	3

Figure 8. Comparison of Learning Outcome for IPS 4 Graders of SMA Negeri 3 Sukoharjo in Prior Action, Cycle I, and Cycle II.

From the table above, it can be seen that the Think Pair Share (TPS) type of cooperative learning model application with videoscribe can improve the students' learning outcome in economics subject in SMA Negeri 3 Sukoharjo. It confirms Aplusari and Putra's (2015) study finding that the Think Pair Share (TPS) type of cooperative learning model application can improve the students' scientific process entirely. The improvement of learning outcome shows the highest increase in applied science aspect. It is consistent with economic learning later very useful in daily life of students. The assessment of learning outcome in this research was conducted using authentic assessment.

Widoyoko (2014: 49-88) said that there are nine techniques for assessing the learning outcome: test, observation, *self assessment*, *peer assessment*, *performance assessment*, *portfolio assessment*), *project assessment*, *product assessment*, and *journal assessment*. Data of cycle I and cycle II show that the learning outcome of students improves from prior action to cycle II. The improvement of students' learning outcome involves affective (attitude and activeness), psychomotor (students' performance and portfolio), and cognitive test. The improvement of learning outcome in affective domain can be seen from the students' awareness of learning and participating actively in group discussion. Students' Discipline in complying with the school's regulation and submitting the assignment punctually, their responsibility in working on the assignment improve, and the students' mutual tolerance are very high because all students respect each other's opinion and can interact with all students in one class.

The result of psychomotor learning outcome was measured using performance assessment during the discussion process and portfolio assignment in group. The improvement of psychomotor learning outcome can be seen from the result of observation during discussion process and the students' discussion report. The result of discussion report was organized with complete material tidily and in structured manner, and submission of assignment at specified time.

The learning outcome for cognitive aspect is reflected on the improvement of students' learning outcome as measured with the result of written test in the end of each cycle. The score of students' written test increases, because of the students' increased understanding on the material delivered through *Think Pair Share* (TPS) type of cooperative learning model with videoscribe help.

The result of previous studies has benefited much the development of education world. The results of several previous studies are relevant to the current research. Kurniawati (2015) found that activeness and learning media use can improve the entrepreneurship learning outcome. Aji and Suparman's (2019) study found that the use of learning media with *macromedia flash* software can improve the students' learning outcome. The result of Isiaka, B (2007), Akerele, A, J and Adeola F. Afolabi's (2012) study showed that the use of videoscribe in the learning improves the students' learning performance more effectively.

The improvement of students' learning motivation and learning outcome in this study is also characterized with the increase in the percentage of learning motivation in the X IPS 1 and IPS 4 graders of SMA Negeri 3 Sukoharjo from 66.84% prior action to 72.44% in cycle I and to 81.29% in cycle II for the X IPS 1 graders. It is also followed with the improvement of learning outcome of X Pemasaran I (the Tenth Marketing 1) graders after the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid as indicated with the increase in the number of students passing MMC successfully from 33.33% prior action to 68.57% in cycle I and to 88.57% in cycle II. The improvement of learning activeness also occurs in the X IPS 4 grade of SMA Negeri 3 Sukoharjo after the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid, as indicated with the increase in the percentage of learning activeness from 63.93% prior action to 70.20% in cycle I and to 81.48% in cycle II. It is also followed with the improvement of students' learning outcome in X IPS 4 grade after the Think Pair Share (TPS) type of cooperative learning model application with videoscribe aid, as indicated with

the increase in the number of students passing successfully the MMC prior action to 75.00% in cycle I and to 91.67% in cycle II.

CONCLUSION

Considering the result of data analysis and discussion, it can be concluded that the Think Pair Share (TPS) type of cooperative learning model application using scientific approach with tutorial video aid in economics subject can improve the learning outcome and the learning activeness of students in SMA N 3 Sukoharjo. The improvement of learning outcome can be seen from such aspects as improved knowledge, comprehension, application, analysis, synthesis, and evaluation so that the objective of research can be achieved.

In addition, the Think Pair Share (TPS) type of cooperative learning model application using scientific approach with videoscribe aid affects the activeness of students. The activeness of students can be seen from many aspects: *visual activities*, *oral activities*, *listening activities*, *writing activities*, *drawing activities, motor activities, mental activities, emotional activities.*

The result of the Think Pair Share (TPS) type of cooperative learning model application using scientific approach with videoscribe aid shows that the action given has been successful as it has met the criteria of successful action applied before, that when 75% of students achieve score higher than MMC with mean score of 80.00, the action can be said as successful. In addition, an action is considered as successful when the learning outcome of students improves viewed from the improved knowledge, comprehension, application, analysis, synthesis, and evaluation.

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