DEVELOPMENT OF THINK PAIR SHARE COOPERATIVE LEARNING TOOLS ASSISTED BY INTERACTIVE MULTIMEDIA IN CLASS VI SDN TANAMERA 1 BANGKALAN

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Abstract

Learning tools are very important to uphold a learning. The learning tools developed in this study were syllabus, lesson plans (RPP), modules, student worksheets (LKS) with the aid of learning multimedia. This study aims to develop learning tools using a Think Pair Share cooperative learning model assisted by multimedia learning to improve the learning outcomes of fourth grade students at SDN Tanamera 1 Bangkalan. The results of this study indicate that: (1) The learning tools reviewed by practitioners scored 77% with a very valid category; (2) The learning tools developed are effective based on the individual scores of students who are above 85% and have increased learning outcomes in the high category; (3) The practicality of learning devices that get a percentage value of 87% with a student response questionnaire that gets 69% in the interesting category. Based on what is described above, it can be concluded that the cooperative learning model of think Pair Share type assisted by multimedia learning to improve student learning outcomes for class VI SDN Tanamera 1 Bangkalan is valid, effective, and practical to use in the learning process .

Keywords – Learning Tools; Cooperative model Think Pair Share; Multimedia Interactive

1. Introduction

Learning tools needed in managing the teaching and learning process include syllabus, lesson plans, worksheets, evaluation instruments or learning test results, learning media and student textbooks. One of the problems faced in the world of education in Indonesia is the low achievement of student learning outcomes(Lestari, 2015; Netriwati, M.Pd & Mai Sri Lena, 2013; Nurhasanah & Sobandi, 2016). Through the results of interviews with sixth grade teachers at SDN Tanamera 1 Bangkalan, data were obtained that the use of learning models in the learning process was rare and did not involve students directly because there were only a few active students and some students seemed less active/passive. The use of learning media is still very rarely used. Most students still receive learning outcomes under the KKM. Data from the UTS results that have just been carried out, most of the sixth grade students still get less than optimal learning outcomes. In addition, the results of student observations based on student learning needs questionnaires also stated that most students still thought that the learning themes carried out were not fun. Students still find it difficult to understand the material and only a few students are enthusiastic about answering the questions posed by the teacher. There were only a few students who actively asked questions when they did not understand the material presented by the teacher. Learning outcomes are often used as a measure to find out how far someone has mastered the material that has been taught(Ho, 2014; Setyawan et al., 2020; Wulandari & Surjono, 2013). Learning outcomes can be explained by understanding the two words that make it up, namely "results" and "learning". Understanding the results shows an acquisition as a result of doing an activity or process that results in a functional change in input, learning is done to seek behavioral changes in learning individuals (Purwanto, 2011:44).

Based on these problems, researchers provide alternative solutions to problems that exist at SDN Tanamera 1 Bangkalan including the need for planning for the implementation of evaluation in learning, by developing learning tools

using appropriate learning models in the 2013 curriculum in elementary schools. Learning tools will greatly assist teachers in conveying the process of seeking knowledge to students because learning tools are a teacher's reference in the teaching process. The use of learning media as a tool for achieving learning outcomes is also needed, Interactive Multimedia is deemed appropriate to facilitate the use of learning tools. Munadi (2012:38) interactive multimedia can increase student interest in learning because the interactive multimedia display is attractive and can be used independently. If learning is online the teacher can send learning media through online media that is used during learning activities and when learning offline the teacher can also use existing facilities at school, namely laptops, LCD projectors.

Based on the above problems , the researchers tried to develop learning tools using a certain learning model for class VI students at SDN Tanahmera 1 Bangkalan, with the title "Development of Think Pair Share Cooperative Learning Devices Assisted by Interactive Multimedia in Class VI at SDN Tanamera 1 Bangkalan". By using the Think Pair Share learning model, it can motivate teachers to teach using certain learning models, in this model it can also increase student activity in learning both individually and in groups such as reading, writing, listening, asking, answering, and expressing their opinions in discussions. . Learning tools are part of a lesson plan designed in the form of a syllabus and lesson plans that refer to content standards. In learning planning, media and learning resources, assessment tools, and learning scenarios are also prepared. Silphy A. Octavia (2020:35) suggests Think Pair Share is a cooperative learning model. This learning model is based on class discussion learning. Think Pair Share has a procedure that can explicitly give students more time to think, answer, help each other(Cooper et al., 2021; Kaddoura et. al, 2013; Sampsel, 2013; Sugiarto & Sumarsono, 2014). Learning with Think Pair Share assisted by interactive multimedia will provide its own variations in the student learning

environment(Bamiro, 2015; Carss, 2007; Sampsel, 2013; Sugiarto & Sumarsono, 2014).

2. Method

The method used in this research is research and development research and development(Media et al., 2013; Yaumi, 2018). This research was conducted to develop learning tools to improve student learning outcomes(Safira et al., 2020). learning tools developed in the form of syllabus and lesson plans with Think Pair Share models, worksheets, and interactive multimedia assisted modules(Cooper et al., 2021; Kothiyal et al., 2013; Sumarni, 2016; Usma, 2015). The model used in this development research is the 4D model. The 4D model is one of the models in development research that is used to develop learning (Rochmad, 2012; 61). The stages in this model consist of 4 stages, namely: definition, design, manufacture, dissemination(Rofiah et al., 2018; Wahyuni et al., 2018). The product trials carried out aim to find out the products that have been developed are suitable for use. In addition, the purpose of the trial of learning tools developed to review the validity, attractiveness, and effectiveness of a learning device so as to improve student learning outcomes.

3. Result and Discussion

Research and Development Results

In this study, the results analyzed were expert validation data to measure validity, attractiveness results to find out how attractive the research product was able to be accepted by students, and effectiveness to find out how effective this multimedia-assisted learning device was used in learning.

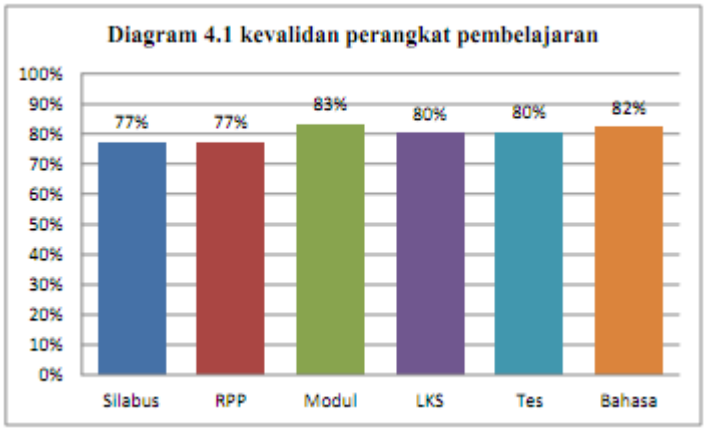
1) Data Analysis of Validity Test Results

The validation of learning tools was carried out on May 25, 2021 on the learning design expert Validator following the results of the expert validation

- The syllabus of the scores obtained is 31, while the maximum score is 40, so that if it is calculated it gets a percentage of 77% with a valid category

- Learning Implementation Plan (RPP) the score obtained is 62, while the maximum score is 80.
- Handout validation in the form of a mod is carried out on an expert validator. the calculation of the percentage obtained from the expert is 83%
- Validation of Student Worksheets is carried out by expert validators, the percentage obtained from experts is 80%
- Validation of the test instrument is carried out on the validator of the percentage calculation obtained from the expert is 80%
- The validation of the readability test instrument was carried out on the expert validator. The calculation of the percentage obtained from the expert was 82%

The results of the validation obtained from each expert were analyzed using the combined average formula. The combined average formula consists of the sum of the validation results from the experts then divided by the number of experts. The average value of validation is 80%. After that, the average results are adjusted according to the established validity categories. Based on the table of criteria for the validity of the learning tools that have been validated, they are categorized as "Very Valid" to be used during trials.



2. Data Analysis of Learning Device Effectiveness Test Results

The analysis of the effectiveness test of learning devices can be seen from student learning outcomes. This analysis aims to see the effectiveness of the learning tools developed. The researcher gave evaluation test questions after all learning was completed. The following are the results of the analysis mastery of student learning. Based on the presentation of the data, it can be seen that the learning outcomes obtained by students are more than 85% and are categorized as "Very Good" this is in accordance with the table of learning completeness criteria. This shows that students understand the concept of subject matter by using learning tools that have been developed.

3. Data Analysis of Practicality Trial Results

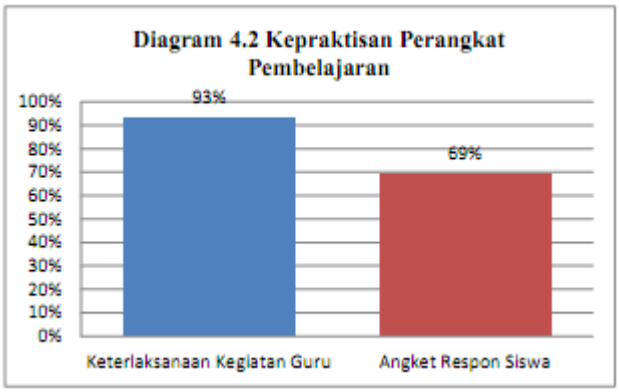
This practicality analysis aims to determine the practicality of learning tools that can be measured from the results of the analysis and implementation of teacher activities and student responses. The following is an analysis of the practicality of learning devices.

• Learning Implementation Analysis

The analysis of learning continuity aims to observe teacher activities while using learning tools in the form of lesson plans. Based on the calculation of the data, the figure is 97% and it can be concluded that the teacher's activities when using the Think Pair Share type cooperative learning model assisted by interactive multimedia are categorized as "Very High".

• Student Response Questionnaire

Attractiveness aims to see student interest in using learning tools in the form of handouts and worksheets. Attractiveness can be measured using student response questionnaires distributed when carrying out trial activities. Based on the results of the calculated data, the figure is 69%, and it can be concluded that the learning tools used during small group trials are in the " Interesting " category



Based on the evaluation in learning using Think Pair Share model learning tools assisted by multimedia learning at SDN Tanamera 1 Bangkalan. The learning tools that are ''used'' have been validated by experts. Validation aims to determine the ''validity of a learning device that has been developed before the trial phase'' (Mulyatiningsih, 2019:198). Validation in this research uses three experts, namely learning design experts, material experts, and language experts. Learning design experts with a percentage gain of 77%, material experts with a percentage acquisition of 81%, and linguists with a percentage gain of 82%. Then the validation obtained from each expert will be analyzed using the combined average formula consisting of the sum of the experts then divided by the number of experts. The result of the calculated average acquisition is 80%. The effectiveness of learning devices is seen from student learning outcomes or evaluation implementation.

From the results of the evaluation there was a significant increase, the number of students was declared complete, namely 8 students with a percentage of 80%-100%. All students were declared complete from their cognitive learning outcomes with a very high category and achieved an indicator of success, namely if students reached the KKM used in schools was 65. The practicality of this product data analysis aims to determine the practicality of the learning tools developed. The practicality of this learning device is measured by the implementation of teacher activities and student responses. The observation sheet from learning 1-6 can be concluded that the teacher's activity in using the Think Pair Share

cooperative learning model assisted by multimedia learning at SDN Tanamera 1 Bangkalan is 93%. The results of the calculation of the student response questionnaire in the percentage of 69% with interesting categories . So it can be concluded that students' responses to learning using Think Pair Share cooperative learning tools assisted by multimedia learning at SDN Tanamera 1 Bangkalan are included in the active criteria.

4. Conclusion

Based on the results of development research that has been carried out, it can be seen the level of validity, effectiveness and practicality of the Think Pair Share cooperative learning model learning device assisted by multimedia learning at SDN Tanamera 1 Bangkalan to improve student learning outcomes. The results obtained during this research and development are as follows.

1. The validity of the learning tools developed is 77% with quite valid criteria . The percentage was obtained from three experts, namely learning design experts with a percentage of 81%, material experts with a percentage of 78%, and linguists with a percentage acquisition of 82%.

2. The effectiveness of the developed learning tools can be seen from the results of the student evaluation tests that have met the KKM overall, the increase in student learning outcomes can be seen in the calculation of learning outcomes that are in the very good category as many as 6 people and 2 other people are categorized as good so that the learning tools developed can be declared effective.

3. The practicality of learning tools can be seen from the implementation of teacher activities and student response questionnaires. The implementation of learning activities obtained a percentage of 87% with good criteria, while the student response questionnaire obtained a score percentage of 69% with an interesting category. Based on the description of the data above, it can be concluded that the Think Think Pair Share cooperative learning model learning device assisted by multimedia learning at SDN Tanamera 1 Bangkalan to improve

student learning outcomes is valid, effective, and practical to use in the learning process.

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