

Implementation Of Collaborative Learning Model Thinking Pair Share (TPS) And Arias To Improve Student Learning Results In Entrepreneurship Subjects

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Abstract: One of the goals of learning in schools is to improve student learning outcomes or achievement, therefore to improve student learning outcomes are needed innovation in learning activities. With attention to various concepts and learning theories developed a method of learning, one of which is the collaborative model of learning Think Pair Share (TPS) and ARIAS. This research aimed to improve the quality of the learning outcomes through the use of TPS and ARIAS method in the leaning processes. The implementing of the actions performed trough two cycles in which each cycle consists of four stages that are: (1) planning, (2) implementation, (3) observation, (4) reflection. The results of this study stated that: the implementation of TPS and ARIAS learning model on the Entrepreneurial for the tenth grader students of Marketing at SMK Negeri Sooko Mojokerto can improve students learning outcomes. When compared with the previous teacher replay success percentage that is equal to 71.19%, the average percentage of successful learning outcomes 1st cycle increased by 3.28%. The average percentage of successful learning outcomes Cycle 1 was 74.47%. When compared with the average percentage of successful student learning outcomes cycle 1, the average percentage of successful learning outcomes cycle 2 was increased by 1.57% with a success percentage of 76.04%.

Keywords: Think Pair Share (TPS), Assurance, Relevance, Interest, Assessment, and Satisfaction (ARIAS), Learning Outcome

INTRODUCTION

One of the goals of learning in school is to improve student learning outcomes or achievement. But in fact not a few schools are less attention to improving student learning outcomes. Educators are less attention to the quality of learning when the main factor that affects student achievement is the use of appropriate models or learning methods. Therefore, to improve student learning outcomes needed innovation in learning activities. With regard to it, then with attention to various concepts and learning theory developed a method of learning. The method that can be done by a teacher to overcome the above problem is to use cooperative learning. Wiphasith (2015) mentions that cooperative learning is an alternative appropriate learning model and supports communication among students in a lesson.

Cooperative learning that can be used to empower students not to be impressed is just a passive side (recipient), can be done with the use of learning models. One of them is the collaborative learning model Think Pair Share (TPS) and ARIAS. Cooperative learning model Think Pair Share (TPS) is a learning model that is effective to increase the activity for more time to learn. Dol (2008) concluded Think Pair Share (TPS) in learning to develop students' interest in learning. Think Pair Share (TPS) provides the opportunity for students to work alone and in collaboration with others. By using a model Think Pair Share (TPS) learning will be more interesting and students can develop their knowledge quickly (Sugiarto & Sumarsono, 2014). Lutfiyatun (2012) mentions the implementation of the method of Think Pair Share (TPS) assisted power point on instructional media can enhance the activity of student entrepreneurship, entrepreneurial learning outcomes and the response has been very high compared to the class on learning using conventional methods.

As for learning to cultivate or instill a sense of confidence and confidence in students, learning activities have relevance to real life, trying to attract and nurture student interests then held an evaluation and foster a sense of pride in students is the model of learning ARIAS. The learning model ARIAS (assurance, relevance, interest, assessment, and satisfaction) is a modification of the model ARCS (Attention, Relevance, Confidence, Satisfaction) which developed by Keller in the (association, 2008: 192). ARCS learning model is a learning model developed broadly as Keller's ARCS Model of Motivation (Malik, 2014). This learning model was developed as an answer to the question of how to design learning that can affect achievement motivation and learning outcomes. Majid (2013: 50) concludes "The ARCS model is a method to increase the motivational attraction of teaching materials". The ARIAS learning model can be used by teachers as the basis for conducting learning activities well, can improve achievement motivation and student result (Siahaan, et al, 2010). The layout modification in learning ARIAS with the addition of a factor in the assessment of learning form.

Thus the learning model ARIAS is a learning model that contains five components, namely: Assurance (confident), relevance (relevance), interest (interest / attention), assessment (evaluation) and satisfaction (satisfaction / pride) where students can foster / instill a sense of Confident / confident so as to improve student achievement.

In this study, two models of learning that combines learning model Think Pair Share (TPS) and ARIAS learning model implemented in a single study. The syntax blend Think Pair Share (TPS) and ARIAS that is as follows:

- Teachers deliver the learning objectives to be achieved, increasing expectations of students to succeed by preparing the subject matter of which is easy to difficult (Assurance)
- Teacher explains the material studied by linking it in everyday life (Relevance)
- The teacher formed a discussion group, the teacher gave the students a chance to ask the unknown material, the students wrote the question with a piece of paper collected at the teacher's table, then the teacher acted as a question bank, the teacher read the questions by the students randomly and the teacher active (interest)
- Teacher asks questions to stimulate students' thinking (Assessment)
- Students think about and do the job themselves (Think)
- Students in groups to discuss the answer to a given question (Pair)
- Students share answers with the whole class (Share)
- Teacher rewards by delivering a high point to the group that presented the correct answers (Satisfaction)

Based on preliminary observation of the researcher that SMK Negeri Sooko Mojokerto in class X Marketing there is crucial problem about student learning result which is very less, this is indicated from daily test result at analyze the tools and materials needed in process of making product subject. There are 13 students from 21 number of students who have not been able to get a score that meets the Minimum Exhaustiveness Criteria. While the characteristics of the class X Marketing SMK Negeri Sooko Mojokerto itself is the students tend to be passive and less active when the discussion. That's because the lack of self-confidence in each student.

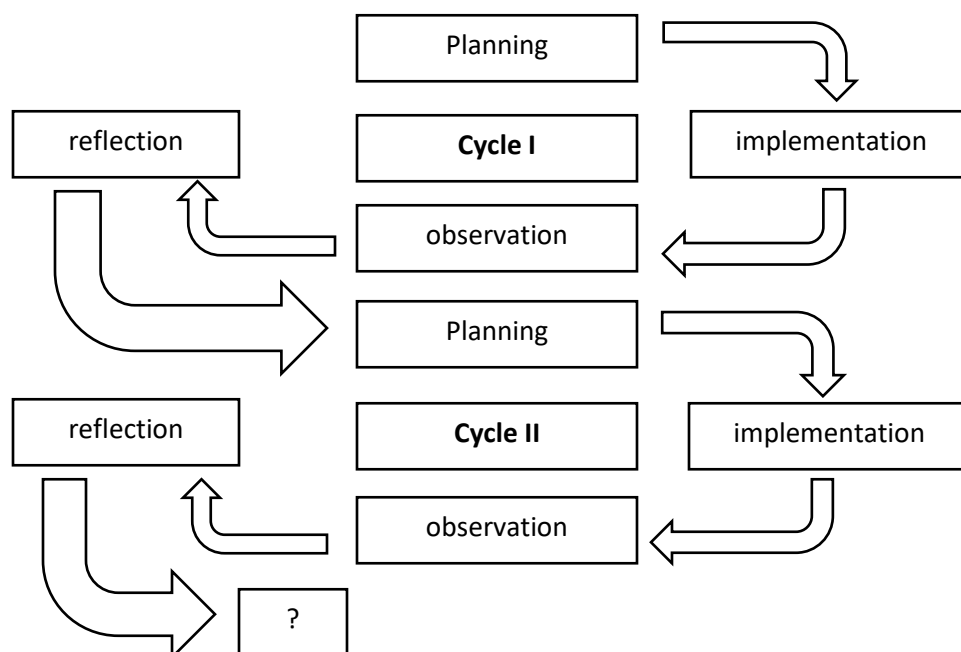
Another problem found that SMK Negeri Sooko Mojokerto in class X Marketing is that students are more likely to feel bored when teachers use conventional teaching methods or lectures, teacher sound is relatively slow and lack of use of cooperative model makes the students less than the maximum in absorbing material provided by the teacher. Based on the above, the researcher intends to raise this issue in the classroom action research with the title "Application Model Collaborative Learning Think Pair Share (TPS) and ARIAS To Improve Learning Outcomes at Entrepreneurship Subject (Studies in Class X Skills Program marketing in SMK Sooko Mojokerto. "Based on the description of the background above, the problem can be formulated from this study are as follows: (1) How does the application model of collaborative learning Think Pair Share (TPS) and ARIAS on the subjects of entrepreneurship class X Program Marketing expertise in SMK Sooko Mojokerto, (2) How will the results of class X student of Marketing Skills Program at SMK Sooko Mojokerto after following a learning model Think Pair Share (TPS) and ARIAS on Entrepreneurship subjects.

The contribution of this research is expected to increase knowledge about the research of Think Pair Share (TPS) and ARIAS learning model related to the improvement of learning

result so that it can be used for further research. In addition to provide stock for researchers as prospective teachers who are ready to carry out the task in the field.

METHOD

This type of research is a Classroom Action Research with a qualitative approach that is a form of study that is reflection by researchers conducted to improve and improve the quality of learning through specific actions. Classroom Action Research is a scrutiny of the learning activities in the form of an action, which is deliberately raised and occur within a class together (Arikunto, 2012: 3). The classroom action research model used adapted from the Classroom Action Research flow according to Arikunto can be seen in Figure 1.



The role of the researcher is as action planning, data collector, data analyzer, and compilation of research result report. This research was conducted at SMK Negeri Sooko Mojokerto. The subjects of the study were the students of X Marketing Class of SMK Negeri Sooko Mojokerto which amounted to 21 students. The type of data used in this study is qualitative data in the form of words that describe the implementation of collaborative learning models of TPS and ARIAS in class X Marketing on entrepreneurship subjects at SMK Negeri Sooko Mojokerto, but that does not mean researchers do not use numbers. Researchers used the average data on the value of students score after the application of collaborative learning models of TPS and ARIAS.

Sources of data in this study there are two types of data sources namely library data sources and field data sources. Sources of bibliographic data in this study were obtained from books and other documents relating to research subjects. While the field data source obtained from the results of observations, questionnaires, and student learning outcomes. The data

collection process used in this research is observation, test, questionnaire (questionnaire), interview, documentation and field notes.

Observation

Observation is defined as "the observation and recording done systematically to the symptoms that appear on the object of research (Margono, 2010: 158). Observation in this research is participant observation, where direct researcher in research process.

Test

Margono (2010: 170) revealed the test is "a set of stimuli (stimuli) given to someone with the intention to get answers that can be used as a basis for determining the score of numbers. Tests were conducted in this study a pre-test is given in early learning and post test given at the end of the lesson to measure the ability of learners to the learning material that has been given and to compare the results obtained with the previous value of the daily tests given by teachers.

Interview

Interview conducted by the researcher to the entrepreneurship subject teacher of X Marketing class student. In which researchers act as interviewers (interviewer) and as a teacher interviewed (interview).

Documentation

In conducting the research, researchers get documentation of the photos of learners during the teaching and learning process.

Field notes

Field notes are written notes about what is heard, viewed, experienced, and thought out in terms of data collection and reflection of data. Field notes made in this study were conducted by researchers and observers.

RESULTS

To determine the use of collaborative learning model TPS and ARIAS in improving student learning outcomes, namely the observation sheet teacher, student observation sheet, and cognitive learning outcomes of students with the use of pre-test and post-test. Results of activity and learning outcomes have increased. Increased activity results and learning outcomes for each cycle will be presented in Tables 1, 2, and 3.

Table 1. Observation Results of Teacher Activity Cycles 1 and 2

	Cycle 1			Cycle 2		
Observer	1	2	3	1	2	3
Score	62	61	63	69	67	68
Total	168			204		
Percentage of Success	86.11%			94.44%		

Based on Table 1, the percentage of teacher activity success in cycle 1 is: observer (1) shows score 62, observer (2) shows score 61, observer (3) shows score 63. Of the 3 observers there is score 186 with success percentage 86.11% fall into category A with very good meaning. The percentage of success of teacher activity in cycle 2 that is: observer (1) shows score 69, observer (2) shows score 67, observer (3) show score 68. From 3rd observer there is score 204 with percentage of success 94.44% Category A with very good meaning.

Table 2. Results of Student Activity Observations Cycle 1 and 2

	Cycle 1			Cycle 2		
Observer	1	2	3	1	2	3
Score	53	52	64	65	57	64
Total	160			186		
Percentage of Success	78.43%			91.17%		

Based on Table 2, the percentage of student activity success in cycle 1 is observer (1) shows score 53, observer (2) shows score 52, observer (3) indicates score 54. From 3rd observer there is score 160 with success percentage 78.43% fall into category B with good meaning. The percentage of success of student activity in cycle 2 that is: observer (1) show score 65, observer (2) show score 57, observer (3) show score 64. From 3rd observer there is score 186 with success percentage 91.15% Category A with very good meaning.

Table 3. Comparison Value Domains Cognitive Learning Outcome Measures Pre, Pre Test, Post Test Cycle 1 and 2

	Pre Action	Pre Test Cycle 1	Post Test Cycle 1	Pre Test Cycle 2	Post Test Cycle 2
Total	1495	1390	1430	1285	1695
Average Value	71.19	69.5	79.44	71.38	80.71
% Successful Learning	71.19%	69.5%	79.44%	71.38%	80.71%
		74.47%		76.04%	
Increase		9.94%		9.33%	
Completed Student	8	5	13	8	15
Unfinished Student	13	15	5	10	6

Based on Table 3, from 20 students who take the pre-test cycles 1, 15 students scored below the standard, while 5 students scored above the standards. The percentage of successful learning outcomes in the pre-test cycle 1 is 69.5%. Furthermore, the results obtained from the students' post test cycle value of 1, 18 students were present, 5 students scored below the standard, while 13 students scored above the standards. The percentage of successful learning outcomes in post test cycle 1, that is 79.44%. Based on the results of pre-test and post-test cycle 1 percentage increase of 9.94% success.

In cycle 2 of 18 students who take the pre-test, 10 students scored below the standard, while 8 students scored above the standards. The percentage of successful learning outcomes in the pre-test cycles 2, namely 71.38%. Furthermore, the results obtained from the students' post test cycle value of 2, from 21 students in attendance, 6 students scored below the standard, while 15 students scored above the standards. The percentage of successful learning outcomes in post test cycle 2 which is 80.71%. Based on the results of pre-test and post-test cycle 2 percentage hike of 9.33% success.

DISCUSSION

The results showed that the use of collaborative learning model TPS and ARIAS on entrepreneurship subjects can improve student learning outcomes of class X SMK Negeri Sooko Mojokerto. The following is a comparison of the success of collaborative learning model of TPS and ARIAS in each cycle.

Table 4. Comparisons of Successful Collaborative Model Implementation of TPS and Arias Cycle Models 1 and 2

	Cycle 1	Cycle 2	Increased
% Success of teacher activity	86.11% (A)	94.44% (A)	8.33%
% Success of student activity	78.43% (B)	91.17% (B)	12.74%

Based on Table 4, it can be known the success rate of collaborative application of learning model of TPS and ARIAS observer observed from teacher activity in cycles 1 and 2 that is average success of teacher activity in cycle 1 got percentage 86.11% and student activity got percentage 78.43 %. In cycle 2 this percentage increased to the average success of teacher activity 94.44% and average percentage of student activity 91.17%. Thus there is an increase in collaborative learning success of TPS Model and ARIAS with the increase of each cycle that is the percentage of teacher activity success increased 8.33% and the

percentage of student activity increased by 12.74%. The results of cognitive domain learning can be seen from Table 5 below:

Table 5. Percentae of Cognitive Learning Outcomes

	% Average Success Prepared Learning	% Average Successful Learning Cycle 1	% Average Successful Learning Cycle 2
% Average Success Action	71.19%	74.47%	76.04%
Increased		3.28%	1.57%

Based on Table 5, when compared with the percentage of previous teacher's repeat success of 71.19%, the average percentage of success of learning outcome cycle 1 has increased by 3.28%. The average percentage of successful learning outcomes cycle 1 is 74.47%. When compared with the average percentage of success of student learning outcomes cycle 1, the average percentage of success of learning outcomes cycle 2 has increased by 1.57% with the percentage of success of 76.04%. So, overall application of collaborative learning model of TPS and ARIAS can improve student learning result of class X Marketing of SMK Negeri Sooko Mojokerto.

CONCLUSION

Based on the results of the research and discussion described in the previous chapter, it can be concluded that: (1) The collaborative application of TPS and ARIAS learning model on Entrepreneurship subjects in Class X Marketing SMK Negeri Sooko Mojokerto runs smoothly, and makes students enthusiastic and active in following Learning, (2) the application of collaborative learning model TPS and ARIAS as a whole can improve student learning outcomes in entrepreneurship subjects. Student learning outcomes have increased in cycle 2.

SUGGESTION

Based on the results of research that has been done, suggestions that can be submitted by researchers to the relevant parties are as follows: (1) For the Teacher Entrepreneurship Course if teachers apply collaborative models of TPS learners and ARIAS better be better. Able to control students so that all students can play Active in the classroom either individually or in groups. In the delivery of material that has relevance to real life hedge teachers using images or videos so that students better understand the material being studied, (2) for the Headmaster of the Sooko Mojokerto State School if the principal organizes a training program held for teachers in Using multiform learning methods . In addition, the principal is expected to provide motivation to teachers in SMK Negeri Sooko Mojokerto in improving the quality of education, especially teachers of Entrepreneurship subjects by developing innovative learning models so that later can be applied to students in the learning process. (3) for future researchers is expected to conduct research using the same learning model on the same or different subject but not only in the cognitive domain only, but also in the affective and psychomotor spheres to

develop and implement collaborative learning models TPS and ARIAS. While for the implementation of collaborative learning researchers TPS and ARIAS should better supervise or facilitate students in the discussion so that all students can play an active role and need to stimulate motivation so that students are more confident and not reluctant in answering questions. It is also hoped that in the implementation of the collaborative ARIAS model of the TPS learner and subsequent researchers can better manage the limited time so that the application of collaborative learning model of TPS and ARIAS runs well in the planned time. (4) For students of class X SMK Negeri Sooko Mojokerto based on research that has been done, in collaborative implementation of TPS and ARIAS need to improve student learning activeness in growing problem solving ability so as able to respond situation right. way. Students are expected to participate actively in the learning process so that entrepreneurship learning can be done more fun, interactive, and can create a conducive learning.

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