APPLICATION OF COOPERATIVE LEARNING OF ‘THINK PAIR SHARE’ TYPE USING MEDIA PICTURE FOR LEARNING OUTCOMES OF IPA VIIIB SMPN 8 KUNTO DARUSSALAM

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ABSTRACT

The purpose this is to inscreese students learning outcomes SAINS class VIIIb SMPN 8 Kunto Darussalam years 2015/2016 by using cooperative learning model think pair share tipe using picture media. This research is class action research (CAR), the time of this research on 7 Agustus to 1 September 2015. Subject of this research is students class VIIIb SMPN 8 Kunto Darussalam years 2015/2016 whit totals 20 students consist of 9 male students and 11 female students. The collecting data of this research using descriptive analysis. The data that analyzed are result of science understanding concept and scientific performance. The students capacity of learning outcome before CAR is 69,25 and increase amount of 13,24% first cycle become 82,49 and on the second cycle increase amount of 5,21% become 87,70. Can be summery that application of cooperative learning think pair share tipe using picture media can increase the result of students learning biologi class VIIIb SMPN 8 Kunto Darussalam years 2015/2016.

Key Words: Cooperative Learning Model, Think Pair Share

A. Introduction

Education is one of the manifestations of human culture that is dynamic and full development. Therefore, changes or educational development is something that is supposed to occur in line with changes in the culture of life. Changes in the value of education at all levels need to be continuously carried out in anticipation of future interests. It can only be achieved through the education process is free and can be realized with the interaction of teaching and learning or the learning process (Trianto, 2009: 1).

Learning is a basic process of development of human life. By studying, people make changes in individual quality that behavior develops. All the activities and achievements of human life is nothing but the result of learning (Soemanto, 2006: 99). Furthermore, learning is a process Interchangeability of individual behavior through interaction with the environment (Hamalik, 2008: 27). Learning is a complex process that happens to everyone and lasts a lifetime, since he was a baby up to the grave later (Sadiman, 2007: 2).
In the whole process of education in schools, learning is the most basic activities. Means that, in relation to the attainment of educational goals largely dependent on how the learning process experienced by learning, not all students have textbooks IPA, lack of students as a protege (Daryanto, 2010). To optimize the learning process, teachers are also obliged to cultivate students become interested in learning and capable of directing students to master the learning materials properly.

Based on interviews and observations that have been implemented in the classroom VIIIB SMPN 8 Kunto Darussalam obtained some information that there are several factors that lead to less optimal learning activities (KBM) class VIIIB SMPN 8 Kunto Darussalam, lack of media activity of students in the learning process, the difficulty of students in understand the learning material, there are still many students who score below KKM determined by the school at 70 with classical completeness 55%.

Judging from the above factors, the researchers are interested in finding solutions or alternatives to solve these problems by using cooperative learning. Cooperative learning is learning by using the grouping system / small team, which is between four to six people who have a background in academic ability, gender, race, or ethnicity were different (heterogeneous) (Sanjaya, 2010: 242).

Cooperative learning is a group of teaching strategies that engage students work collaboratively to achieve common goals and cooperative learning are arranged in an effort to increase student participation, facilitating students to experience leadership attitudes and make decisions within the group, as well as provide opportunities for students to interact and together -Same students of diverse backgrounds (Trianto, 2009: 58).

Table 1. Stages of cooperative learning

<table>
<thead>
<tr>
<th>Fase</th>
<th>Teacher Behavior</th>
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</thead>
<tbody>
<tr>
<td>Fase 1. Outlines the objectives and motivate students</td>
<td>Teachers deliver all learning objectives to be achieved in these lessons and motivate students</td>
</tr>
<tr>
<td>Fase 2. Submit information</td>
<td>Teachers convey information to students with street demonstrations or through reading</td>
</tr>
<tr>
<td>Fase 3. Organize students into cooperative groups</td>
<td>Teachers explain to students how to form study groups and help each group to make the transition efficiently</td>
</tr>
<tr>
<td>Fase 4. Guiding the group work and study</td>
<td>Teacher guided learning groups when they do their work</td>
</tr>
</tbody>
</table>
Fase 5. Evaluation

Teachers evaluate learning outcomes of the material that has been learned or each group mempersentasikan their work

Fase 6. Reward

Teachers looking for ways to appreciate the effort and the learning outcomes of individuals and groups

Resources: Ibrahim, dkk. (2000: 10)

Media comes from the Latin meaning an intermediary or an introduction and is a vehicle for channeling information learned or channeling messages. Media can represent what is less capable teachers say through words or certain sentence, the media as well as a source of learning is recognized as an additive aids, visual and audio-visual (Djamarah and Zain, 2006: 120-123).

Furthermore, image media including visual media. Media images serves to convey a message from the source to the receiver, the message delivered poured into visual communication. Media images specifically serves to attract the attention of students and clarify the presentation of ideas and illustrates the fact that may be quickly forgotten (Sadiman, 2007: 28).

B. Materials and Methods

This research is a form of classroom action research (PTK), which is an act to improve classroom teaching and learning process conducted by the teacher in order to improve learning outcomes. Retrieval of data held in September s / d in October 2015 SMPN 8 Kunto Darussalam. The subjects were VIIIB grade students of SMPN 8 Kunto Darussalam 2015/2016 school year totaling 28 students consisting of 12 male students and 16 female students. The basic decision VIIIB grade students as research subjects because VIIIB class student learning results lower than other VIIIB class.

Instruments used this research is learning device consists of a syllabus, lesson plan (RPP), LKPD, media images, and guidebooks. Data collection instrument the application of learning comprehension of concepts (PPK) consisted of reviewing the written test (cognitive) used is a matter of learning outcomes sheet, taken from a written quiz (QT), Homework (PR) and a test block (UB).

Psychomotor value (KI) Ratings performance is obtained from the group presentations and class discussions. Value of the portfolio was taken from LKPD and practical reports. The procedures in this study were as follows: a) the preparation phase:
set a research class, Scheduling and hours of lessons. determine the subject matter taken from the material that will be presented in cooperative learning, preparing media drawing lesson, prepare a learning device (syllabus, lesson plans, LKPD, guidebooks students, about the quiz along with answer keys, exam along with answer keys), form study groups. b) The implementation stage; This study conducted by two cycles, consisting of 4 (in one cycle of one test block and the time allocation of each meeting of 2 x 40 minutes.

C. Results and Discussion

After doing the learning up to the second cycle, the learning outcomes, especially for the individual and classical completeness PPK value, cycle 1 and cycle II can be compared as Table 2.

Table 2. Comparison of Absorption PPK and PPK Students Complete Classical Prior to PTK PTK Cycle I and Cycle II

<table>
<thead>
<tr>
<th>criteria for completeness</th>
<th>Before PTK</th>
<th>SI</th>
<th>SII</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS</td>
<td>69.25 %</td>
<td>82.49 %</td>
<td>87.70 %</td>
</tr>
<tr>
<td>KI</td>
<td>11 students</td>
<td>20 students</td>
<td>20 students</td>
</tr>
<tr>
<td>KK</td>
<td>55 %</td>
<td>100 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Information:
cycles
DS = Absorption
KI = completeness Individuals
KK = Complete Classical

Based on Table 2 can be explained that prior to implementation of cooperative learning TPS using media images, absorption of the CO value before PTK students is 69.25%, in the first cycle of students CO absorption is 100%, an increase of 13.24% from the prior PTK, and the second cycle students PPK absorption increased to 87.70% and an increase of 5.21% from cycle 1. Complete individual students before PTK as many as 11 students, the first cycle happens an increase of 9 students to 20 people students, and all students completed silkus II.

Classical completeness PPK students before PTK ie 55% in cycle 1 classical completeness of students ie 100%, an increase of 45% from the prior PTK, and in cycle
2 classical completeness of students increased to 100%, an increase of 100%, it was explained that the average student learning outcomes than before with after PTK PTK increased. This is because the TPS cooperative learning can stimulate student interest so that students interested in learning and using media images coupled with very supportive of a lesson because it can help students to learn so as to save time. This is consistent with the statement Trianto (2007: 61), the strategy Think Pair Share is a type of cooperative learning that is designed to influence the pattern of interaction of students and is an effective way to create an atmosphere of variation patterns of a class discussion.

Furthermore, aside from TPS cooperative learning, other factors that lead to increased student learning outcomes is the media image. Media image is everything that is manifested visually to facilitate understanding and strengthen memory. Form of visual images, Charta, charts, transparencies and slides (Arsyad, 20011: 91).

This increase occurred because students are already serious in learning, students have a lot to learn at home and highly motivated students with an appreciation of the group obtained every meeting so that at the time of student learning always prepare prior learning and learning outcomes obtained better than ever. Sardiman (2012: 85) says that the motivation can serve as a spur efforts and achievements. By applying the TPS type of cooperative learning can improve student learning outcomes. After doing the learning up to the second cycle, the learning outcomes, especially for individual completeness and classical completeness PPK value from before PTK, the first cycle and the second cycle can be compared in Table 3.

Table 3. Comparison of Absorption and Complete Classical KI KI Student Prior to PTK PTK Cycle 1 and Cycle 2

<table>
<thead>
<tr>
<th>criteria for completeness</th>
<th>Before PTK</th>
<th>SI</th>
<th>SII</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS</td>
<td>68,4 %</td>
<td>81,26 %</td>
<td>85,37 %</td>
</tr>
<tr>
<td>KI</td>
<td>13 students</td>
<td>18 students</td>
<td>20 students</td>
</tr>
<tr>
<td>KK</td>
<td>65 %</td>
<td>90 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Information:
S = Cycles
DS = Absorption
KI = completeness Individuals
KK = Complete Classical

Based on Table 3 can be explained that prior to implementation of cooperative learning TPS using media images, absorption value of KI students before PTK is 68.4%, in the first cycle absorption KI students was 81.26%, an increase of 12.86% from before the PTK, and the second cycle students KI absorption increased to 85.37% and an increase of 4.11% from cycle I. Complete individual students before PTK as many as 13 students, the first cycle occurred increments of 5 students become 18 students, and the second silkus happen again increments of 2 students to 20 students.

Classical completeness of the scientific performance of students before the PTK at 65%, an increase in cycle 1 was 90% with an increase of 25% from the prior PTK and the second cycle students' mastery of the scientific performance of 100% with an increase of 10%.

D. Discussion

Based on data obtained and the analysis conducted, it appears that the application of cooperative learning by using media images TPS can improve learning outcomes VIIIB grade science students of SMPN 8 Kunto Darussalam. It can be seen from the percentage of the student's absorption CO before PTK value of 69.25%, in the first cycle absorption KDP students is 82.49%, an increase of 13.24% from the prior PTK, and the second cycle absorption PPK students increased to 87.70% and an increase of 5.21% from cycle I.

This increase occurred because students are already serious in learning, students have a lot to learn at home and highly motivated students with an appreciation of the group obtained every meeting so that at the time of student learning always prepare prior learning and learning outcomes obtained better than ever. Sardiman (2012: 85) says that the motivation can serve as a spur efforts and achievements.

At KI ratings first cycle, the average absorption value of KI students before PTK is 68.4%, in the first cycle absorption KI students was 81.26%, an increase of 12.86%
from the prior PTK, and the second cycle KI absorption of students increased to 85.37% and an increase of 4.11% from cycle I. This increase is because TPS cooperative learning can stimulate student interest so that students interested in learning and using media images coupled with very supportive a learning because it can help students to learn so as to save time. This is consistent with the statement Trianto (2007: 61), the strategy Think Pair Share is a type of cooperative learning that is designed to influence the pattern of interaction of students and is an effective way to create an atmosphere of variation patterns of a class discussion. Furthermore, aside from TPS cooperative learning, other factors that lead to increased student learning outcomes is the media image. Media image is everything that is manifested visually to facilitate understanding and strengthen memory. Form of visual images, Charta, charts, transparencies and slides (Arsyad, 20011: 91).

Improved learning outcomes that occur after the PTK can be said that the type cooperative learning TPS using media images can make students better understand the material being taught teachers and students are more motivated to learn because the student's cooperative learning, group work so students can help each other, and work together in groups and in the group there are students who have academic ability is different, thus the student learning outcomes can be improved. This is in accordance with the opinion of Trianto (2009: 56) states that the cooperative learning can increase student participation, facilitating students to experience leadership attitudes and make decisions within the group, as well as provide opportunities for students to interact and learn together students of diverse background.

E. Conclusions and Recommendations
1. Conclusion
Based on the results of this study concluded that the implementation of cooperative learning TPS in the learning process can improve learning outcomes of students in grade biology VIIIIB SMPN 8 Kunto Darussalam 2015/2016 school year. Improved learning outcomes can be seen from the results of students' prior learning IPA
implemented TPS and the type cooperative learning after learning executed using cooperative learning SMT type.

2. Recommendations

Based on the research results obtained, it is hereby researchers express suggestions as follows:

1. Expected to science teachers in order to improve and understand about the implementation of cooperative learning polling station to the learning process is not boring.

2. For researchers who want to carry out or perform pemebelajaran application of TPS in order to combine learning model TPS by methods other than media images or use other learning media in order to assist students in improving learning outcomes.

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