THE DEVELOPMENT OF SOCIAL STUDIES LEARNING TOOLS USING COOPERATIVE MODEL TYPE THINK-PAIR-SHARE WITH VIDEO MEDIA FOR ELEMENTARY SCHOOL 5TH GRADE

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Abstract

The aim of this research was to produce valid, effective, and practicable social studies learning tools. This was a research and development that followed 4D model. Students of VA and VB Kemasan elementary school were the subjects of this research. 12 students of VA were involved in limited experiment, and 26 students of VB were involved in real teaching experiment. The data collection techniques were derived from test, observation, questionnaire, interview, and documentation. The data analysis techniques were gained through qualitative and quantitative descriptive. The learning tools validity had qualified the valid category. Learning tools were effective, it could be seen from N-*gain* result that showed an improvement from pre-test to post-test with score 0.58 included in moderate category. There were 23 of 26 students had qualified the minimum cognitive score. The students' activities observation showed 26 students had qualified the high activity category. The attitude questionnaire result showed 23 of 26 students had very positive attitude toward learning process. The Practicability was gained from 4 teachers responses that showed very positive response with score 74.5 and 23 students also showed very positive response with score 71.1. According to those results, it could be concluded that the learning tools had qualified valid, effective, and practicable categories.

Key words: Social Studies, Learning tools, Think-Pair-Share, Video Media

INTRODUCTION

The aim of social studies in elementary school as explained in Permendiknas No. 22 (2006), about Content Standard, is to direct students to become Indonesians who are democratic, responsible, and also to be international citizens who love peace. Social studies is designed to develop knowledge, understanding, and analysis ability towards the social condition of society which has been entering the dynamic society life (KTSP, 2006:575).

Permendiknas No. 41 (2007), about Process Standard, has been issued as a way to propel the achievement of national education goals which include the goal of social studies (BSNP, 2007: 2). As a consequence, the learning process of every grade of elementary and secondary schools must be interactive, inspirational, joyful, challenging, and motivating students to participate actively. Its implication stimulates the change of education paradigm, from instruction paradigm to learning paradigm. Instruction paradigm is process to transfer knowledge from teacher to students, while learning paradigm perceives students as active leaners to formulate, construct and discover the knowledge by their selves (Barr, 1995: 14). Another reason why it has been set out is because the student centered learning has not been effectively enough applied in schools, especially in elementary school.

According to Sanusi in Winataputra (2008:1.44-1.45), social studies learning in schools tended to too focus on rote memorization, teacher centered, and using minimum learning resources. As a result, the learning process could be boring, and uninteresting. Moreover, Zhao (2005: 219) claimed that students mostly had difficulties on historical concept related with time and

place, because teachers did not give them contextual activities related with their prior knowledge. Wade (2002:11), in his research, claimed that 75% - 90% of social studies learning times counted on text books which made students passive and the concepts seemed to be unfamiliar for them.

Preliminary study in Kemasan State Elementary School showed that social studies learning tools which used were not appropriate with the Process Standard, for example, syllabus and lesson plan were still simple, did not focus on student centered approach, and yet did not visualize the exploration, elaboration, and confirmation stages clearly. Observation result showed that teachers still dominated the learning process (teacher centered), use of learning model was still not appropriate with students' condition. Generally, teachers still used expository approach, counted on textbooks. Thus, students were passive and got bored in the class. Kemasan Elementary school has had many supporting tools, such as laptop, LCD, screen, and sound system; however, they did not utilize them effectively. Instead, they sometimes used only printed-pictures as media in the classroom.

Social studies in grade V has wide and abundance of materials, also tends to explain about historical learning. Students often had difficulties to memorize people's names, places, and time of events. These caused the low understanding level of students and the low learning outcomes. As consequence, it really needed to develop learning tools which focused on students, would be appropriate with the curriculum, Standard Process, effective, and practicable, and could enhance students' activities and learning outcomes.

Related to the learning problem about student centered learning, Lie (2005:57) suggested the use of cooperative model type think-pair-share which gave more chances for students to participate as an individual also as a team in pair group. Furthermore, it also could optimize students' activities. TPS is a type of cooperative model called multi-cycle model of discussion, where students listen a question or presentation, then they get time to think individually, then they discuss it in pair, and finally, they share their answer to others (Lyman, 1988: 19).

According to the theory of cognitive development, the ages of elementary students are still in concrete operational stage (7-11 year). At this stage, a child can make a conclusion from concrete situation or by using tangible things, and can consider two aspects from real condition at the same time, for instance, between shape and size (Piaget, 2001: 136). Thus, in the learning process has to use an appropriate and concrete media to make an effective, meaningful learning. In this research used video as media.

Video media is everything which has possibilities to combine audio signals with moving pictures in sequential. By using it, students are able to absorb the information using more than one senses because it can visualize moving pictures and sounds at the same time. Furthermore, it also can overcome limits of room, time, energy, and senses (Daryanto, 2010:88). In accordance with it, Berk (2009: 5) claimed that video media could enhance understanding, memory, mastery, and deep learning compared with the use of single media, either audio or visual.

The aims of this research were: (1) to assess the characteristic of social studies learning tools using cooperative model type think-pair-share with video media for elementary grade V, (2) to examine the validity of social studies learning tools using cooperative model type think-pair-share with video media, (3) to examine the effectiveness of social studies learning tools using cooperative model type think-pair-share with video media, and (4) to examine the practicability of social studies learning tools using cooperative model type think-pair-share with video media.

RESEARCH METHOD

4-D (four D) model, coined by Thiagarajan (1974: 6), was used in this research and development. It has four stages: define, design, develop, and disseminate. However, in this research, it was limited till

development stage, because it was only implemented in Kemasan Elementary School Grade V.

Data collection was derived from interview, documentation, test, observation, and questionnaire. It consisted of six kinds: (1) students' activities, (2) test score, (3) students' character, (4) students' responses, (5) teachers' responses, and (6) students' attitudes. The trial of development product was experimented two times: (1) limited experiment for only small group, (2) real teaching experiment.

No	Tools	The Minimum Criteria	Final Score (Fs) Validation Results	Exp.
1	Syllabus	Fs ≥ 31	43,6	Very valid
2	Lesson Plan	Fs ≥ 41	59	Very valid
3	LKPD	Fs ≥ 13	19	Very valid
4	Video Media	Fs ≥ 21	29	Very valid
5	PPHB			
	a. Cognitive Test	Fs ≥ 11	14,8	Very valid
	b. LPAPD	Fs ≥ 15	22,4	Very valid
6	BPG	Fs ≥ 17,5	25,4	Very valid

One group pretest-posttest design (2013: 111) was used in this research. The subjects of this research were divided into two classes of Kemasan Elementary School: (1) 12 students of VB was involved in the limited experiment, and (2) 26 students of VA were involved in the real teaching experiment.

RESULT AND DISCUSSION

Learning tool characteristics were derived from needs analysis and planning on design stage. Analysis result (*define stage*) showed that it was really needed to develop a learning tool which was appropriate with Process Standard; and could optimize the supporting tools which has been ready in School, such as: laptop, LCD, screen, and speaker; also were able to enhance the students' activities and learning outcomes. The solution which taken based on this case was by developing social studies learning tools using cooperative model type think-pair-share with video media.

Learning tool design was started from competence mapping of Social studies: (1) Competence standard (SK): 2. Appreciate the role of heroes and society in preparing and defending the Indonesia's independence; (2) Basic Competence (KD): 2.3. Appreciate the role of heroes in proclaiming the independence of Indonesia; (3) the main material which developed was Indonesia's independence proclamation event.

Social studies learning tools using cooperative model type think-pair-share with video media consisted of 6 items: 1) Syllabus, 2) Lesson plan (RPP), 3) Students' work sheet (LKPD), 4) Video Media, 5) Learning outcome assessment tools (PPHB), 6) Teacher's guide book (BPG). Learning tool validity was determined by assessment of five experts. Its result showed that the learning tools had qualified valid criteria, as visualized in Table 1.

Table 1. Recapitulation of learning tool's validity

Effectiveness of learning tools was determined from: 1) Post-test's result was better than pre-test, 2) The result of student activity observation, and 3) Student attitude towards the learning tools.

The lowest pre-test score was 33 and the lowest post-test score was 50. The highest pre-test score was 77 and the highest post-test score was 100. The average of pre-test score was 55 while the post-test's was 81. Number of students who had qualified the minimum score criteria (KKM) in pre-test were only 6 students, otherwise the other 20 students had not qualified. In the other hand, there were 23 students had qualified KKM and only 3 who had not qualified. Post-test result showed that classical qualification had met the minimum criteria, qualification degree (TK) ≥ 20 students (of 26 students), because in the post-test the number of qualified students were 23.

N-gain test result showed that there was an improvement of learning outcome from pre-test and post-test in real teaching

experiment. It was 0.58 which was included in moderate category because it was in range of 0.30 – 0.70. Thus, it could be claimed that learning tools were effective to enhance the cognitive learning outcome of students. This result was accordance with a research conducted by Ifamuyiwa and Onakoya (2008) in Ogun, Nigeria with 120 students as the subject. It showed a significant influence of think-pair-share towards students' learning outcome.

The result of student activity observation in 3 times classroom meeting showed that the number of students who had score with very high criteria in the first, second, third meeting had qualified the minimum achievement criteria, that was final score (Fs) minimum 20 of 26 students showed criteria ≥ high, as shown in Figure 1.

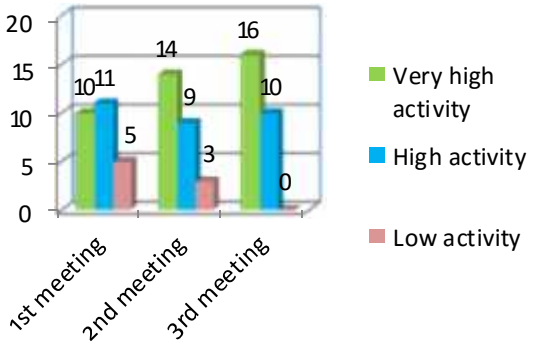

Figure 1. The improvement of student activity

Recapitulation of observation result showed improvements of student activity average score which could be visualized in Figure 2.

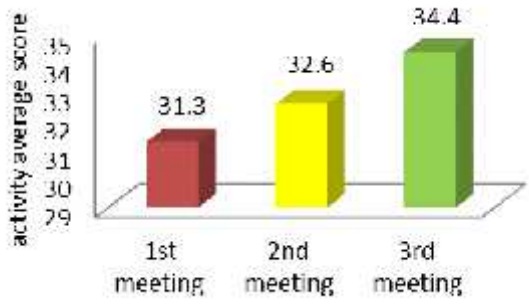

Figure 2. The improvement of student activity average score

Chart 2 showed the improvement of student activity average score from first meeting to the third meeting, so the learning tools were effective to increase the student activity. It was in accordance with a research conducted Lom (2012: 66-67), think-pair-share gave more chances and boosted students to be involved actively in the learning process.

Recapitulation of student attitude showed that there were 23 students who had very positive attitude, and only 3 students who had positive attitude towards the learning process in the classroom using the learning tools. It could be seen that there was no student who had negative attitude towards the social studies learning process using learning tools cooperative model type think-pair-share with video media. Its result had met the minimum achievement criteria, minimum final score (Fs) 20 of 26 students showed category ≥ positive. It can be claimed that social studies learning using the learning tools was effective to facilitate meaningful learning (cognition), joyful (affection), and student centered.

Practicability of learning tools was determined by response of elementary school teachers and students towards learning tools which had developed. Response of 4 teachers had shown very positive. The average score of their response was 74.5 included in very positive category. Thus, it had qualified the minimum criteria which was at least Fs showed category ≥ positive (at least 3 of 4 teachers gave positive response). Furthermore, score recapitulation of student response showed that 23 of 26 students responded very positively toward it. The average of student response was 71.1 included in very positive category. Thus, it had qualified the minimum criteria which was at least Fs showed category ≥ positive (at least 20 of 26 students gave positive response). Based on these responses, it could be seen that learning tools using cooperative model type think-pair-share were practicable

in the classroom.

CONCLUSION AND SUGGESTION

Social studies learning tools using cooperative model type think-pair-share with video media had characteristics, such as its development was based on Process Standard and appropriate with cooperative model type think-pair-share with video media. It consisted of 6 items: 1) Syllabus, 2) Lesson plan (RPP), 3) Students' work sheet (LKPD), 4) Video Media, 5) Learning outcome assessment tools (PPHB), 6) Teacher's guide book (BPG). Learning tool validity was determined by assessment of five experts. Its result showed that the learning tools had qualified valid criteria. Learning tools were effective, it could be seen from N-*gain* result that showed an improvement from pretest to posttest with score 0.58 included in moderate category. There were 23 of 26 students had qualified the minimum cognitive score. The students' activities observation showed 26 students had qualified the high activity category. The attitude questionnaire result showed 23 of 26 students had very positive attitude toward learning process. The Practicability was gained from 4 teachers responses that showed very positive response with score 74.5 and 23 students also showed very positive response with score 71.1. According to those results, it could be concluded that the learning tools had qualified valid, effective, and practicable categories.

The learning tools are still needed to be disseminated in wider range of elementary schools, so the effectiveness of it can be seen more clearly.

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