
Improving Degree of Comparison Learning Outcomes with Think Pair Share

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ABSTRAK: Penelitian bertujuan untuk mengetahui hasil penerapan model pembelajaran Think Pair Share (TPS) dalam meningkatkan hasil belajar Mata Pelajaran Bahasa Inggris pada materi Degree Of Comparison siswa kelas pada siswa kelas X APHP 3 di SMK N 1 Cangkringan. Pendekatan pada penelitian ini adalah pendekatan penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas X APHP 3 di SMKN 1 Cangkringan yang berjumlah 34 siswa. Prosedur penelitian ini terbagi menjadi dua siklus, masing- masing siklus terdiri dari 2 pertemuan. Teknik pengumpulan data yang digunakan adalah menggunakan angket, observasi, dokumentasi dan test. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis deskriptif kuantitatif. Berdasarkan hasil penelitian tindakan kelas yang dilakukan peneliti sebanyak dua siklus, didapatkan hasil bahwa Terdapat peningkatan prestasi belajar bahasa Inggris materi degree of comparison pada siswa kelas X APHP 3 di SMK Negeri 1 Cangkringan sebesar 88%.

Kata Kunci: Hasil Belajar, Degree Of Comparison, Think Paire Share.

ABSTRACT: *The research aims to find out the results of applying the Think Pair Share (TPS) learning model in improving learning outcomes in English Subjects in the Degree Of Comparison material for class students in class X APHP 3 at SMK N 1 Cangkringan. The approach to this research is a classroom action research approach. The subjects of this study were 34 students of class X APHP 3 at SMKN 1 Cangkringan. The research procedure was divided into two cycles, each cycle consisting of 2 meetings. Data collection techniques used are questionnaires, observation, documentation and tests. The data analysis technique used in this research is quantitative descriptive analysis. Based on the results of the classroom action research conducted by the researcher in two cycles, it was found that there was an increase in English learning achievement in the degree of comparison material in class X APHP 3 at SMK Negeri 1 Cangkringan by 88%.*

Keywords: *Learning Outcomes, Degree of Comparison, Think Pair Share.*

INTRODUCTION

Education is a process of changing the attitude and behavior of a person or group of people in maturing through teaching and training (Munawaroh, 2014). In the Act. No. 20 of 2003 concerning the national education system, article 3 states that the purpose of education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and also become democratic citizens responsible.

According to the Regulation of the Minister of Education and Culture Number 34 of 2018 concerning National Standards for Vocational High School / Madrasah Aliyah Vocational Education, the learning process is carried out based on activities in an interactive, inspiring, fun, challenging and motivating way for students. In addition, the learning process also provides space for the development of 21st century skills, namely creative, innovative, critical thinking, problem solving, collaborative and communicative to meet the era of the industrial revolution 4.0 and the future. This era is also known as

the phenomenon of disruptive innovation which emphasizes digital economic patterns, artificial intelligence, big data and robotics. For this reason, each educational unit carries out lesson plans, implements the learning process and evaluates the learning process to increase the efficiency and effectiveness of achieving graduate competencies. One of the main parameters for the successful implementation of the 2013 Curriculum is the achievement of learning effectiveness, namely by achieving optimal learning objectives by students in accordance with competency standards. Graduates (Subandrio, 2022). To find out the achievement of these learning objectives, a valid and objective assessment of student competency achievement is required (Dit PSMK 2018). In order to improve the quality of Cangkringan 1 Public Vocational High School students in the 2020/2021 academic year, the KKM (Minimum Completeness Criteria) score limit for English Subject is 72 (seventy two).

According to Gulo (2022) learning outcomes are changes in behavior that are obtained by students after experiencing learning activities. The results of learning English material at SMK Negeri 1 Cangkringan class X APHP 3 are still low, this is because the teacher still uses a monotonous and conventional learning model. Learning is only dominated by the teacher and students only passively listen to the teacher. Cooperative learning can generate interest in students to be involved in it. The learning model plays the most important role in boosting student learning outcomes. Using the right model, learning objectives can be achieved (Puspitasari, 2019).

Cooperative learning according to Yuliana (2014) is a learning model that uses a grouping system/small team, that is, there are four to six people who have different (heterogeneous) backgrounds of academic ability, gender, race, or ethnicity. Group assessment system with award (reward), if the group is able to show the required achievements.

Many techniques can be used to increase student learning activities and outcomes in learning models, one of which is the Think Pair Share (TPS) technique. The think pair share (TPS) technique is a method first developed by Frank Lyman at the University of Maryland in 1981. Think pair share (TPS) has explicitly defined procedures to give students more time to think, answer, and help one another. Others (Majid, 2014), Furthermore Trianto (2010) Think Pair Share (TPS) or thinking in pairs is a type of cooperative learning designed to influence student interaction patterns. This strategy is useful for listening to each other and having more time opportunities, Think Pair Share (TPS) as a learning model that is appropriate to the problems that occur in Class X APHP 3 SMK Negeri 1 Cangkringan.

METHOD

The research design used in this study is the Kemmis & McTaggart model. The Kemmis & Mc Taggart model is a development of the basic concept introduced by Kurt

(Annury, 2019). To be more precise, the shape of the Kemmis & McTaggart design is presented in the following figure:



Figure 1. Kemmis & Mc Taggart model PTK design

It can be interpreted that the class action research is divided into several stages, namely; planning (covering what, why, when, where, by whom, and how the action was carried out, then after the plan is carefully structured the researcher takes action along with observing the action process and the resulting consequences, then based on the observations the researcher reflects. If the results reflection does not show any improvement changes, so the second cycle needs to be carried out (Susilowati, 2018).

The subject of this study focused on class X TPHP 3 students with a total of 34 students in the even semester of the 2021/2022 school year. The research was carried out from January 2022 to March 2022. This time spanned from preparatory activities to the preparation of a research report. Data collection techniques used are questionnaires, observation, and interviews. The instruments used in this study include observation sheets, interview sheets and learning achievement test instruments.

RESULTS AND DISCUSSION

Pre Cycle Description

During the pre-cycle I observation, it was concluded that the results of learning English subjects with degree of comparison material in class X APHP 3 students at SMK Negeri 1 Cangkringan were not optimal or in other words there were still many students who did not get scores according to their KKM. Of the 34 students in class X APHP 3, only 5 students achieved KKM scores or scores of 72 and above, while students scored below 72 or did not meet their KKM scores. This conclusion is the basis for researchers to carry out classroom action research with the think pair share learning model:

Table 1. Percentage of Pre Cycle English Scores

Category	Total	Percentage
Complete	5	14,7%
Not complete	29	85,3%
Total	34	34

Based on the table, it can be concluded that 14.7% or as many as 5 students received a complete score, while 85.3% or as many as 29 students still did not get a complete score.

The problems encountered in the English subject were caused by a mismatch of the learning model used in learning with the characteristics possessed by students X APHP 3 at SMK Negeri 1 Cangkringan which ultimately had an impact on the level of understanding of class X APHP 3 students in English subjects especially on degree of comparison material. The learning model that is considered appropriate is a learning model that fully involves students' activeness in discovering for themselves the concept of the lesson given. One of the learning models that demands student activity is the cooperative learning model.

Cycle I

Table 2. Percentage of English Grades in Cycle I

Category	Total	Percentage
Complete	21	61,8%
Not complete	13	38,2%
Total	34	100%

It is known that of the 34 students in class X APHP 3 SMK Negeri 1 Cangkringan there are 61.8% or as many as 21 students getting scores above the minimum completeness criteria or KKM and 38.5% or as many as 13 students have not met the minimum completeness criteria or have been declared incomplete. The results of the evaluation obtained in the pre-cycle of students who received a complete score showed an increase of 47.1% or as many as 16 students, while students who had not completed it experienced a decrease of 46.8% or as many as 16 students. This shows that there is an increase in student learning outcomes when compared to the pre-cycle evaluation results.

Based on the reflection results, the teacher as the researcher will make improvements in the second cycle. The improvement plans carried out are as follows:

- 1) The division of groups is based on the evaluation results obtained by students so that the distribution of groups can be evenly distributed so that it can help other students to be able to understand more deeply related to the degree of comparison material which is expected to improve student learning outcomes in accordance with expectations.
- 2) Pay more attention to the duration so that the flexibility of the learning plan can run even better.
- 3) Often stimulate students, which is expected to help stimulate students' brains to better understand the material provided.

Based on the results of the implementation of this first cycle, with various considerations on the results of observations and reflections, the researcher decided to correct the deficiencies that existed in the implementation of this first cycle in the implementation of the second cycle with the hope that the number of students who get

scores according to the KKM or fulfill the completeness requirements can be further increased according to the success indicators of this classroom action research.

Cycle II

Based on the implementation of cycle II by applying the think pair share learning model, it is known that of the 34 students in class X APHP 3 SMK Negeri 1 Cangkringan there are 88% or as many as 30 students getting scores according to the minimum mastery criteria or KKM and 12% or as many as 4 students do not meet the minimum completeness criteria or otherwise incomplete. If a comparison of learning outcomes is carried out starting from the pre-cycle to the implementation of cycle II, it can be stated that there is an increase in student learning outcomes.

Table 3. Comparison of Pre-Cycle, Cycle I and Cycle II English Scores

Category	Pre-Cycle		Cycle I		Cycle II	
	Total	Percentage	Total	Percentage	Total	Percentage
Complete	5	14.7%	21	61.8%	30	88%
Not	29	85.3%	13	38.5%	4	12%

The acquisition of learning outcomes in the second cycle there is a significant increase compared to the learning outcomes in the pre-cycle. There was an increase in learning outcomes for 25 students or 73.52%. And based on the table it can be seen that each cycle implementation also has a good increase in student learning outcomes in class X APHP 3 SMK Negeri 1 Cangkringan.

Based on the results of conducting classroom action research to improve student learning outcomes in class X APHP 3 at SMK Negeri 1 Cangkringan, it is known that the use of the think pair share learning model in English subject subject matter degree of comparison can improve student learning outcomes. This is shown in the increase in student learning outcomes based on the evaluation results of the degree of comparison material from the pre-cycle, cycle I and cycle II. The results of this study are in line with research conducted by Praditya (2020) showing that the application of learning using the Think Pair Share (TPS) cooperative learning model can improve student learning outcomes in basic automotive technology subjects in class X OC SMK Negeri 1 Magelang.

CONCLUSIONS

From the results and discussion, it can be concluded that this study shows that the use of the think pair share model in the English subject on the subject of degree of comparison can improve student achievement in class X APHP 3 at SMK Negeri 1 Cangkringan

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