

Is Effective Think Pair Share (TPS) Used for Slow Learner Students (SLS)? Case Studies in Economic Development

1st Nur Anita Yunikawati
Universitas Negeri Malang
 Malang, Indonesia

2nd Nimatul Istiqomah
Universitas Negeri Malang
 Malang, Indonesia

3rd Prih Hardinto
Universitas Negeri Malang
 Malang, Indonesia

4th Yohanes Hadi Susilo
Universitas Negeri Malang
 Malang, Indonesia

5th Putra Hilmi Prayitno
Universitas Negeri Malang
 Malang, Indonesia

6th Yogi Dwi Satrio
Universitas Negeri Malang
 Malang, Indonesia

Abstract—Students with special needs in this case are slow learner students (SLS) are students who have limitations. So SLS has difficulty accepting lessons well. This becomes the basis for lecturers to accommodate the characteristics and needs of students with special needs. Think pair share (TPS) is one of the cooperative learning models that is suitable for application to SLS. This study aims to explain how effective the TPS learning model is to improve student activity in general and SLS in particular. The method used in this research is a qualitative case study. Data collection was carried out by means of in-depth interviews, observations and secondary data in the form of student scores in Economic Development. The findings in the field show that the TPS type of cooperative learning model can increase the activity of SLS, this is evident from the results of our documentation and observations in class that SLS can confidently express his opinion about the material of economic growth theory. This is reinforced by the results of the post test conducted after TPS learning, SLS get better grades compared to the pretest. So it can be concluded that TPS learning is effectively implemented in SLS in the Economics Development course.

Keywords—Think Pair Share, Slow Learner Students, Economic

I. INTRODUCTION

Every citizen has the same right to obtain education, this is in accordance with the mandate of the 1945 Constitution article 31 paragraph 1. No exception students with special needs have the right to take education at the tertiary level. Permenristekdikti No 46 Year 2017 Special Education and Special Services Article 1 Paragraph 3 explains that students with special needs are students who have physical, intellectual, mental, sensory limitations, and / or who have special intelligence and talent potential. Those who have limitations on several aspects of their lives have the same right to access education at the tertiary level. Moreover, the government through Law No. 8 of 2016 concerning persons with disabilities article 10 paragraph 4 said that persons with disabilities have the right to get quality education in education units in all types, lines and levels of education in an inclusive and special way.

The government is increasingly facilitating access to education for students with special needs, this is evidenced by the increasing number of students with special needs who are studying in tertiary institutions. This has an impact on universities that accept students with special needs to be able to provide appropriate education services and to develop their potential. Permen Ristekdikti No 46 Year 2017 concerning Special Education and Special Services Article 8 Paragraph 1 regulates that Higher Education facilitates learning and assessment in accordance with the needs of students with special needs without reducing the quality of learning outcomes. Based on these regulations it is of course a tertiary institution that has accepted students with special needs must provide the same educational services as other students.

Permen 46 No. 46 of 2017 article 8 paragraph 2 regulates learning intended for students with special needs needs to be made to adjust the learning device consisting of material, learning tools / media, learning process and / or assessment. Students with special needs in this case are slow learner students (SLS) are students who have limitations. So SLS has difficulty accepting lessons well. SLS generally have IQs below normal, between IQ 85-90 Leff. R (2008) who has low learning motivation, who has difficulty concentrating, difficulty accepting new material, and is very slow to understand the material Shaw, S. R. (2010). This becomes the basis for lecturers to accommodate the characteristics and needs of students with special needs. Lecturers can design specific learning devices that are used to optimize the potential of SLS Zainuddin et al. (2019); Iyer M.S (2019). In essence, if a learning device designed in accordance with the needs of the SLS, it will have an impact on student learning outcomes Rajeswari, A. M., & Deisy, C. (2019). In the previous findings it was found that the use of an effective cooperative learning model to accommodate SLS Humaira, M. A., & Rachmadtullah, R. (2019). The cooperative learning model provides students the opportunity to

actively participate in learning Lancaster, K. A., & Strand, C. A. (2001).

Think pair share (TPS) is one of the cooperative learning models that is suitable for application to SLS. TPS provides the opportunity for all students to be active and collaborative in learning Sampsel, A. (2013). Therefore, this study aims to explain the effectiveness of TPS implementation in the SLS in the Department of Development Economics, Faculty of Economics, State University of Malang.

II. METHOD

Qualitative research in this study uses qualitative case study research. The case study method is a way to examine social phenomena by analyzing one case in depth and intact. Case study research focuses intensively on one particular object that is studied as a case. Case study research is research that examines contemporary phenomena in their entirety and comprehensively under actual conditions, using various data sources. Use various data sources, as an effort to achieve validity (credibility) and reliability (consistency) of research.

This study aims to describe the effectiveness of TPS learning to SLS students. This includes learning strategies in class and ways of delivering material in class. Submission strategies are ways that are used to convey learning to students, and at the same time receive responses or feedback learning from students. Therefore, the TPS learning strategy used in the classroom is one of the strategies used for SLS learning including the physical environment, lecturers, and matters directly related to TPS learning. This research is located at Malang State University, Faculty of Economics, Development Economics Study Program.

Data collection techniques are done naturally, primary data sources. Data collection techniques were more participatory observation, in-depth interviews and documentation. Observation is used to obtain data about the SLS strategy used in classroom learning of SLS students. Interviews conducted in this study are semi-structured. Interviews were conducted with the main informant, who was a lecturer supporting the Development Economics course. Documentation consists of recording and photos of teaching and learning activities in class.

The research instruments used were observation guidelines, interview guidelines, and documentation. Observation guidelines used include learning tools 1) One Semester Learning Plan (RPS), 2) Learning Plan (SAP), and 3) lecturer learning design. In addition to learning instrument other instruments are learning activities in the

classroom, including introduction, core activities, and closing.

The interview guide becomes the researcher's guide in the interview process conducted with the resource persons. Resource persons in this study include lecturer lecturers, SLS students, and regular students. The interview guidelines include teaching and learning activities in the classroom that is opening / introduction, core and closing.

Documentation is done by collecting all documents relating to the planning and implementation of learning; RPS, SAP, learning design, activity photos, grades for all classes, KHS SLS students, SLS notes and special assignments.

III. RESULT AND DISCUSSION

A. Situation Analysis

Research on the externalities of special needs students (children with special needs) was carried out at Malang State University, Faculty of Economics, especially the Department of Development Economics. The Department of Development Economics has 2 study programs namely Economic Education and Development Economics study programs. Each class of the two study programs has 5 classes. So that the total class of each class is 10 classes. From these ten classes the researchers determined as many as 2 classes that had special characteristics of ABK (slow learner), namely 1 class from the study program of economic education and 1 study program from development economics. The class identified children with special needs (slow learners). Lecturers in the Economics of Development course are subject to a different study each time the teaching and learning activities. These conditions include environmental conditions, the number of slow learner students and the condition of the impact of slow learners on the environment, especially classmates.

Teaching and learning activities in existing classes of slow learner children are carried out in accordance with the regular RPP. However, if slow learner students experience some difficulty in eating, the lecturer gives special treatment to slow learner students if they have difficulty learning in class, namely by giving repetition of material and instructions, giving a deepening of the material, checking learning outcomes and helping with individual tasks.

B. Learning Strategy for SLS

Researchers conducted observations, interviews and documentation to obtain information about learning strategies for slow learner students in the Jurusan Economic Development Faculty of Economics. The implementation schedule in the table below:

TABLE I. SCHEDULE OF INTERVIEWS WITH LECTURERS

No	Date	Interview Subject
1.	Friday/ 9 February 2019	Lecturer on Economic Education Study Program
2.	Tuesday/ 20 February 2019	Lecturer on Economic Development Study Program
3.	Wednesday/ 7 March 2019	Lecturer on Economic Education Study Program
4.	Thursday/ 22 March 2019	Lecturer on Economic Development Study Program

Based on the results of interviews, observations and documentation. The results of research on slow learner

student learning strategies. The following is the observation schedule

TABLE II. THE RESULTS OF RESEARCH ON SLOW LEARNER STUDENT LEARNING STRATEGIES

Nomor	Date	Class
1	Monday/25 March 2019	Economic Education
2	Wednesday/27 March 2019	Economic Development
3	Monday/1 April 2019	Economic Education
4	Wednesday/3 April 2019	Economic Development
5	Monday/8 April 2019	Economic Education
6	Monday/10 April 2019	Economic Development

1. *Result of observed*

Preliminary activities in this study include six aspects, namely: a) orientation, b) apperception, c) motivation, d) providing references, e) carrying out initial tests, f) division of learning groups, g) and explaining the mechanism of implementing learning experiences.

a) Orientation

The results of observations of lecturers teaching learning in class focus on orientation, the way lecturers focus the attention of students who will be taught there is no difference between regular students and slow learner students. The lecturer said greetings like; 'Assalamualaikum', good morning ', good afternoon, how are you'. Based on the results of interviews with lecturers that students are ready to receive lessons every time the lecturer enters this right, it can be seen from the readiness of books and stationery as well as homework assignments given in previous lectures (DPMPE). Subject lecturers direct students to pay attention when lecturers explain the material or when there are group presentations and provide approaches to slow learner students.

b) Apperception

Based on the results of observations of lecturers teaching the way the lecturers do apperception is to link today's learning with previous learning. Students are asked to review previous material. This apperception activity does not differ between regular students and slow learner students. The lecturer explained that to motivate slow learner students to focus on receiving difficult material, so it usually takes a long time to track down slow learner students to be able to focus on the material

c) Motivation

Based on the results of observations of lecturers who are lecturers who deliver the objectives and benefits of the material on that day in terms of delivery to students there is no difference between regular students and slow learners.

d) Reference

The results of observations on lecturers in providing a reference that is the lecturer conveyed what was learned that day for example group presentations, what chapters will be discussed, how the learning day was done. In terms of providing references, lecturers do not differentiate between regular students and slow learner students.

e) Carry out the initial test

Based on interviews and observations conducted by the lecturer the lecturer gives a preliminary test in the form of a pre test to find out the student's understanding. Pre test in the form of oral or paper. The lecturer did not differentiate between the provision of this pretest between slow learners and regular students. The lecturer said that when the tests were made verbally, slow learner students tended to be quiet and did not want to answer questions from the

lecturer. Whereas when given a preliminary test in the form of a paper the slow learner is more likely to be able to answer even though the answer is less precise.

f) Division of groups

In the case of group division, the results of our observations of lecturers supporting the subjects, namely lecturers dividing groups at the beginning of the semester so that at the 5th meeting teaching and learning activities in class are done by group discussions and presentations. According to the lecturer the subject matter is able to make the class more lively and for slow learners students can participate in group discussions. Moreover, there is no difference in the treatment of lecturers between regular students and slow learner students.

2. *Learning Core Activities*

a) Exploration

Based on observations and interviews with lecturers supporting exploration activities carried out by providing problems and from that problem comes the solution. The learning model used is the PBL (Problem Based Learning) learning model, which is often used by lecturers. This triggers students to think critically to get solutions to problems raised by lecturers. In terms of giving learning problems done by the cooperative method so that all students gather with their groups to discuss the answers. The expectation of lecturers is to provide PBL learning models with the hope that slow learner students can actively participate with their group of peers, otherwise peer tutors will emerge. The following contents are excerpts of interviews with supporting lecturers.

"I often use group or cooperative learning for this course, because it will be boring if only listening to lectures. There are main advantages that can be obtained when using this learning method, one of which is that all students can actively participate in learning, especially with group discussion activities that will usually appear peer tutors who will activate the whole class including slow learners"

Based on information obtained from observations and interviews with lecturers that slow learners students tend to be less interested in learning media in the form of books and journals they tend to like learning media in the form of visuals. Therefore, lecturer lecturers provide PBL in the form of videos, both personal videos and from YouTube. The goal is that all students can easily understand the material delivered via video. In addition, slow learners tend to be embarrassed to ask their lecturers so they tend to look for answers by asking friends. This is released by the lecturer because active communication between group members both small groups and large groups has a positive impact on all students in general and slow learners.

b) Elaboration

Elaboration conducted by lecturers to help slow learner student learning outcomes by providing additional assignments in the form of special homework assignments. This is in accordance with the results of interviews with lecturers

"Slow learner students are very difficult when asked to analyze, let alone analyze, remembering the material is difficult, so to help their understanding they need to be given the task of resuming the material. Ideally this is done every week so that when they are in class they can catch up".

c) Confirmatory

Based on observations made, it was found that lecturers who provide courses provide reinforcement and feedback in the form of positive sentences, for example "the right answer", "yes absolutely right". In general, slow learners cannot be invited to reflect together because the ability to analyze is still limited. So that the most appropriate reflection is carried out by way of question and answer which is only repeated not analysis.

C. *Application of TPS in class*

Based on the analysis of the situation the researcher got, the researcher assigned 1 class to apply the TPS learning method. The results showed that after being given treatment using Think Pair Share learning techniques there were differences in scores, which means there was a significant improvement in the development of behavior both related to the ability to live together; take turns; respect the rights of others; sensitive to others, controlling and directing yourself, and sharing ideas and experiences with others. It is very necessary as a provision in social life.

One of the social skills developed through Think Pair Share learning techniques is the ability to work together; take turns; respect the rights of others; sensitive to others. Living in cooperation is one form of social interaction that can affect community life. Living in collaboration can increase motivation, enthusiasm and a sense of togetherness and competition that have a positive impact on academic and non-academic achievements.

On the other hand, Think Pair Share learning techniques can help children to learn to control themselves and direct themselves. Learning to control yourself in these SLS students can help children to position themselves when meeting or interacting with others. Because basically, SLS students tend to shut down and not confident. After being treated using Think Pair Share learning techniques, SLS learns to think, behave, learn to control themselves and position themselves according to the circumstances in the surrounding environment. Another part that was developed through the Think Pair Share learning technique is an exercise to exchange opinions. On this occasion, children

learn to respect, listen, and not interrupt the conversation. In addition, children can express their opinions by choosing a good language, showing an attitude of not forcing the will where children initially tunalaras want to be heard and accepted their opinions rather than listening to or even respecting the opinions of others. Think Pair Share learning techniques, tunalaras children are trained to apply the concepts of exchanging opinions and thoughts with friends so that subjects are able to solve problems through mutual agreement, subjects are encouraged to be more active in learning, and subjects are trained to present the results of their thoughts and discussions in front of the class

IV. CONCLUSION

Think Pair Share learning techniques are effective in improving the social skills of children with mental disabilities because Think Pair Share learning techniques are learning techniques that pay attention to the ability of SLS in social skills. With this technique SLS can develop their own abilities and abilities in groups to improve social skills because SLS are required to play an active role in the learning process so that they can practice good and correct communication when outside learning.

REFERENCES

- [1] Zainudin, N. F. B., Ashari, M., & Kosnin, A. B. (2019). A Concept Paper: The Effectiveness of Project Based Learning on Self-Efficacy's Level among Slow Learner Students In Malaysia. *Education, Sustainability & Society (ESS)*, 2(3), 21-24.
- [2] Iyer, M. S. (2019). Flipped English as a Second Language (ESL) Classroom Approach to Scaffold the Slow Learners. *Language in India*, 19(2).
- [3] Rajeswari, A. M., & Deisy, C. (2019). Fuzzy logic based associative classifier for slow learners prediction. *Journal of Intelligent & Fuzzy Systems*, 36(3), 2691-2704.
- [4] Leff, R. (2008). Staff Development for Teaching Slow Learners. *Principal*, 87(3), 24-25.
- [5] Shaw, S. R. (2010). Rescuing Students from the Slow Learner Trap. *Principal leadership*, 10(6), 12-16.
- [6] Humaira, M. A., & Rachmadtullah, R. (2019, March). Using experiential learning model (ELM) to slow learner students in the science lesson. In *Journal of Physics: Conference Series* (Vol. 1175, No. 1, p. 012214). IOP Publishing.
- [7] Lancaster, K. A., & Strand, C. A. (2001). Using the team-learning model in a managerial accounting class: An experiment in cooperative learning. *Issues in Accounting Education*, 16(4), 549-567.
- [8] Sampsel, A. (2013). Finding the effects of think-pair-share on student confidence and participation.