

## **EFFORTS TO IMPROVE TEACHERS' COMPETENCE IN DEVELOPING LEARNING SOURCES AND MEDIA WITH THE THINK PAIR AND SHARE MODEL DISCUSSION**

**Sukamto**

SD Negeri 1 Klego, Indonesia

Email: edysoekamto787@gmail.com

### **Article Information:**

**Received**

**Revised**

**Accepted**

### **Keywords:**

Think Pair and Share;  
Developing Resources;  
Learning Media

### **Abstract**

The general research objective is to determine the level of teacher skills in developing learning resources and media after supervision of the Think Pair and Share model. In particular, this study aims to improve the skills of teachers in developing learning resources and media through the supervision of the Think Pair and Share model. The research subjects were teachers of SD Negeri 1 Klego, Klego District, Boyolali Regency, totaling 7 people. The type of research is school action research. Data collection techniques used: questionnaires, observations, interviews, and documentation. The data analysis technique used descriptive qualitative. The results of the study concluded: (1) Think Pair and Share model was able to increase the active participation of teachers to exchange ideas and experiences, increase reciprocal interaction between teachers, increase openness among teachers, increase teacher understanding of the problems encountered in the learning process; (2) Think Pair and Share model is very effective to improve the skills of teachers in developing learning resources and media, because all teachers respond with high categories. In other words, the teacher feels that supervision with the Think Pair and Share model is very useful for improving learning resources and media.

### **Introduction**

At the beginning of the 2021/2022 school year, after limited online or face-to-face learning, learning began to return to normal. Normally learning requires administrative preparation and preparation of learning materials, Administrative Preparation activities include preparation of lesson plans, assessments, student activity sheets, and so on. Preparation of Learning Materials is related to how to organize learning materials that will be presented to students, including their mastery.

Some principles that are generally accepted for all good teachers are first because teaching is a process in which teachers interact with their students, so teachers must understand

How to cite:

Sukamto, (2022), Efforts to Improve Teachers' Competence in Developing Learning Sources and Media With The Think Pair and Share Model Discussion, 3(2) *Journal of Business, Social and Technology (Bustechno)* <https://doi.org/10.46799/jbt.v3i2.70>

E-ISSN:

2807-6362

Published by:

CV. Syntax Corporation Indonesia

and respect students. Children are full human beings who have the right to respectful treatment from their teachers, so that later they become adult citizens who are respected and respect others. Second, usually all subjects are given by the lecture method, which means the teacher speaks and the students listen. Then the teacher gives a test or test to find out where the learning material is mastered by the child. There are times when the lecture method is the most suitable, but often it is not suitable so it is necessary to use another method. Therefore, mastering various learning methods is very important. Third, a good teacher activates students in terms of learning. "learning by doing". Fourth, true learning activities do not exist if children do not see the need for a lesson for themselves. Therefore, teachers must be able to relate lessons to the needs of students. Fourth, the teacher has a specific goal with each lesson he gives.

The learning process requires the teacher's skills in managing the classroom, delivering learning materials using a particular learning approach that involves as much of the competence of students as possible during the learning process (student centered) and complete learning (master learning). Thus, appropriate learning methods can be selected in order to achieve results through a process in accordance with the objectives or competency standards. The teaching and learning process is the main activity of the school. Schools are given the freedom to have the most effective strategies, methods, and teaching and learning techniques, according to the characteristics of the subjects, the characteristics of students, the characteristics of teachers and the real conditions of the resources available at the school. In general, student-centered learning and teaching strategies/methods/techniques (student centered) are more capable of empowering student learning. The Ministry of National Education, 2002, stated that what is meant by student-centered learning is learning that emphasizes student learning activities, not teacher teaching activities. Therefore, active student learning methods such as active learning, cooperative learning and quantum learning need to be applied.

One of the teacher's tasks is to develop learning resources and media for students, to achieve the effectiveness of learning objectives. The form of the willingness and competence of teachers in developing learning resources and media can be seen in the preparation of the Learning Implementation Plan (RPP) and also the implementation of the RPP.

Media education as a source of learning helps teachers enrich students' insight. Various forms and types of educational media used by teachers become a source of knowledge for students. In explaining an object, the teacher can bring the object directly in front of the students in the class. By presenting the object along with an explanation of the object, the object is used as a learning resource. Media as learning resources are recognized as auditive, visual, and audiovisual aids. The use of these three types of learning resources is not arbitrary, but must be adapted to the formulation of instructional objectives, and of course to the competence of the teacher himself.

To achieve teaching does not have to be seen from the expensiveness of a medium, a simple one can also achieve it, as long as the teacher is good at using it. So teachers who are good at using the media are teachers who can manipulate the media as a source of learning and as a distributor of information from the material presented to students in the teaching and learning process. According to Sudjana, N and Rivai A, 2001, learning media has a very important function. In general, the function of the media is as a message distributor. Learning media can enhance student learning processes which in turn can enhance learning outcomes achieved. The use of media in learning can arouse students' curiosity, arouse students' interest and motivation, generate stimulation in the teaching and learning process, and can affect students' psychology.

Broke dan Stoine in Wijaya dan A. Tabrani Rusyan 2001, explained that competence is a description of the qualitative nature of the behavior of teachers or education personnel that looks very meaningful. While Charles E. Johnsons in Wijaya and A. Tabrani Rusyan 2012. defines that competence is a rational behavior to achieve the required goals in accordance with the expected conditions. From the above understanding it can be concluded that competence is an ability or skill in a person in determining activities that use eye movements, energy, thoughts, feelings and reasoning directly or indirectly. Based on this understanding, what is

meant by teacher competence in developing learning resources and media is an ability or skill for teachers to develop and select learning resources and media. The purpose of this study was to determine the level of teacher skills in developing learning resources and media after discussing the Think Pair and Share model. And the benefit is to add and enrich the repertoire of theories about teacher skills in developing learning resources and learning media.

## Method

This study uses school actions to be used as a means of evaluating educational performance at the education unit level, the results of which will provide useful input for decision making. Therefore, PTS is a form of reflective research, through certain actions to improve and improve school management in a professional manner. There are at least two characteristics of PTS that distinguish it from other types of research. First, the problems raised to be solved and the conditions to be improved depart from the practice of real school management. Second, the principal can collaborate or ask for help from others to identify and elaborate on the problem that will be used as a research topic. (Mulyasa, 2010).

### A. Data Collection Techniques

Data collection methods used in this study are as follows.

#### 1. Questionnaire

(Arikunto, 2006) explains that a questionnaire or a questionnaire is a number of written questions that are used to obtain information from respondents in the sense of reporting on personal matters that are known. Thus, it is clear that the characteristic of the questionnaire lies in collecting data through a list of written questions and distributing it to obtain information and data sources in the form of people.

The questionnaire was distributed to teachers to find out the benefits of the Think Pair and Share method in increasing learning resources and media.

#### 2. Interview

Interviews or interviews are conducted by asking directly to the resource persons to obtain data (information). According to Moleong (2006: 124) it is said that the interview is an activity to get informants by asking directly to the informant, in this case the researcher makes a framework and outlines the points asked in the interview process.

In this study, interviews were conducted with the teachers of SD Negeri 1 Klego, Klego District, Boyolali Regency, to find out the teacher's response to the implementation of Think Pair and Share in increasing learning resources and media.

#### 3. Documentation

Documentation technique is a method used to utilize data obtained from school profiles, notes, transcripts, information from books, newspapers, internet and the like related to this research study.

#### 4. Observation

According to Sutrisno Hadi (Sugiyono, 1999) suggests that "observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.

Observations are carried out by observing directly the teacher's competence in carrying out variations in learning in the classroom, as material for analyzing and interpreting what will be done. The object of this research is the implementation of the supervision of the Think Pair and Share model in developing learning resources and media at SD Negeri 1 Klego, Klego District, Boyolali Regency.

## B. Data Analysis Techniques

In qualitative research, data analysis is the process of systematically tracking and arranging interview transcripts, field notes, and other materials collected to increase understanding of these materials so that they can be interpreted by others (Bondan & Biklen in Suharsimi (Arikunto, 2006).

In connection with this, then to analyze the results of interviews and observations used qualitative analysis. The steps taken in the qualitative analysis method are flow models which include (Miles & Huberman, 1992):

### 1. Data reduction

The collected data were searched for themes and patterns, highlighted the important points and then arranged systematically so that they were easy to control. Data reduction is a process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that emerges from written records in the field. In this stage, there are several activities such as making summaries, coding, tracing themes, creating clusters, creating partitions and writing memos.

### 2. Data display or data presentation

By making a description of the research results so that the overall picture can be seen to be able to draw conclusions correctly. Presentation of data as a set of structured information that gives the possibility of drawing conclusions and taking action.

### 3. Drawing conclusions and verification

At first, the conclusion was temporary, vague, and doubtful, but with increasing data, the conclusion was more grounded. So conclusions must always be verified during the research.

As for the data in the form of numbers (test scores), descriptive statistical analysis will be used. According to (Arikunto, 2006) descriptive statistics is a data processing technique whose purpose is to describe and analyze data groups without making or drawing conclusions on the observed population. Statistics of this type provide a way to reduce the amount of data into a form that can be processed and describe it accurately about means, differences, relationships and so on.

## Results and Discussion

Based on the results of the study, it can be seen that through supervision with the Think Pair and Share model of SD Negeri 1 Klego teachers, Klego District teacher skills in developing learning resources and media can be increased.

### 1. Teacher Competence in Developing Learning Resources and Media

Based on the observation of teacher competence in developing learning resources and media in cycle I of 7 teachers, 6 teachers (86%) have good categories in developing learning resources and media, and 1 teacher (14%) has sufficient categories in developing resources and media. learning and in the second cycle it is known that the average value of the teacher is 81.30, the highest score is 92.73, and the lowest score is 70.91. Thus, the average value of teachers in developing learning resources and media through the supervision of the Think Pair and Share model in cycle I is included in the very good category. Comparison of teacher competencies in developing learning resources and media can be seen in the table below.

**Table 1**  
**Comparison of Teacher Competencies in the Development of Learning Resources and Media Cycle I and Cycle II**

Teacher Code	Cycle		Ascension	%
	I	II		

A	67.27	83.64	16.36	24.32
B	70.91	78.18	7.27	10.26
C	72.73	80.00	7.27	10.00
D	56.36	70.91	14.55	25.81
E	76.36	81.82	5.45	7.14
F	78.18	92.73	14.55	18.60
G	70.91	81.82	10.91	15.38
<b>Average</b>	<b>70.39</b>	<b>81.30</b>	<b>10.91</b>	<b>15.93</b>
<b>Lowest Value</b>	<b>56.36</b>	<b>70.91</b>	<b>5.45</b>	<b>7.14</b>
<b>The highest score</b>	<b>78.18</b>	<b>92.73</b>	<b>16.36</b>	<b>25.81</b>

## 2. Teacher's Response to the Implementation of Think Pair and Share Supervision

Based on observations of teacher responses to the implementation of Think Pair and Share supervision of cycle I value learning from 7 teachers, 5 teachers (71.43%) responded that supervision with the Think Pair and Share model had moderate benefits to improve the development of learning resources and media, and 2 teachers (28.57%) responded that supervision with the Think Pair and Share model has high benefits for improving the development of learning resources and media. And in cycle II of 7 teachers, all teachers responded that supervision with the Think Pair and Share model has high benefits for improving the development of learning resources and media. Comparison of teacher responses to the implementation of Think Pair and Share supervision can be seen in the table below.

**Table 2**  
**Comparison of Teacher Response Values on the Implementation of Think Pair and Share Supervision Cycle I and Cycle II**

Teacher Code	Cycle I	Cycle II	Enhancement	%
A	49	66	17	34.69
B	53	63	10	18.87
C	60	66	6	10.00
D	51	69	18	35.29
E	60	66	6	10.00
F	45	56	11	24.44
G	45	55	10	22.22
<b>Average</b>	<b>51.86</b>	<b>63.00</b>	<b>11.14</b>	<b>22.22</b>
<b>Minimum</b>	<b>45.00</b>	<b>55.00</b>	<b>6.00</b>	<b>10.00</b>
<b>Maximum</b>	<b>60.00</b>	<b>69.00</b>	<b>18.00</b>	<b>35.29</b>

## Conclusion

The Think Pair and Share model is able to improve teacher competence in developing learning resources and media, as evidenced by the implementation of cycle I and cycle II, the value of teacher skills in developing learning resources and media after being supervised by the Think Pair and Share model has increased. Compared to the value of the first cycle, the average teacher value increased by 10.91 (15.93%). The lowest increase was 5.45 (7.14%) and the highest was 16.36 (25.81%). The teacher's response to the implementation of Think Pair and Share supervision after the first cycle of action and the second cycle of action has increased compared to the value of the first cycle, the teacher's response score to the benefits of supervision with the Think Pair and Share model in order to improve the development of learning resources and media has increased. Compared to the value of the first cycle, the

average increased by 11.14 (22.22%). The lowest increase was 6 (10%) and the highest was 18 (35.29%) in cycle II.

#### REFERENCES

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta : PT. Rineka Cipta. [Google Scholar](#)
- Masaong, Abd. Kadim. 2013. *Supervisi Pembelajaran dan Pengembangan Kapasitas Guru*. Jakarta: Alfabeta.
- Miles, Matthew B., & Huberman, A. Michael. (1992). *Analisis data kualitatif*. Jakarta: UI press. [Google Scholar](#)
- Mulyasa, Enco. (2010). *Penelitian tindakan kelas*. Bandung: PT Remaja Rosdakarya. [Google Scholar](#)
- Mulyasa, H.E. 2014. *Guru dalam Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya.
- Sugiyono, Dr. (1999). *Metode Penelitian Bisnis*, CV. Alfabeta, Bandung. [Google Scholar](#)
- Susilana, Rudi, dan Riyana, Cepi. 2012. *Media Pembelajaran*. Bandung : CV. Wacana Prima
- 

**Copyright holder :**

Sukamto (2022)

**First publication right :**

[Journal of Business, Social and Technology \(Bustechno\)](#)

**This article is licensed under:**

