THE EFFECT OF THINK PAIR SHARE MODEL USING VIDEO SCRIBE MEDIA ON COMMUNICATION SKILLS AND MOTIVATION TO LEARN IPS

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Abstract: The purpose of this study was to determine the effect of Think Pair Share (TPS) learning model using Video Scribe on communication skills and motivation to learn social studies of fifth grade students of SD Inpres Tappanjeng Bantaeng Regency. This type of research is quantitative using an experimental approach. The research design used was Nonequivalent Control Group Design. The population in this study were 36 students. The samples in this study were class VA with 18 students as the experimental class and class VB with 18 students as the control class. The sampling technique used saturated sampling. The instruments used were observation sheets and questionnaires. Data collection techniques in this study were observation, questionnaire and documentation. The data analysis techniques used were descriptive data analysis and inferential statistical analysis. The hypothesis tests used were Anova and Manova. The results obtained are the significance value of communication skills and motivation to learn social studies students smaller than 0.05 which means H_1 is accepted and H_0 is rejected, namely there is an effect of Think Pair Share learning model using Video Write Communication Skills and Motivation to Learn Social Studies Students Grade V Elementary School.

Keywords: Think Pair Share learning model; Video Scribe; Communication Skills; Learning Motivation.

INTRODUCTION

Education has a very important position in improving human resources. Through education, humans can develop their potential so that they become humans who have better quality. (Sudjana, 2015)said that education is an effort made with the aim of making humans better.

Education is an effort made deliberately in order to foster motivation, help and guide students in developing all their potential to be better. The nature of education is an effort to mature humans as a whole so that they can become learners who have guidance in making every decision and behaviour in everyday life. (Basri, 2013).

Education is basically obtained in the family (informal) then continued in the school environment (formal) and enriched in the community environment. Formal education is a structured and tiered education. (Ahmadi, 1991; Sardiman, 2011). One of the formal education institutions is a school that has the obligation to provide services to the community. In essence, education in schools aims to realise the objectives of national education as stated in Law No. 20 Article 3 Year 2003 on the National Education System. The purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty,

have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

One of the efforts to improve the quality of education in schools is to improve the learning process. Learning activities are a process of interaction between teachers and students (Putry, 2019; Zafirah et al., 2018).. Teachers have a very important role in the world of education, especially in the learning process. (Baihaqi et al., 2018).. Teachers are professional educators who have the main task of educating students, developing the potential of students as much as possible, both through presentation in learning and in building the character of students (Sumantri, 2016). (Sumantri, 2016).

Maximum student learning outcomes can be obtained inseparable from the efforts made by teachers, both in the use of learning models and the use of learning media that can help students achieve learning objectives. (Aris, 2016; Trianto, 2009).. The existence of a learning model is very necessary in the learning process. In addition, the use of learning media is also very helpful for students because it can arouse students' desire or learning activities and they will more easily understand the concept of the material being taught.

Based on the results of observations of the reality that occurred at school, namely the low communication skills and motivation to learn Social Studies (IPS) class V at SD Inpres Tappanjeng Bantaeng Regency. There are several factors that cause these problems, including learning that is still one-way. There are still students who do not actively

involve themselves in the learning process. During the learning process, there are still students who pay less attention to the teacher when explaining the material. Lack of interaction between students when discussing, especially for those who still lack confidence in expressing their opinions and there are still students who are embarrassed to ask questions even though the material has not been clearly understood so that students look less enthusiastic in learning.

Based on the reality that occurs, the application of learning models that involve students in the learning process is very important. One way to improve students' communication skills and motivation to learn Social Studies is to try to increase students' involvement in the learning process. Therefore, a learning model that is appropriate to the students' situation is needed. The effort that can be done is by applying the Think Pair Share (TPS) learning model. (A.Rukmini, 2020).

The Think Pair Share (TPS) learning model is one form of learning model that is characterised by giving time to think, respond and help each other between students. (Ni'mah & Dwijananti, 2014).. The Think Pair Share (TPS) learning model is specifically designed to influence student interaction patterns. Through the Think Pair Share (TPS) learning model, students are expected to improve their communication skills and motivation to learn Social Studies. Through the Think Pair Share (TPS) model can improve the quality of student responses during the learning process.

In addition to using learning models, the use of media can also be used to increase students' learning motivation and communication skills. One of the

learning media that can be used is Video Scribe media. Video Scribe media is a form of video media with the concept of a blackboard using hand drawings as if drawing or writing on a blackboard. Video Scribe media can combine images, sound, animation, text and attractive design so that it can attract students' attention, so that students will more easily understand the subject matter.

Based on the background described above, the prospective researcher conducted a study with the title "The Effect of Think Pair Share Learning Model (TPS) Using Sribe Video Media on Communication Skills and Motivation to Learn Social Studies Class V Students of SD Inpres Tappanjeng Bantaeng Regency".

METHODS

This research uses a type of quantitative research with an experimental approach. The experimental research conducted was Quasi Experimental Design (pseudo experiment). In this study there were two groups, namely the experimental class and the control class. The experimental class carried out learning by applying the Think Pair Share (TPS) learning model using Video Scribe while the control class without applying the Think Pair Share (TPS) learning model using Video Scribe.

The research design used is the Nonequivalent Control Group Design research design. By using this design, the experimental class and control class were not randomly selected and gave Pre Nontest and Post Nontest to each class. (Sugiyono, 2019).

The population in the research to be carried out is all fifth grade students of SD Inpres Tappanjeng Bantaeng Regency in the 2022/2023 school year, totalling 36 students.

This sampling technique uses saturated sampling (Sukmawati, Salmia, 2023). The sample in this study were all fifth grade students of SD Inpres Tappanjeng Bantaeng Regency totalling 36 students. Class V A students totalled 18 people and class B students totalled 18 students.

The observation sheet was also used to measure students' social studies communication skills. Indicators of student communication skills in the study include; 1) Giving explanations, 2) Participating in groups, 3) Responding to questions, 4) Speaking in a clear voice, 5) Making direct contact with the audience, 6) Asking questions if something is not understood.

Questionnaires are used to determine the motivation to learn Social Science (IPS) class V SD Inpres Tappanjeng. Indicators of learning motivation used include; 1) The existence of hope or aspirations in the future, 2) The existence of a sense of pleasure in learning, 3) Diligent in doing assignments and 4) The existence of independence in learning. In this research questionnaire a Likert scale was used. The answer to each instrument item using the Likert Scale has four alternative answers, namely Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Not Suitable (STS).

Data collection techniques in this study are observation, questionnaire, learning outcomes test and documentation. Data analysis techniques, namely descriptive statistical analysis used to describe or describe the variables in this study, namely communication skills and motivation to learn Social Studies (IPS) of

fifth grade students of SD Inpres Tappanjeng Bantaeng Regency. Descriptive statistics present data in the form of average or mean, lowest or minimum value, highest or maximum value, variance and standard deviation.

Inferential statistics are statistical techniques used to analyse sample data and apply the results to the population. Inferential data analysis is used to test the research hypothesis using a t-test. But before testing the hypothesis, first the assumption test is carried out as a condition of hypothesis testing.

Hypothesis testing to determine the effect of independent variables on the dependent variable was analysed using Anova and One-way Multivariate Analysis of Variance (One-way MANOVA) to analyse existing data through multivariate significance tests and univariate Tests of Between Subjects-Effect.

RESULT

The experimental class learning process using the Think Pair Share (TPS) learning model using Video Scribe begins with observation activities to determine students' initial communication skills. Furthermore, the learning process is carried out by applying the Think Pair Share (TPS) learning model using Video Scribe then conducting observation activities to determine students' communication skills after treatment. Likewise, the learning process in the control class begins with observation activities to determine students' initial abilities. Then proceed with the teaching and learning process as usual without using the Think Pair Share (TPS) learning model using Video Scribe and conduct observation activities to observe students during the learning process to determine students' final ability to communicate.

The results of observations of student activity in learning Social Studies (IPS) after being given treatment in the experimental class and not given treatment in the control class are as follows:

a. Descriptive Analysis

The following is statistical data on communication skills and motivation to learn IPA Class V SD Inpres Tappanjeng Bantaeng Regency by applying the Think Pair Share (TPS) learning model using Video Scribe

Table. 1 Descriptive Data of Communication Ability and Learning Motivation.

Descriptive Statistics

	N	Range	Minimum	Max	Sum	Mean	Std. Deviation	Variance
Kemampuan Berkomunikasi	72	39	50	89	5021	69.74	9.914	98.281
Motivasi Belajar	72	46	51	97	5289	73.46	11.742	137.886
Valid N (listwise)	72							

Based on the statistical data table of communication skills and student learning motivation in grade 5 of SD Inpres Tappanjeng, it shows that students' communication skills have a range of 39 while learning motivation is 46. The minimum value of student communication skills is 50 and student learning motivation is 51. The maximum value of student communication skills is 89 and student learning motivation is 97. The mean value of student communication skills is 69.74

and the mean value of student learning motivation is 73.46 and communication skills have a summation value of 5021 and the summation value of student learning motivation is 73.46.

b. Normality test

The normality test is used to determine whether the class using the Think Pair Share (TPS) learning model using Video Scribe comes from a normally distributed population or not. Before testing the hypothesis, a normality test was first carried out to determine whether the learning model was normally distributed or not. In this study, the One Sample Kolmogorov-Smirnov test was used with a significance level of 5% or (Sig.) > 0.05.

Table. 2 Normality Test Data of Communication Ability and Learning Motivation.

One-Sample Kolmogorov-Smirnov Test

		Unstandardised Residual
N		72
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	11.52154896
Most Extreme Differences	Absolute	.083
	Positive	.057
	Negative	-.083
Kolmogorov-Smirnov Z		.708
Asymp. Sig. (2-tailed)		.698

a. Test distribution is Normal.
b. Calculated from data.

Based on the normality test above, the variable communication and motivation to learn social studies using the One-Sample Kolmogorov-Smirnov Test has a value of Asymp. Sign. (2-tailed) of 0.698 > 0.05 then the data on communication skills and motivation to learn normally distributed students.

c. Homogeneity Test

The homogeneity test is conducted to test whether the samples have the same variance or not. To find out whether the sample is homogeneous or not, it is necessary to test the homogeneity of variance first with a significance level of $\alpha = 5\%$.

Table 3 Homogeneity Test Data of Communication Ability and Learning Motivation

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
Communication Skills	1.355	3	68	.264
Learning motivation	.032	3	68	.992

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class

Based on the data analysis results of homogeneity test of communication skills and motivation to learn social studies students obtained homogeneous data with a significance value of student communication skills and motivation to learn social studies of 0.264 greater than 0.05 and learning motivation of 0.992.

d. Hypothesis testing

In Manova hypothesis testing, decision making is done using the Asymp. Sig (2-Tailed) < 0.05 then there is a

significant influence which means H_1 is accepted and H_0 is rejected and if Asymp. Sig (2-Tailed) > 0.05 then there is no significant effect which means H_1 is rejected and H_0 is accepted.

Table 4 Hypothesis Testing of Communication Ability and Learning Motivation.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent Parameter	Observed Power
Corrected Model	Kemampuanberkomunikasi	1460.944[a]	3	486.981	5.225	.003	15.675	.913
	MotivasiBelajar	3359.819[b]	3	1119.940	11.844	.000	35.531	.999
Intercep	Kemampuanberkomunikasi	379901.389	1	379901.389	4076.152	.000	4076.152	1.000
	MotivasiBelajar	388521.125	1	388521.125	4108.742	.000	4108.742	1.000
Model	Kemampuanberkomunikasi	1460.944	3	486.981	5.225	.003	15.675	.913
	MotivasiBelajar	3359.819	3	1119.940	11.844	.000	35.531	.999
Error	Kemampuanberkomunikasi	6337.667	68	93.201				
	MotivasiBelajar	6430.056	68	94.560				
Total	Kemampuanberkomunikasi	387700.000	72					
	MotivasiBelajar	398311.000	72					
Corrected Total	Kemampuanberkomunikasi	7798.611	71					
	Motivasi Belajar	9789.875	71					

a. R Squared = .187 (Adjusted R Squared = .151)
b. R Squared = .343 (Adjusted R Squared = .314)
c. Computed Using Alpha = .05

The Test of Between-Subjects Effects test was conducted with the help of SPSS 20 with the decision that the Think Pair Share (TPS) learning model using Video Scribe has a significant value on communication skills and motivation to learn Social Studies (IPS) students. fifth grade students of SD Inpres Tappanjeng Bantaeng Regency. 0.003 and 0.000 <0.05 which means H1 is accepted. H0 is rejected, namely there is an effect of the Think Pair Share (TPS) learning model using Video Scribe on communication skills and motivation to learn Social Studies (IPS) for grade V students of SD Inpres Tappanjeng Regency. Bantaeng.

DISCUSSION

The significance value of communication skills and student learning motivation is 0.003 and 0.000 <0.05 which means H1 is accepted and H0 is rejected, namely there is an effect of the Think Pair Share (TPS) learning model using Video Scribe on communication skills and motivation to learn Social Studies. (Social Studies) fifth grade students of SD Inpres Tappanjeng Bantaeng Regency.

The use of the Think Pair Share (TPS) learning model using Video Scribe media has a significant effect on the learning process, especially communication skills and student learning motivation. With the Think Pair Share (TPS) learning model according to (Masana, 2022)(Masana, 2022), students have time to think independently, make students more active in participating in learning, more easily understand the material taught and each student has the opportunity to express their opinions when discussing with these abilities. students' communication improves. This research does not only use models, but also uses learning media as an intermediary in delivering material to students. This is

reinforced by the statement (Pangestuti, 2017) that Vieo Scribe media can focus student focus, be able to provide a good stimulus to students, can be repeated, clarify abstract things and provide a more realistic explanation and messages that are conveyed quickly and easier to remember and are able to combine text, images, audio, music and images in one unit so that learning objectives can be achieved.

Students' communication skills determine the success of student learning. With good communication, it will be able to help and facilitate in conveying student opinions and exchanging information in the learning process. In the learning process, student motivation is also needed. Having high student learning motivation provides benefits in the form of active involvement, improved learning outcomes, resistance to difficulties, better creativity, increased self-confidence, better development of personal abilities.

CONCLUSIONS

Based on the results of research and discussion above, it can be concluded that there is an effect of Think Pair Share (TPS) learning model using Video Scribe on communication skills of fifth grade students of SD Inpres Tappanjeng Bantaeng Regency. There is an effect of Think Pair Share (TPS) learning model using Video Scribe on the motivation of social studies learning of fifth grade students of SD Inpres Tappanjeng Bantaeng Regency. There is an effect of Think Pair Share (TPS) learning model using Video Scribe on communication skills and social studies learning motivation of grade V students.

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