

## Design Research for Business Introduction Subject: Developing Think Pair and Share Method to Improving Student's Sharing Skills and Student's Participation Skills

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**Abstract:** Discussion is one of method in learning process to provide direct experience for students. Through discussion, students can develop their sharing skills and participation skills. However, in a discussion group, sometimes there are students who are too active or dominant, while there are students who are too passive and do not contribute to discussion groups. This situation makes the discussion ineffective. In business introduction subject in Economic Education Study Program, Sanata Dharma University, one of methods used by lecture is group discussion. Lecturer develop design research. This design research aims to developing think pair and share methods to improving student's sharing skills and student's participation skills. This design research is divided into three stages: design, implementation and evaluation. At design stage, researchers design learning using think pair and share method. Through this method, it is expected that group discussions conducted by students can be effective. No student is too dominant, and no student is too passive in the discussion. The next stage is implementation. At this stage, lecturer applies think pair and share method in business introduction subject. And at evaluation stage, lecture evaluated the implementation of applied method. Result of this research showed that think pair and share method can improving student's sharing skills and student's participation skills.

**Keywords:** cooperative learning, think pair and share, sharing skills and participation skills.

### Introduction

Learning methods are one of the factors that encourage student learning. The use of appropriate and varied learning methods can help students understand the material so that learning objectives can be achieved. In the learning process, lecturers can design a learning method that is appropriate for the students' character and class conditions. Thus, the learning process becomes more enjoyable and students can absorb the material more easily.

Business introduction subject is one of the subjects in Economic Education Department in Sanata Dharma University. This class consists of 44 students. This subject provides students with concepts of business, marketing mix, business social responsibility and their impact on the economic life of the community, forming graduates who have social skills, especially sharing skills and student participation skills.

One way to improve social skills through discussion methods. In the discussion method, there are often group members who are passive or do not contribute to the team, and there are also members of the dominant group.

Based on these problems, the author is interested to develop design research for Business Introduction subject, such as developing think pair and share method to improving student's sharing skills and student's participation skills.

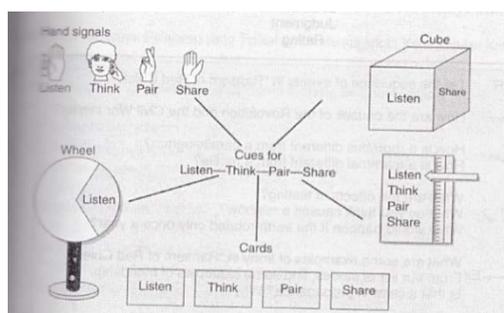
### Social skills

Social skills are behaviors that support the success of social relationships and enable students to work with people more effectively (Arends, 2008). According to Arends (2008), there are four social skills, which are: (1) sharing skills: skills to teach how students can share with other students, (2) participation skills: students' skills to be able to participate in their teams/group, (3) communication skills: students' to be able to communicate with other students, and (4) group skills: students' skills to be able to work in groups.



### Design Research for Business Introduction Subject

Focusing social skills in this research are students' sharing skills and students' participation skills. Lecturer develop research design by developing think pair and share method in Business Introduction subject. Think pair and share is a collaborative teaching strategy first proposed by Frank Lyman of the University of Maryland in 1981. It can be used to help students form individual ideas, discuss and share with the others in-group. It can be used before reading or teaching a concept and works better with smaller groups ([Wikipedia.org](http://Wikipedia.org)).



**Figure 1.** Think Pair and Share Method

Characteristics of think pair and share method (Lyman, in Arends, 2008) are: (1) think (think individually), lecturer asks students and students are given sufficient time to think and gather their thoughts, (2) pair (think with friends at a table), students begin to share their thoughts and views with their pair, each learns to see the different perspective of thinking among their peers, and (3) share (share their answer with groups and classes), students share their answers to group or class. Students learning is enhanced by the formation and articulation of an idea. This also enables the students to have clarity of thought and have the ability to communicate their thoughts and ideas to another student in group and class.

### Research Method

This research development is done on the even semester of academic year 2018/2019, that is in February - June 2019. Subjects in this study are students who take the Business Introduction course.

Data in this research is primary data. To collect data for students' sharing skills and students' participation skills, this research use questionnaire. Questionnaire instrument in this research used an instrument developed by Wiggins (Arends, 2008). Analytical technique is described from the students' perception based on questionnaire instrument.

Table 1. Instrument for students' sharing skills and students' participation skills

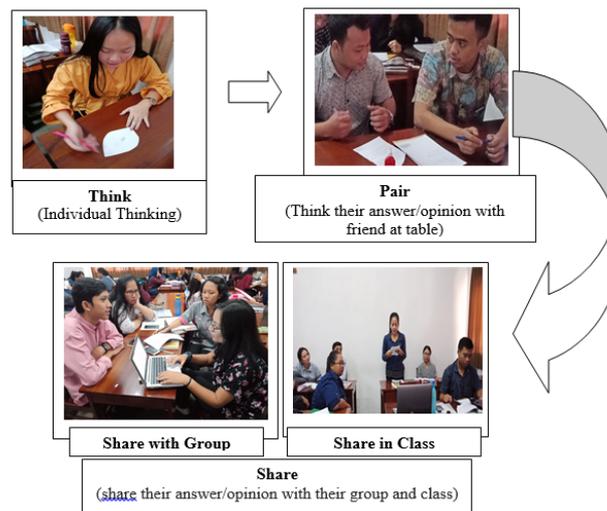
No	Statement
1	Classroom treatment of various issues Superficial 1 2 3 4 5 Very Complete and Deep
2	How helpful is the discussion for your understanding? Very Low 1 2 3 4 5 Very High
3.	Level of your participation: Very Low 1 2 3 4 5 Very High
4.	Overall class participation Very Low 1 2 3 4 5 Very High
5.	Your quality participation Very Good 1 2 3 4 5 Very Bad

Wiggin (Arends, 2008)

## Results and Discussion

### Think and Pair Design

Lecture applies think pair and share method in Business Introduction lectures. The lecturer applies two lectures with think pair and share method. The steps for implementing think and pair method in this design research are as follows.



**Figure 2.** Think Pair and Share Design

### Results for Student's Sharing Skills and Student's Participation Skills

After lecturer applies think pair and share method, lecturer distributes questionnaires filled by students through google form to find out whether there is an improving in student sharing skills and student participation skills. The results are as follows.



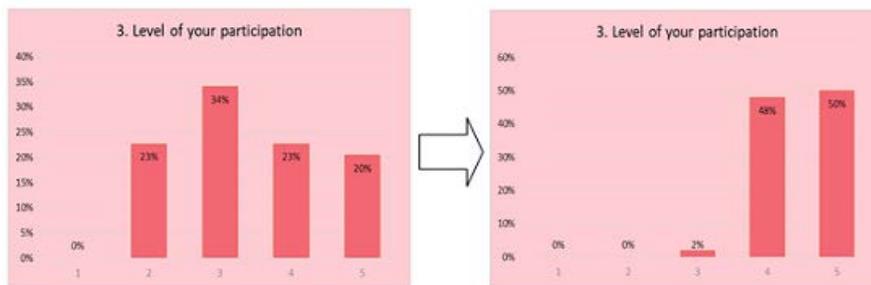
**Figure 3.** Result of classroom treatment of various issues

First statement in this research instrument is students' perception of classroom treatment of various issues. Based on graph 1, it was found that in first cycle, result of students' classroom treatment of various issues in middle to low category (score 2 and 3) as much as 37% while those in second cycle did not choose a score of 1,2 or 3. In second cycle, classroom treatment of various issues in the complete and deep category with 59% of students choosing a score of 4 and 41% choosing a score of 5. Thus, it can be concluded that there is improving from first cycle to second cycle for classroom treatment of various issues.



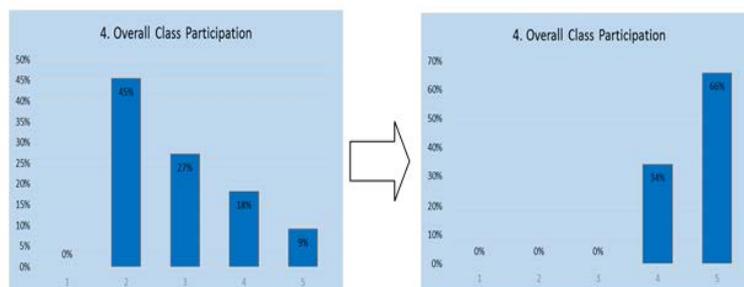
**Figure 4.** Result of how helpful the discussion for students' understanding is

Second statement in this research instrument is perception students about how helpful the discussion for students' understanding is. Based on graph 2, it was found that in first cycle, result of how helpful is the discussion for students' understanding in low to middle category (score 2 and 3) as much as 32% while those in second cycle, student did not choose a score of 1 or 2. In second cycle, how helpful is the discussion for students' understanding in middle category was 5%, high category and above was 41% of students choosing a score of 4 and 54% choosing a score of 5. Thus, it can be concluded that there is improving from first cycle to second cycle for how helpful the discussion for students' understanding is.

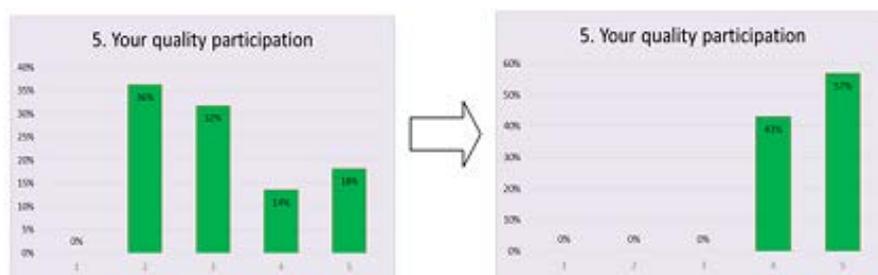


**Figure 5.** Result of level of students' participation

Third statement in this research instrument is perception students about level of students' participation. Based on graph 3, it was found that in first cycle, result of level of students' participation in low to middle category (score 2 and 3) as much as 57% while those in second cycle, there is no student choose a score of 1 or 2. In second cycle, level of students' participation in middle category was 2%, high category and above was 48% of students choosing a score of 4 and 50% choosing a score of 5. Thus, it can be concluded that there is improving from first cycle to second cycle for statement of level of students' participation.



**Figure 6.** Result of overall class participation



**Figure 7.** Result of students' quality participation

Fourth statement in this research instrument is perception students about overall class participation. Based on graph 4, it was found that in first cycle, result of overall class participation in low to middle category (score 2 and 3) as much as 72% while those in second cycle, there is no student choose a score of 1 or 2 or 3. In second cycle, overall class participation high category was 34% (students choose 4) and very high was 66% (students choose 5). Thus, it can be concluded that there is improving from first cycle to second cycle for statement of overall class participation.

Fifth statement in this research instrument is perception students about students' quality participation. Based on graph 5, it was found that in first cycle, result of students' quality participation in bad to middle category (score 2 and 3) as much as 68% while those in second cycle, there is no student choose a score of 1 or 2 or 3. In second cycle, students' quality participation in good category was 43% (students choose 4) and very good was 57% (students choose 5). Thus, it can be concluded that there is improving from first cycle to second cycle for statement of students' quality participation.

Based on results of five questionnaire statements above (Figure 1 – Figure 5), it can be concluded that there are improving in students' sharing skills and student participation skills from the first cycle to the second cycle. There are several factors. First, in the first cycle, students did not fully understand the procedure for implementing think pair and share method. Secondly, students in first cycle did not prepare themselves to learn and explore current issues, and content of chapter, but in second cycle, students were more prepared. Third, students who are usually passive, with this method, students become active and participate in groups and class. In first cycle, students who are usually passive, still lack confidence to express their opinions and participate actively both in groups and in class. But in the second cycle, students who are usually passive, more confident and actively participate. Likewise, with students who are accustomed to being dominant in group and class discussions. From the first cycle to the second cycle, students who are usually dominant also become less dominant in class and encourage and provide opportunities for passive students to actively participate.

## Conclusion

Based on results of this design research, developing think pair and share in Business Introduction subject can improving student's sharing skills and student's participation skills. For that, this research design can be use as an alternative for developing research design to improve students' sharing skills and students' participation skills.

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