# The Improvment of Student

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**Submission date:** 31-Jul-2018 12:33PM (UTC+0700)
**Submission ID:** 986503942
**File name:** jURNAL_International_TTW.pdf (245.14K)
**Word count:** 3360
**Character count:** 17979

The International Journal of Social Sciences and Humanities Invention 4(6): 3532-3536, 2017
DOI: 10.18535/ijsshi/v4i6.02 ICV 2015: 45.28
ISSN: 2349-2031


Research Article

# The Improvement of Student Creativity in Entrepreneurial Subject through Think, Write, and Talk Model

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***Abstract:*** ing and learning process of entrepreneurship through think, write, and talk learning model. This study aims to improve the quality of the process and result of student learning which were previously known to less meet learning expectations. This study was conducted to students of class VII A in Accounting Education of UMSU in the Odd semesters of 2015/2016 Academic Year, in total of 30 people. The study design is action research design which the plot to make action planning, to carry out actions in learning, to observe action and to reflect action. The result of these reflections is used to make decisions. The research data are field notes, observation records, planning documentation and writing results. The collection instruments are observation guidance, field notes, and documentation. Data analysis used qualitative techniques of flow models, includes the step of data reduction, data presentation, verification, and data inference. To test the data validity, it is done rechecking (triangulation) with collaborator and students.

The study results indicate that: Learning models with think, write, and talk type can enhance the student creativity of class VII A in Accounting Education of UMSU in the first semester of 2015/2016 academic year in entrepreneurial subject. This is evidenced by the change in student activities, both in asking and answering, and between students are intertwined mutual learning and collaboration.

**Key Words: Creativity, Entrepreneurship and Think, Write, and Talk Learning Model.**

## Introduction

The quality of education and teaching improvement must always remain to be pursued and implemented by improving learning quality. By improving learning quality, students will be more motivated and learn, the creativity will increase, the more positive attitude, the more growing kind of knowledge and skills that are mastered, and the more solid understanding of the material that is being studied. In an effort to improve the quality of national education, it has done reexamining the curriculum. Thus, it results improvement of the curriculum from time to time. In which the current learning process emphasizes providing direct experiences to develop competency in a variety of subjects, including one in it is the entrepreneurial subject. Standard of competence in Entrepreneurial subject requires students to be able to draw up a business plan or a business establishment plan. Through this business plan preparation, students will practice developing their ability to plan the establishment of a business/specific businesses, starting from business theme statement, vision and mission, until the business strategy, human resource management, finance, production and marketing. Preparation of business plan that has been done in reality only sharpen student theoretical ability.

Learning in entrepreneurial lectures in Accounting Education Study Program is still lacking in instilling entrepreneurial culture-based creativity. It is possible that the standards of competence to be achieved in this lecture have not been able to show the entrepreneurial manifestation. It required the forms of another learning process that can further optimize analytical and psychomotor ability of students to entrepreneurship, so that the achievement of student competency standards is not only to the preparation of business plan but can also apply their knowledge in the real world. Learning strategies in the Entrepreneurial lecture must be more innovative and creative in order to provide more leverage competencies to students.

Based on initial observations on the student condition of class VII A morning on accounting education study program, in which there are total of 30 students who are relatively heterogeneous, both in terms of economic, academic ability, creativity and facilities that are owned. This can be seen when the tasks that are assigned by lecturers, students rarely find and refer books relating to the subject material, it is seen that the student ability to learn reading is quite low. In terms of creativity, of the 30 students who are able to develop their imagination, it is only 5 students or equivalent. The ability to answer questions from 30 students, it is only 10 students who are able. While the student ability to express orally is very low, it is only 5 out of 30 students.

Seeing this condition, It needs alternative learning-oriented in how students learn to find their own information, link the topics that have been studied and will be studied in everyday life, and can interact multidirectional well with lecturers and for students in a fun and friendly situation. One alternative that can be used is cooperative learning. Cooperative learning is a learning system that gives students the chance to work together with fellow students in structured tasks (Lie, 2002:

12). Cooperative learning has positive influence on students who has low learning results, which can increase the motivation to learn, the longer absorption of subject matter, it can help students increase positive attitudes, among them to build confidence in his ability and to practice social skills so that there is interaction in the group which can train students to receive another student with different ability and backgrounds.

Based on the background of the problem, it can be identified the problems in learning activities are the lack of student creativity and the lack of student ability to ask and answer questions. So it can be used as a basis to conduct classroom action research with the cooperative learning model that can be defined as a structured system of work/study group. Think-Write-Talk Learning model is one of the cooperative learning models that builds precisely to think and reflect and to coordinate ideas and to test the idea before the students were asked to write, in an effort to enhance the student creativity in entrepreneurial subject.

## Literature Review

### 1. The Understanding of Creativity

According to Utami (1995: 47-51) "Creativity is the ability to create new combinations based on the data, information or elements that exist." Creativity (creative thinking or divergent thinking) is the ability based on data or information that is available, to find many possibilities of the answer to a problem that the emphasis is on efficiency and diversity of answers. Operationally creativity can be defined as the ability in reflecting the smoothness, suppleness (flexibility), original thinking, and the ability to elaborate (develop, enrich, itemize) an idea.

Furthermore, according to Bobbi (2002) "Creative is the ability of someone to create something new, or relatively new, whether it is the idea and the real work which is relatively different from what has gone before." One of the very important concepts in the field of creativity is the relation between creativity and self-actualization. According to the humanistic psychologist, Abraham Maslow and Carl Rogers (in Utami, 1999: 19) state that a person is said to actualize himself when someone uses all the gift and the talent to become what he is capable of becoming, actualizes or realizes its potential. According to Maslow's self-actualization is a fundamental characteristic, a potentiality that exists in all humans at birth, but it is often missing, obstructed or buried deep in the process of acculturation. So the source of creativity is a tendency to actualize oneself; to realize the potential, the urge to grow and become mature.

### 2. Learning of Think, Write, and Talk

Learning steps with Think Talk and Write type according to Yamin and Ansari (2012: 90) are as follows:

1. Teacher divides the reading text in the form of Student Discussion Sheet (LDS), which contains the problem situation and guidance and its implementation procedures,
2. Students read the text and make a note of the reading results individually to be taken to the discussion forum (*think*),
3. Students interact and collaborate with friends to discuss the contents of the note (talk). Teachers act as mediators of learning environment, students construct their own knowledge as a result of collaboration (*write*).

**Table.1** Syntax of Think, Write and Talk Model Application on Entrepreneurial Learning

| Stage | Lecturer Activity | Student Activity |
|---|---|---|
| I. Introduction | • Lecturers convey the perceptions and attract the attention of students through the material that will be taught<br>• Lecturers express learning purpose and motivate students in the learning process of business plan<br>• Lecturers guide students to form a group. | ➢ Students pay attention to the lecturer explanation.<br>➢ Students observe and record the learning objectives.<br>➢ Students form groups of 5-6 students. |
| II. *Think* Activity | • Lecturers present the material and sample of business plan<br>• Lecturers guide and direct students to think, that by proposing pictures or tangible objects to be discussed in the Student Worksheet. | ➢ Students pay attention to the preparation of business plans.<br>➢ Students listen to the information from lecturers, observe the characteristics, uses, and useful thing of an image or a real object to fit the product, place, price and promotion. choice of colors, shapes, tastes and so on and financial that will be in the preparation of the business plan |
| III. *Talk* Activity | Lecturers guide or direct students into groups so that students interact and collaborate/discuss with other students. | Students interact or collaborate with friends in the group discussion (Talk) to discuss the contents of the note on the product, or tangible object which is presented by the lecturers using their |

| | | |
|---|---|---|
| | | own language and words to convey ideas in the discussion. |
| IV. *Write* Activity | Lecturers guide and direct students to construct the results of the discussion into written form | Students construct their own knowledge that has been acquired (write) as a result of collaboration into written form in the form of a business plan proposal. |
| V. Conclusion | Lecturers conclude the material that has been studied. | |

### 3. The Advantages of Think, Write, and Talk Model

According Suseli (2010: 39), the advantages of the use of Think, Write and Talk learning model is as follows:

a. To educate students to be more independent

b. To create teamwork

c. To train of thought, speech and take their own notes

d. To provide more personal experience

e. To train students dare to perform

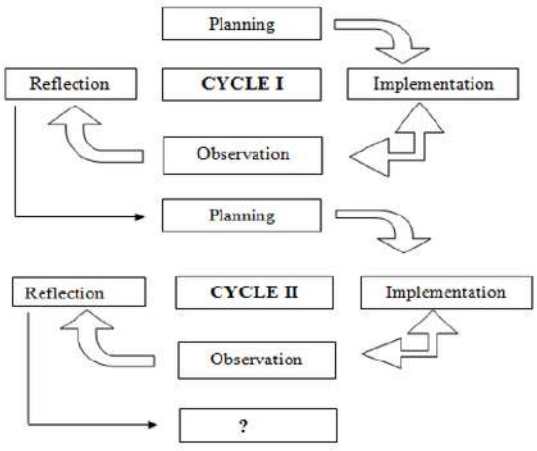
f. To exchange information between groups/students

g. Lecturers are only as referrers and mentors

h. Students become more active

### Research methods

This study is the research of class action, procedures and measures of this study follow the basic principles that apply in action research. The research procedure is described below:




Picture.1 Classroom Action Research Cycle (Arikunto, 2010:137)

### Data Collection Technique

Data collection techniques in this study include a test method to determine the student learning outcomes, documentation to obtain important records which are related to the learning problem, observation to do systematically recording about the behavior of individuals or groups directly.

### Data Analysis Technique

Data Analysis which is used in this study by using descriptive analysis method. This analysis includes the calculation of mean value, standard deviation, and percentage. Thus, the study results of each cycle is described qualitatively.

### Results and Discussion

Based on the data which was obtained from learning activities implementation of think, write, and talk model that has been carried out, it consisted of two cycles in which evaluation of learning outcome test were done at the end of the learning on cycle I and cycle II. The study result data consisted of the value of learning outcomes for each cycle. Learning results function to see the end ability of students after the method is implemented.

As it is viewed from the observations in cycle I, enthusiasm, activeness, ability to collect data, fluency to express opinion are still quite and to express ideas or opinions, thoroughness to compile the results of discussion, activeness to ask, activeness to search for learning resources, getting less score with a range of values >60, this shows the students are still in difficulties and they are not ready for newly recognize the think, write, and talk learning models. On the other hand, students feel happy and encouraged to be creative even though there are 40% who are still having trouble to understand the material and 50% who less dare to argue. Thus, at cycle I, it needs motivation that can encourage students to be more competent by providing a point as the sign of value added to all best group members, providing learning resources in the form of the material copy, and borrowing textbooks.

Furthermore, in cycle II, based on the observations that have been made the student activities are still in active category of which student enthusiasm in joining the teaching and learning activities, the student activeness in the discussion, student ability to collect discussion results, fluency in answering questions of other groups, getting good score criteria with a range of values 71-85 which reached 70%. Student enthusiasm in joining the teaching and learning activities, student activeness of participation in discussions, accuracy to compile discussion results, and student fluency in answering questions, furthermore, students get excellent score criteria with a range of values 86 -100, which reached 81.67%, that is on the ability of students in collecting the discussion result and active participation in asking. Fluency to raise the idea in solving the problem is 74.17%, student activeness in finding learning sources is 78.33% with score of 94 at good category.

Based on the analysis result that the student activity in entrepreneurial learning on cycle II has been active with the level percentage of 57% compared to cycle I and the very active student has increased from 0% to 10%. Student activity observation data in cycle II has been unchanged at 67%. This can be seen in appendix table, in which cycle I previously

there are still many students who are less active in learning process, but in cycle II of student activity in the learning process is active and very active. It can be seen in the following table:

**Table.2 Student Activity In Cycle I and II**

| | Cycle I | | Cycle II | |
|---|---|---|---|---|
| Categori | Frequency | Percentage | Frequency | Percentage |
| Less Active | 10 | 33% | 1 | 3% |
| Quite Active | 20 | 67% | 9 | 30% |
| Active | 0 | 0% | 17 | 57% |
| Very Active | 0 | 0% | 3 | 10% |
| | 30 | 100% | 30 | 100% |

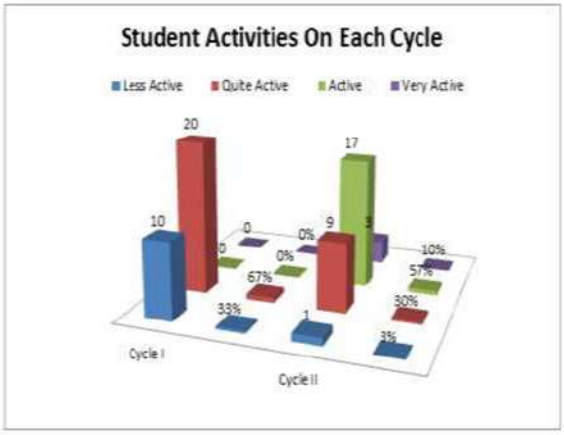



**Chart.1 Student Activities on Each Cycle**

Based on the chart above, it is known there is an increase in student activity on cycle I in which 20 students are in quite active category and the remaining, 10 persons are less active, on cycle II there is an increase in student activity which is categorized quite active become active about 17 people, or 57% and very active about 3 people or about 10% with a total of 20 people, or about 67%. It can be concluded that the student learning activities has an increase of 33%.

Further learning results in cycle I and II in entrepreneurial subject can be seen in the following table:

**Table. 3 Learning Results In Cycle I And II**

| Description | Cycle I | | Cycle II | |
|---|---|---|---|---|
| Score | Frequency | Precentage | Frequency | Precentage |
| 30-40 | 0 | | 0 | 0 |
| 41-50 | 0 | | 0 | 0 |
| 51-60 | 4 | 13.33% | 0 | 0 |
| 61-70 | 14 | 46.67% | 0 | 0 |
| 71-80 | 12 | 40.00% | 19 | 63.33% |
| 81-90 | 0 | 0 | 11 | 36.67% |
| Total | 30 | | 30 | |

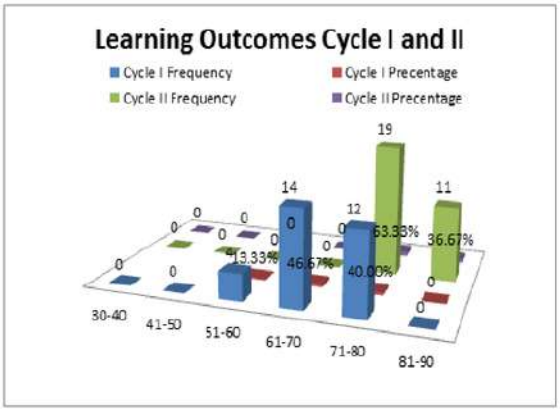



**Chart.2 Learning Outcomes Cycle I and II**

Based on the chart above, it can be seen that learning outcomes of class VII-A Acc. Morning students of FKIP UMSU, in auditing subject is good, it can be seen by observing the graph above, that entrepreneurial learning outcomes in cycle I is 40%, which meets the Minimum Completeness Criteria (KKM) and in cycle II is 63.33% means that there are increase on learning outcome in cycle II compared to in cycle I by observing the graph above, it can be seen that the analysis of student learning outcomes on entrepreneurial subject at cycle II test result was better because there were 19 students gain 71-80 score ranges of 63.33% and 81-90 score are 11 people or 36.67%, which means that there is an increase in student learning outcomes by 60% learning outcomes increase in cycle II compared to cycle I, in line with the questionnaire which was given to students, it can be seen that there are 92% of students felt happy, 10% had learning difficulty, 85% of students no courage to express opinions, 95% students encouraged more creative, the percentage of student learning in cycle II, got an average grade by 80.07. Thus Think, Write, and Talk model can increase the student creativity in learning on entrepreneurial subject.

## Conclusion

Based on the results of data analysis, it is gained that student learning outcome in cycle I is 40% and in cycle II is 63.33%. It means that there is improvement on learning outcome by 23.33% so that it can be concluded that entrepreneurial learning by using think, talk and write models can improve student learning outcome and make students more creative and active.

## Suggestion

For the lecturers should always improvise and innovate in determining the appropriate learning methods to student characteristics. Implementation approach of think, talk and write models as one of the learning model alternatives for other subjects.

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