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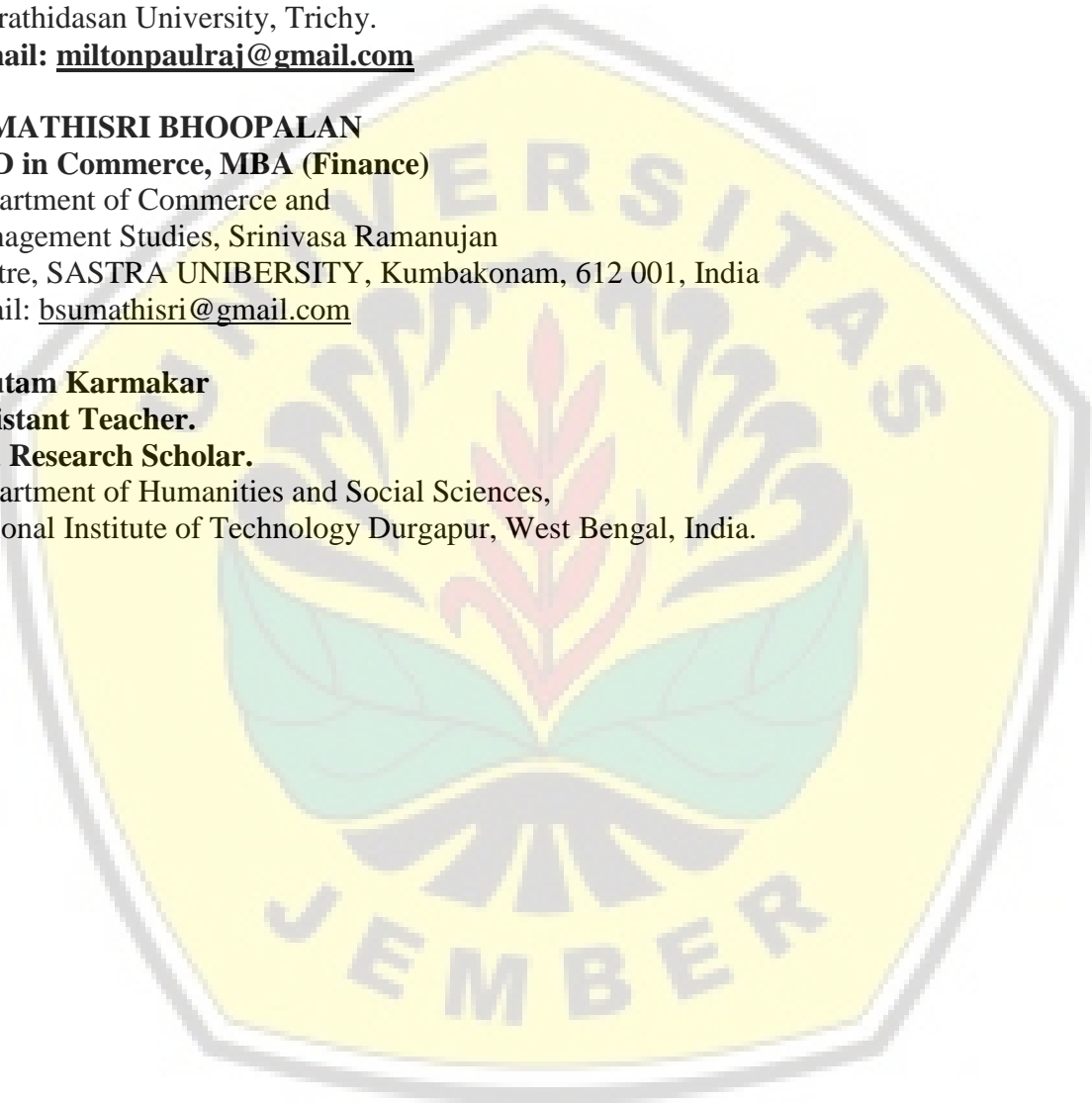
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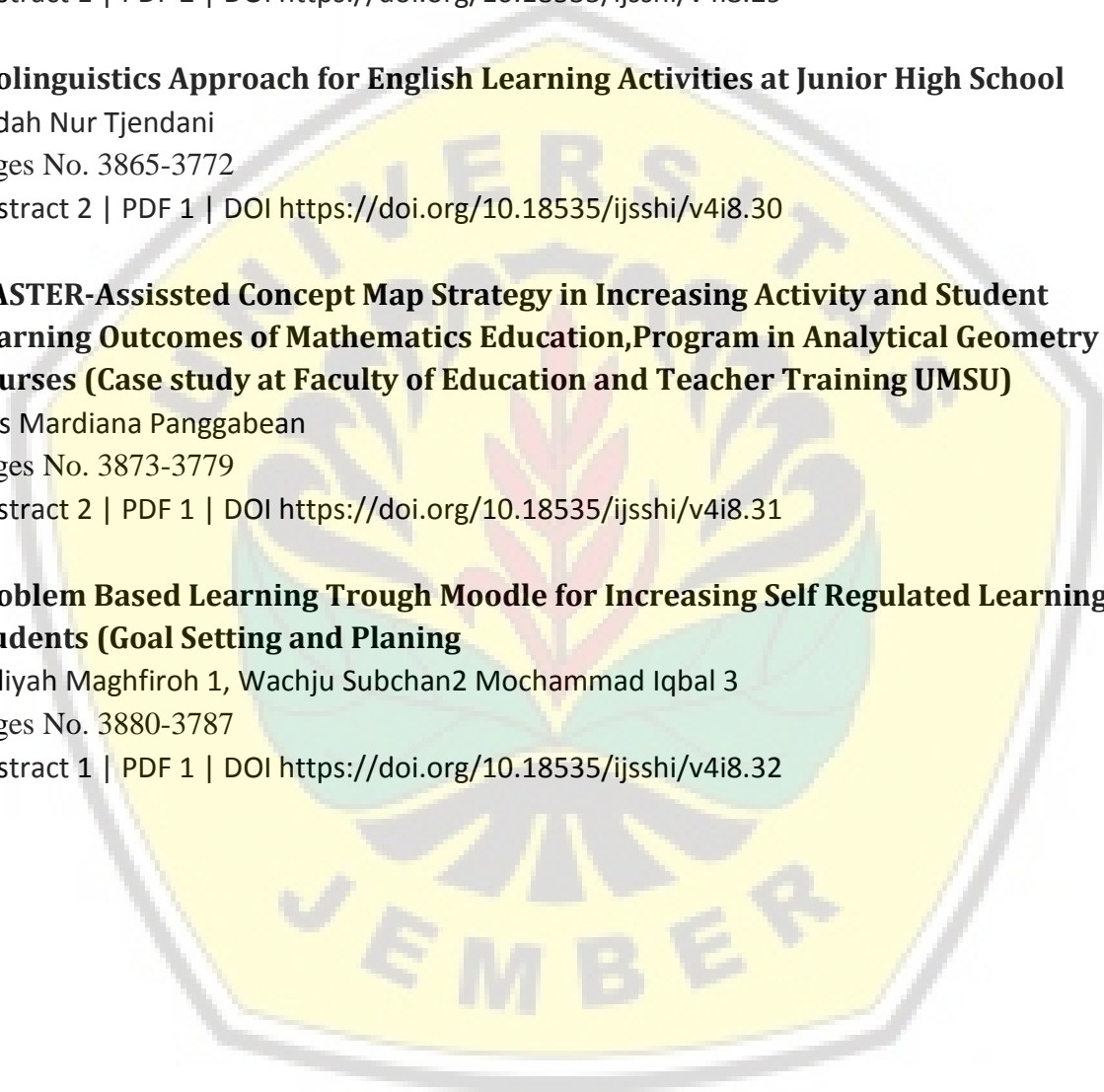
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Research Article

The Employment of Team Based Learning Model Assisted by Video Media to Increase Learning Performance of Historical Subject

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Abstract: In fact, the condition showed less optimal learning performance, one of them in class XI Social Science 3 MAN 1 Jember which was reflected from the problem of material interest, analytical ability, problem solving, learning product and learning attitude unoptimal. It can be seen from the percentage of standard completeness of 54.69% which is in fewer criterions based on the guidance of the Ministry of Education of the Republic of Indonesia. The aimed of this classroom action research is to study the improvement of learning performance in class XI Social Science 3 MAN 1 Jember after the employment of Team Based Learning model assisted by video media. The study was conducted for three cycles by using Kemmis and Mc Tagart models. Learning performance was measured using five indicators including affective, cognitive and psychomotor while research data was obtained through observation, interview, documentation and test. The data were analyzed qualitatively and quantitatively. The result of the research showed the increase of learning performance from pre cycle to cycle 1 by 18% to 64,54%, cycle 2 increased by 7,7% become 69,54% and cycle 3 increased from 6,5% become 74,09% and it proved good criteria. Based on the results of the research, it can be concluded that the TBL model of video-based media can improve learning performance. The implication of the current study is to contribute to the field of education as one of the input in overcoming the problem of learning performance on the subjects of history as well as contribution to further research related to the model of TBL, video media and learning performance.

Keywords: **Historical Learning, TBL (Team Based Learning), Video, Learning Performance**

INTRODUCTION

Nowadays, learning orientation is no longer on the teacher centered paradigm. Learners are required to play an active role in learning so as to enable the building of knowledge by the learners themselves. 2013 curriculum based on constructivism learning is focused on the learning that emphasizes the approach of discovery and problem solving. According to constructivism paradigm, knowledge builds on the understanding already possessed by learners (Sharma, 2014). In fact, historical science is a poor of theory, so history must derive from other social science theories and implicate the growing variety of historical studies. It seems to be an added value of learning history so it is not always as a boring learning.

History is continuity in the track of the past, present and future and endless (Pathak, 2003). The historical character that tracks in the past, present and future demands the ability of critical thinking and historical thinking for anyone who studies it. The learners are expected to be able to construct current events and relate them to historical events so that they can see the future. Learning orientation is appropriate with graduate competency standards, learning objectives cover the development of the attitudes, knowledge, and skills aspects elaborated for each educational unit (Education, 2016a). The reinforced with the historical competence of the specialization that must be achieved by the learner is to live the meaning of a historical

event for the life of the present (Education, 2016b). According to (Rick Stiggins, 2007), the learners must meet the performance indicators including: (1) recognition and recall; (2) logic and reasoning; (3) skills and applications; (4) productivity and creativity; (5) outlooks and dispositions.

The results of preliminary observations that have been done in class XI Social Science 3 showed the performance of the discussion process was not optimal. It was reflected from the problem-solving ability and application of the concept that has not been maximized. In addition, historical learning products that were assigned only in the form of paper did not support the students' creativity. Based on the results of interviews with educators, the problems were faced by educators related to the less input of the learners. Less material input also has implications for low concept mastery. Documentation studies showed posttest results provided by educators consisting of fifteen questions with Minimal Standard Graduation of 75 indicate that the percentage of classical success achieved was 50%, with 10 students declared complete and 23 of which have not been completed.

The problems of learning history are complex, including processes, outcomes, and products and learning attitudes. Hence, there is need for construction by educators so that learners can understand the essence of studying history. J. S Bruner (Sharma, 2014) stated that construction in learning

enables educators to provoke questions by emphasizing discovery and problem-solving approaches as a form of critical exploration. Learning history should be created in a different way that is by growing the ability of learners in constructing current events and connect to historical learning materials so that learning history becomes more contextual and meaningful.

Problems concerning the students' learning of low performance in the class XI Social Science 3 were reflected in the lack of performance indicators, such as the lack of optimal role of each individual in the group discussion reflected by the low problem solving ability, and the application of understanding or knowledge for problem solving is also not yet visible. In terms of learning outcomes can be seen from: (1) the ability of students to engage new concepts were low, especially they were less able to analyze problems; (2) the resulting product has not grown students' creativity and learning attitudes of learners that need to be improved.

Dealing with some problems in learning history in class of XI Social Science 3, it was saturation of learners to the method used in discussion and low learning performance. There are several possible solutions in overcoming the learning problems. Two of them are by applying individual based learning (individual based learning) and group based learning (team based learning). The advantage of individual-based learning that is applied by taking into description the differences of each individual is the only speed of learning so that the educator plays a full role in facilitating each learner. Nevertheless, individual-based learning is less effective when applied in large classes. In addition, learners with low learning motivation tend to be unstable or second-rate, and the lack of peer tutors role is as a form of affective aspects implementation. Thus, it can be concluded that the individual based learning is less effective when applied to overcome the saturation of learning discussion that take a long time, less suitable for large classes, unable to develop affective attitude and can not overcome the problem of learning performance learners.

The employment of team / group learning can be the solution. One of them is the model of TBL (team based learning) which is a form of collaborative learning. In the employment, it can be said quite efficient considering the class activities prefer the application activity and also the evaluation of the concept. It also adjusts in improving the learning performance of learners. This is supported by the opinion of Slavin (1995) and Turner (2001) that describes TBL is as a viable way to improve learning performance in educational settings (Roger T. Johnson and David W. Johnson, 1986).

TBL is popularized by Larry K Michaelson. It is a form of collaborative learning to create an active class where most of the class time is used for application activities and concept evaluation (Leisey, 2014). In addition, TBL is designed to provide conceptual and procedural knowledge to learners and ensure students are able to apply concepts to solve problems (Sweet, 2008). This model pilots on the Vygotsky theory that

emphasizes collaborative learning in the proximal development zone for expected learning outcomes (Harde, 2015).

According to (Sweet, 2011), there are four important elements in the TBL model, to be precise (1) permanent team; (2) readiness test; (3) application activities and; (4) peer evaluation. Ideally, teams consist of 5-7 learners with varied backgrounds (Whitley et al., 2016). The TBL model recognizes the readiness test as an IRAT (Individual Readiness Assurance Test) test and GRAT (Group Readiness Assurance Test) test. In addition, Application Exercise is in the form of implementation of the concept during the group discussion and also known peer assessment. TBL has several activities in its implementation. The following is the TBL syntax.
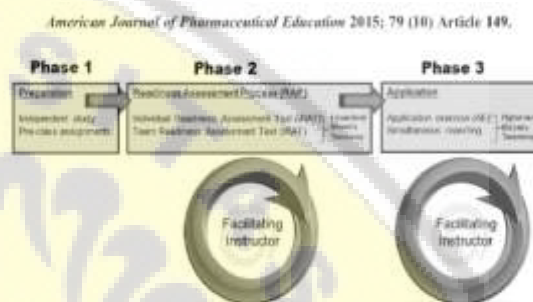

Picture 1: Exercise or Syntax of TBL Model (Sumber:Whitley et al., 2016)

TBL has several learning steps namely Preclass (resum), IRAT and GRAT include 10 multiple choice questions in the form of questions C1, C2, and C4 as well as Application Exercise in the form of problem-solving discussion activities. TBL encourages learners to be more responsible for their respective tasks and support the development of high team performance. The role of educators really moved and demanded the independence of learning from learners (Punja, Kalludi, Pai, Rao, & Dhar, 2014). According to (Sweet, 2008), TBL allows learners to master course content through Preclass and Readiness tests. Implications of the employment of TBL can explore learners knowledge, able to solve difficult and complex problems, and beyond the limits of acquiring factual knowledge. Model TBL is able to improve the performance of affective domain. One of them can be seen from the value of attitude raised by learners during the learning process include, test work, attitude discussion and so forth. The cogitive domain can be measured by IRAT / pretest comparison with posttest and the result of discussion work and the making of learning product is for psychomotor domain. This is in line with the research conducted by (Letassy, Fugate, Medina, Stroup, & Britton, 2008). TBL is more effective in improving learning achievement compared with lecture process. (Huang et al., 2016) implemented the adoption of modified TBLs for ophthalmic writing curriculum improves performance and increases student engagement and satisfaction. Through the use of TBL, class members can change 30 submissions of factual content to pre-prep class, so allowing more class time

for active learning and integration of new learning with knowledge are gained before the class.

Picture 2. Pinecones of Dale's Experience (Sumber: James P. Lalley & Miller, n.d.)

The video media in history learning as revealed by Pathak (2003) contributed to develop learners' interest. The images and audio in the video are remembered for longer in the child memory. Thus the video media are to help learners in visualizing, analyzing and also drawing conclusions of learning history. The application of the video-assisted TBL model of the video is implemented to measure the five indicators of learning performance as follows: (1) the indicators of recognition and recall, and logic and reasoning are measured by a test of ten multiple choice questions which are questions of C1, C2 and C4 performed by comparing the results Pretest / IRAT with posttest; (2) indicators of skills and applications are measured through the ability of learners in concept and problem-solving applications through group discussion (Application Exercise); (3) productivity and creativity indicators are measured by the assignment of semi-scientific writing in the form of an opinion that is adapted to the learning materials and the current trending topics as well; (4) indicators of outlooks and dispositions measured by observation during the study were conducted to measure learners' learning attitudes.

The hypothesis in this study is "The modeling of TBL (Team Based Learning) can improve the student learning performance of class of XI Social Science 3 MAN 1 Jember". This research is a development research from previous research related to TBL model, video media and learning performance which is expected to be used as a reference in improving learning performance on research subject concerned and it can also be used as one of reference in advanced research.

RESEARCH METHODS

This research is a classroom action research executed on XI Social Science 3 ofMAN 1 Jember. This study involved sample of 33 students consisting of 17 male students and 16 female students. Researchers chose class of XI Social Science 3 class because of the class conditions. The researchers founded the level of learning performance in learning history is still less than the maximum. This study measures the improvement of students' learning performance including recognition and recall, logic and reasoning, skills and applications, productivity and creativity as well as outlooks and dispositions after the implementation of the video-based TBL (team based learning) model.

The research model used was Kemmis and Mac Taggrat model with spiral form including planning stage, action, observation and reflection. The study was conducted in three cycles during February-March 2017 by examining the basic competence of 3.6 analyzing the influence of World War I and World War II on political, socio-economic and international relations (LBB, UN), national and regional movements and basic competencies 4.6 presents analysis results On the influence of World War I and World War II on political life, socio-economic and international relations (LBB, UN), national and regional movements in writing and other media. Here are the steps in the research that has been done:

Diagnostic Stage

Diagnostic activities are pre-requisite activities covering the diagnostic activities of emerging problems and their resolution efforts. The problems that arise include: (1) low material engagement and analytical ability; (2) application of concepts in problem solving that have not yet appeared; (3) the resulting learning product has not developed the creativity and the learning attitude that needs to be improved as well; (4) monotonous learning media. With regard to these problems, the researcher applies the model of TBL assisted video media to be able to improve the learning performance of students of XI Social Science 3 MAN 1 Jember.

Planning Stage

At the planning stage includes the following activities: (1) making a learning implementation plan; (2) making test instruments and key answers to a number of ten multiple choice questions on each pretest and posttest; (3) preparing historical instructional media in the form of videos in accordance with learning materials; (4) preparing assessment sheets and; (5) divide the working group heterogeneously.

Action Stage

Action Stage was undertaken by researchers in applying the model TBL assisted video media, including: (1) Preclass, learners are given the task of resume related learning materials to be tested; (2) IRAT / pretest, each learner performs a multiple choice test and a similar test is given back to work in groups (GRAT); (3) Application Exercise, each group is given three questions of analysis to be solved through group discussion; (4) each student undertakes the task of producing a semi-scientific paper product in the form of an opinion according to the theme given by the educator as well as; (5)

learners working on the posttest given at each end of the cycle.

Observation Stage

Observation stage was conducted by the researcher along with the observer during the learning activities, covering (1) observation of educator activity in applying the video-based TBL model of video; (2) conduct an assessment of the attitudes of each learner and; (3) conducting an assessment of the group discussion process of each learner.

Reflection Stage

The reflection stage is the stage of processing the data of observation activity analysis in each cycle. The results of the reflection data would be used as the basis for advanced cycle planning. Instruments of data collection were in the form of activity sheet of educator, discussion process observation sheet, attitude evaluation observation sheet, product opinion paper sheet of opinion, and test result of learning which is comparison between pretest and posttest. Data analysis was done qualitatively and quantitatively where data obtained from observation, documentation, interview and test result.

RESULTS AND DISCUSSION

Performance of Indicator Results *of Recognition and Recall as well as Logic and Reasoning*

The implementation of cycle 1 examined the material entitled *The influence of World War I and* World War *II on Political, Socio-economic and International Life (LBB, United Nations),* *National and Regional Movements* with sub-topic focusing on the background and the course of World War II. In cycle 2 the study dealth with examineing material related to *The Impact of World War II on Political, Social, and Economic Aspects and The Establishment of UN Organizations*, and the implementation of cycle 3 examined materials related to *The Impact of World War II for Indonesia and the National Movement of Indonesia.* The learning was conducted six times in which each cycle lasted for 2 meetings for 4x45 minutes each. Improved learning result data (test) included indictors of recognition and recall as well as logic and reasoning can be seen in tables and graphs as follows:

Table 1. The Indicator Achievement of Recognition and Recall in Cycle 1, 2, and 3.

	Cycle 1	Cycle 2	Cycle 3
Classical Accomplishment (pretest)	59,84%	69,69%	72,72%
	68,18%	71,31%	74,24%
Classical Accomplishment (posttest)	14%	2%	2%
Improvement (percentage)	15 (pretest)	21 (pretest)	25 (pretest)
	17 (posttest)	27 (posttest)	28 (posttest)
∑ Accomplishment of score 3 and 4	45% (pretest)	64% (pretest)	76% (pretest)
Percentage of Accomplishment	52% (posttest)	82% (posttest)	85% (posttest)
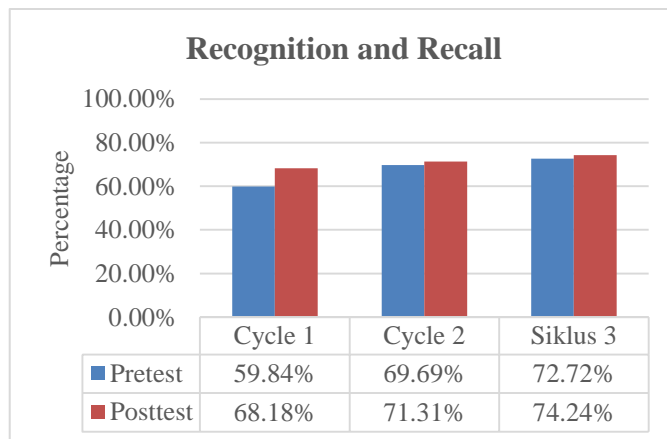
Graph 1. The Analysis Result of Indicator Performance of Recognition and Recall
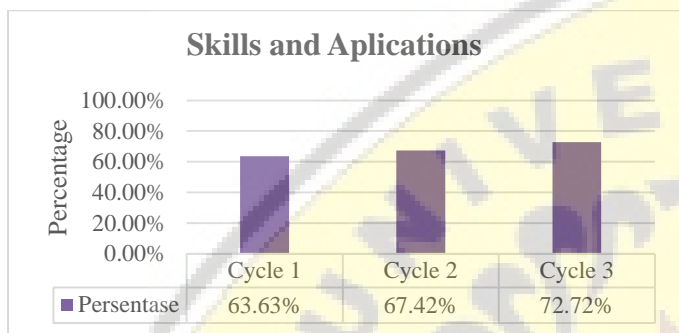
In the implementation of cycle 1 focusing on indicators of recognition and recall, it can be seen that the implementation of pretest and posttest in each cycle has increased. In cycle 1, the improvement was higher, which was 14%, was due to the shortened time of the first meeting in the first cycle because there was a ceremony and based on the results of interviews it was obvious that learners were much more prepared for the posttest than for the pretest. The implementation of cycle 2 was the result of reflection on cycle1, which showed a good improvement. The improvement percentage from cycle 2 to cycle 3, between pretest and posttest, was 2%, and accomplishment score reached 85% of the total number of students (28 students). However, the logic and reasoning indicators showed good results wherein each cycle increased significantly. This suggests that the implementation of a video-assisted TBL model helps to improve the learning outcomes. The results of this study support one of the previous studies conducted (Leisey, 2014) which states the results of research in some faculty at Salem University showed that TBL can increase the students' score after the method had been implemented with the assistance of modules, and research with similar results by (Tan et al. 2011) at the National Neuroscience Institute, Singapore. Similarly, the effectiveness of video in improving cognitive learning outcomes has also been found in some other studies (Zahn, Krauskopf, Hesse, & Media, n.d.). Based on these findings, TBL and video media are able to improve students outcome performance and this research reinforces the existing research.

Process Performance of Skill and Aplication Indicator

Proces performance assessment was done by observing problem solving ability and concept application of each learner in group discussion. Process assessments included discussion perspectives, discussion activities, and discussion attitudes. Hereunder is the result of performance analysis process cycle 1, cycle 2 and cycle 3:

Table 3. The Result of Achievement on Skill and Application Indicators in Cycle 1, 2, and 3

Aspects (Score 3 and 4)	Cycle 1 (%)	Cycle 2 (%)	Cycle 3 (%)
Preparation			
a. Readiness of Learning Resource	8 (24%)	12 (36%)	24 (72%)
b. Readiness of Stationery	10 (30%)	13 (39%)	17 (51%)
c. Readiness of Group Organization	7 (21%)	9 (27%)	14 (42%)
Discussion			
a. Activeness in discussion	9 (27%)	10 (30%)	10 (30%)
b. Argument Acuteness	8 (24%)	8 (24%)	10 (30%)
c. Time Punctuality in Finishing Problems	7 (21%)	9 (27%)	7 (21%)
Discussion Attitudes			
a. Appreciating others' argument	7 (21%)	7 (21%)	10 (30%)
b. Not dominating the talk	5 (15%)	9 (27%)	10 (30%)
c. Not making noise	4 (12%)	4 (12%)	8 (24%)
Classical Accomplishment	63,63%	67.42%	72.72%

Table 4. Achievement Results on Outlooks and Dispositions Indicators in Cycle 1, 2, and 3.

Aspects (Score 3 dan 4)	Cycle 1 (%)	Cycle 2 (%)	Cycle 3 (%)
Spiritual			
a. Praying before and after doing something	18 (54%)	24 (73%)	27 (82%)
b. Replying greeting			
c. Reciting Al-Quran	20 (61%)	23 (70%)	25 (76%)
	19 (57%)	20 (61%)	25 (76%)
Social			
a. Honest	13 (39%)	17 (51%)	20 (61%)
b. Discipline	16 (48%)	20 (61%)	23 (70%)
c. Responsible	10 (30%)	13 (39%)	18 (54%)
d. Polite	15 (45%)	20 (61%)	20 (61%)
e. Tolerance	18 (54%)	18 (54%)	24 (73%)
f. Cooperative	9 (27%)	12 (36%)	19 (57%)
g. Confident	10 (30%)	15 (45%)	16 (48%)
Classical Accomplishment	65,90%	69,69%	75,75%

Graph 3. The Analysis Result of Performance of Skill and Application Indicators

Graph 4. The Analysis Result on Outlooks and Dispositions Indicators

Process Performance of Productivity and Creativity Indicators

Learning product of History used in assessing productivity and creativity indicator was semi-scientific writing form of opinion with a theme that was adjusted by History study and events which became trending topic at the present time. Hereunder is the result of product performance analysis to measure achievement of productivity indicator and creativity:

Table 4. The Achievement Result of Productivity and Creativity Indicators in Cycle 1, 2, and 3
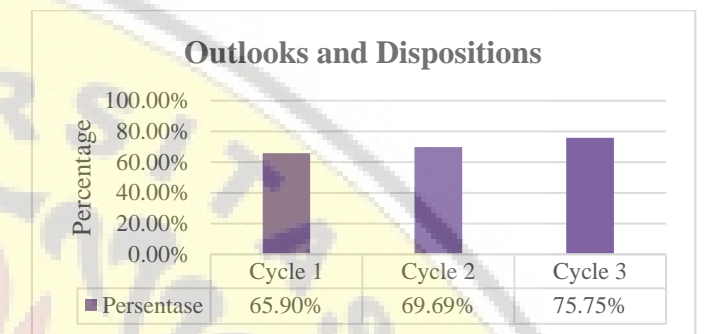
Aspects (Score 3 dan 4)	Cycle 1 (%)	Cycle 2 (%)	Cycle 3 (%)
Title	13 (39%)	24 (73%)	25 (76%)
Writing	12 (36%)	19 (57%)	22 (66%)
Content	15 (45%)	19 (57%)	19 (58%)
Language	8 (24%)	19 (57%)	26 (79%)
Classical Accomplishment	62,87%	69,69%	74,24%

Process Performance of Outlooks and Dispositions Indicators

Attitude became the main orientation in the curriculum of 2013. The competence of knowledge and skills had to be aligned with the competence of a qualified attitude so as to form learners who were not only smart and skilled but also noble. Here is a table and graph of performance improvement on outlooks attitude and dispositions indicators:

The analysis result of outlooks and dispositions indicator showd that the attitude performance in each cycle already increased. In cycle 1, the percentage was 65.90% and then it was increased by 5.7% to 69.69% in cycle 2, and then it was again increased in cycle 3 by 8.7% to 75.75%. One of the main components of TBL was the team. According to (Palarak, 2016) TBL is able to improve the transfer of information and improve the personal relationship, cooperation, motivation, and sense of competition. In addition, the team-based TBL model also allows the role of peer tutors (Sweet, 2008), so that it can be concluded that TBL can improve the attitude aspects of learners. Based on the results of observation, it was found that the results of this study did not fully support the statements of Ebrahimpour & Palarak, was was reflected from the sense of competition being less visible in the students themselves when the learning process took place. Students, on the contrary, were actually cooperating in group discussions. This was reflected in the attitude of cooperation which was increased significantly from cycle 1 by 27%, cycle 2 by 36% and cycle 3 of 57%. When cycle 3 took place, the role of peer tutors was really maximized by clever learners so the discussion proceeded quite effectively. While the video media as a support in the application of the TBL model was supported by the statement of Salomon (1988) stating that the video media as one form of digital media is effective in supporting social functions. Thus the application of a video-aided TBL model of the video reinforces the existing research in improving the social aspects of learners.

CONCLUSION

The implementation of TBL (Team Based Learning) model with video in teaching History can improve students' learning performance including improvement of learning outcomes as reflected from the result of the test which showed the classical accomplishment on C1 and C2, reaching 74,48%, while accomplishment on C4 was 73,48% while at the same time improving the accuracy of learners in working on multiple-choice questions. Students' criticality and problem solving skills were also increased during the discussion process, including the improvement on preparation, discussion activities, and attitudes in discussion by 72.72%, the activity of producing written opinion-based articles was increased by 74.24%, and learning attitudes included increased sense of responsibility, intrapersonal relationships, cooperation, and motivation, which attained 75,75%.

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