Development of TPS type cooperative learning tools integrated with huyula values in terms of the affective aspect

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Abstract

This research aimed to produce a hight-quality cooperative learning tool with the Think Pair Share (TPS) model integrated with Huyula values, focusing on the affective aspect. This type of research falls under the Research and Development category, utilizing the ADDIE model. The research results indicated that: 1) the developed tool is valid and suitable, as evidenced by expert validation: 2) the developed tool is practical, demonstrated by successful implementation over three sessions with an average percentage of 96.30%, and a majority of students 96.28% responding positively.In conclusion, the cooperative learning tool using the Think Pair Share (TPS) model integrated with Huyula values, focusing on the affective aspect, meets the criteria for being valid and practical. So that, suitable for use.

Keywords: think pair share; huyula values; affective

INTRODUCTION

Etymologically, local wisdom consists of two words, namely wisdom and local or what is called local wisdom (Njatrijani 2018). The local wisdom found in several indigenous groups/communities in Indonesia contains many noble values of the nation's culture which are still strong as the character identity of its citizens. Based on this, culture is a relatively special lifestyle, namely habits and customs that are passed down to the next generation. This inheritance process is carried out through cultural internalization in the family, school and community. One of the cultures of the Gorontalo people which is passed down from generation to generation is the huyula culture (Salmawaty Domili, Ikhfan Haris 2017).

According to Abdjul and Katili (2021) Local wisdom is something that becomes a cultural identity that is introduced to the younger generation through the world of education because it is the local young generation that means they are able to defend their own region. According to Belembele,

dkk., (2021) Huyula culture is something that is done by members of the community in carrying out work on the basis of helping each other in carrying out activities such as activities with dimensions of tahniah (thanksgiving), takziah (sorrow) or activities in agriculture to fulfill common needs and interests which are carried out in social solidarity. For the people of Gorontalo, Huyula culture is divided into several types of activities and each has values, namely: 1) Ambu, the values contained in the ambu tradition are cooperation, togetherness, justice, responsibility and deliberation 2) Hileiya, the values contained in the hileiya tradition are togetherness, responsibility, empathy and caring. 3) Ti'ayo, the values contained in the ti'ayo tradition are cooperation, togetherness, hard work, deliberation, empathy and caring.(Rahman 2022).

In line with the times, the existence of culture and the cultural values that are owned, until now have not been optimal in efforts to build character, in fact every time we witness various kinds of community actions that reduce polite behavior, a sense of togetherness, and a sense of mutual cooperation among community members. Considering the importance of the values contained in culture, in the current era of globalization, it is important to transform huyula cultural values to students as a means of character building, so that they are able to maintain culture, as an effort to maintain this cultural heritage. The formation of citizens who have a global perspective but do not forget local traditions as the main basis for carrying out national and state life (Yunus 2014).

To develop humans through culture, cultural values must become one with themselves, for this reason a long time is needed for cultural transformation. The cultural transformation process can be carried out by introducing culture, including cultural aspects in the learning process (Siahaan 2018)

Based on the analysis carried out at school, before learning was carried out, several questions were asked regarding the introduction of huyula which they knew from several questions that had been given and answered by the students. Researchers can draw the conclusion that students do not yet know what is meant by huyula because in its application students still do not understand huyula activities in everyday life. Meanwhile, huyula has 3 types of activities, namely ambu, hileiya and tiayo. These 3 types of activities often occur in everyday life, it's just that students don't understand that these activities are types of huyula. And the application of Huyula culture in schools is rarely implemented so that students during group learning activities, the values of cooperation, discipline and the Huyula values of each group are still not in accordance with the Huyula values applied during the learning process.

Scientific learning is the process of systematically learning about nature to gain knowledge based on facts, concepts, principles, discovery processes, and actions in order to develop a scientific attitude. Science learning is more than just scientific knowledge, but there are process skills and aspects that focus on scientific attitudes and character traits. During the learning process, many students still do not show a serious attitude in participating in learning, students tend to be busy chatting with their classmates and sometimes even disturb other friends. So the characteristics of the affective domain are not yet visible to students during the learning process. So that the competencies and science learning objectives to be achieved are not in line with expectations (Seran and Cahyani 2018).

Learning outcomes are divided into three domains, namely cognitive, affective and psychomotor. But researchers focus more on affective learning outcomes. The affective domain can determine a person's learning success. So educational units need to create assessment programs that optimize the affective domain. The assessment takes into account students' attitudes, interests, self-concept, values and morals (Nugraheni, Sutopo, and Fuadi 2021). One learning model that is

considered appropriate and can help students in learning science is the Think Pair Share (TPS) type cooperative learning model.

The TPS type learning model gives students the opportunity to think individually (Think), pair up with their classmates (Pair), share/present the results of discussions with the whole class (Share) (Citra Wibawa 2018).The TPS type cooperative learning model is a type of cooperative learning that has an effective way to create variations in the atmosphere of discussion patterns in the classroom. Based on the low level of cooperative character values among students and the fading of huyula values, the TPS type cooperative learning model is suitable for preserving huyula culture which can instill huyula values in the learning process.

Based on the background of this problem, this article will discuss the development of cooperative learning tools for the Think Pair Share (TPS) type integrated with Huyula values in terms of the affective aspect.

METHODS

The method used in this research is development research, which focuses on developing think pair share (TPS) type cooperative learning tools integrated with Huyula values in terms of the affective aspect. This research refers to the ADDIE development model developed by two experts, namely Reiser and Molenda. This ADDIE model can be used to develop various products (learning tools), such as syllabi, Learning Implementation Plans (RPP), Student Worksheets (LKPD), Teaching Materials, affective assessment instruments.

The ADDIE model consists of 5 stages, namely Analysis, Design, Development, Implementation and Evaluation. The data collection technique used in the research is measuring the validity and practicality of the Huyula Values Integrated Think Pair Share (TPS) Cooperative Model Learning Tool. The data in this research was processed in the form of descriptive analysis data obtained through the results of needs analysis, criticism (input) and suggestions from equipment experts, the results of student response questionnaires and the results of learning implementation.

Data analysis technique

Data analysis is used to determine the quality of the learning tools developed. The data obtained in this research is data from validation and practical analysis.
Validation Analysis

Analysis of the validity of learning devices is obtained from scoring device validation by validator experts, starting from the construction, content, readability and language aspects using a Likert scale with a range of 1-4. Analysis of the validity of this learning tool uses the following formula.

$$\mathrm{x} = \frac{\sum \mathrm{x}}{\mathrm{n}} \tag{1}$$

where x = Average value, $\sum \mathrm{x}$ = The total number of answer values from validators and n = Number of Validators. The average analysis validation criteria can be seen in Table 1

Table 1. Validation Assessment Criteria

Average	Assessment criteria	Information
3,6 – 4,0	Very Valid	Can be used without revision

Average	Assessment criteria	Information
2,6 – 3,5	Valid	Can be used with minor revisions
1,6 – 2,5	Fairly Valid	Can be used with multiple revisions
1,0 – 1,5	Less Valid	Not yet usable and still requires revision

Source: (Budiarso 2017)

Integrated TPS Type Cooperative Model Learning Tool Huyula values can be used if they meet valid or very valid criteria based on expert assessment.

Practicality Analysis

The practicality of the learning tools that have been developed is obtained through analysis of data from observation sheets of learning implementation. as well as data analysis of student response questionnaire sheets which are described as follows.

To calculate the implementation of the learning process, the following formula is used.

$$(\%)\text{Implementability} = \frac{\textit{Many steps have been taken}}{\textit{Many steps are planned}} \times 100\% \tag{2}$$

Assessment of learning implementation is carried out by trying the average total score given with the criteria in Table 2.

Table 2. Criteria for implementing learning

Value Range	Interpretation
86% - 100%	Very good
76% - 85%	Good
66% - 75%	Enough
56% - 65%	Not enough
0% - 55%	Very less

Based on Table 2, learning tools are said to meet practical requirements if the implementation of the learning process is based on the syntax of the Integrated TPS type Cooperative learning model. Huyula's values are in the good or very good category.

Student response data was obtained from a questionnaire which was analyzed using a Likert scale. Response questionnaires are given to students to find out responses regarding the learning process and the practicality of the learning tools that have been developed. Each instrument item uses a grading Likert scale from very positive to very negative in the form of SS = Strongly Agree; S = Agree; TS = Disagree; STS = Strongly Disagree which is presented in Table 3

Table 3. Likert Scale

Position Statement	(SS)	(S)	(TS)	(STS)
Positive Statements	4	3	2	1
Negative Statements	1	2	3	4

The data obtained will be analyzed using the following formula.

$$\text{Presentase } (\%) = \frac{\text{Total score obtained}}{\text{Total score}} \times 100\% \tag{3}$$

Assessment of student responses is carried out by matching the average total score given with the criteria in Table 4

Table 4. Student response criteria

Value Range	Interpretation
86% - 100%	Very good
76% - 85%	Good
66% - 75%	Enough
56% - 65%	Not enough
0% - 55%	Very less

Based on Table 4, learning tools are said to meet practical requirements if the student response aspect is in the good or very good category.

RESULTS AND DISCUSSION

The results of the product development of a think pair share (TPS) type cooperative learning device integrated with Huyula values were obtained through the steps in developing the ADDIE model which consists of 5 stages as follows:

Analysis Stage (Analysis).

At the initial stage in this development research, the researcher carried out a needs analysis, namely collecting information through observation or observation of learning activities and curriculum analysis in accordance with basic competencies and indicators in accordance with the 2013 curriculum in schools. Next, regarding the characteristics of students. At this stage, it was found that students had difficulties when learning face-to-face, students were less confident in their abilities and there were students who got bored more quickly during the learning process.

TahapPerancangan (Design).

The design stage is the stage of compiling or designing a product. The next stage of design is determining the elements needed in the device including determining basic competencies, material content, huyula values that will be integrated in the device, images that will be presented and determining the appropriate method to be used in learning when using the device. The components of the tool include a syllabus, learning implementation plan (RPP), student worksheets (LKPD), teaching materials, and affective assessment instruments by creating and modifying them according to the think pair share (TPS) type cooperative learning model integrated with Huyula values.

Development Stage (Development).

The development stage is carried out with the development, validation and revision stages. The initial stage of research development is to form a learning tool using the Think Pair Sharel (TPS) cooperative model that integrates human values into a real form based on a plan that was finalized at the beginning. The results of the TPS co-operative model learning tool integrated with the Hulyulla values that were developed were then validated by experts (validators), and then the researchers

revised the learning tool for the TPS co-operative model integrated with the Hulyulla values which were rounded up based on suggestions and input from the results. The following are the validation results by two validators, presented below.

Table 5. Syllabus Validation

Validator	Average Per Validator	Overall Validator Average	Criteria	Information
1	3,60		Valid	Can be used with minor revisions
		3,50		
2	3,40		Valid	

Table 5 shows the overall average validation value of 3.50 and is in the valid category (2.6-3.5). The assessment results from two validators show that the syllabus developed is feasible and can be used in research with minor revisions. Learning Device Validation Results are presented in Table 6.

Table 6. Validation of RPP

Validator	Average Per Validator	Overall Validator Average	Criteria	Information
1	3,50		Valid	Can be used with minor revisions
		3,48		
2	3,46		Valid	

Table 6 shows the overall average validation value of 3.48 and is in the valid category (2.6-3.5). The assessment results from two validators show that the RPP developed is feasible and can be used in research with minor revisions. The results of the LKPD validation are presented in Table 7 below.

Table 7. Validation of LKPD

Validator	Average Per Validator	Overall Validator Average	Criteria	Information
1	3,39		Valid	Can be used with minor revisions
		3,47		
2	3,55		Valid	

Table 7 shows that the overall average validation value is 3.47 and is in the valid category (2.6-3.5). The assessment results from two validators showed that the LKPD developed was feasible and could be used in research with minor revisions. The results of the validation of teaching materials are presented in Table 8 below.

Table 8. Validation of Teaching Materials

Validator	Average Per Validator	Overall Validator Average	Criteria	Information
1	3,39		Valid	Can be used with minor revisions
		3,47		
2	3,56		Valid	

Based on the results of the validation of teaching materials in Table 8, the overall validation average was 3.47 and was in the valid category (2.6-3.5). The assessment results from two validators show that the teaching materials developed are feasible and can be used in research with minor revisions. The results of the validation of the affective assessment instrument are presented in table 9.

Table 9. Validation of Affective Assessment Instruments

Validator	Average Per Validator	Overall Validator Average	Criteria	Information
1	3,58		Valid	Can be used with minor revisions
		3,50		
2	3,42		Valid	

Table 9 shows that the average validation value is 3.50 and is in the valid category (2.6-3.5). The assessment results from two validators show that the Affective Assessment Instrument developed is feasible and can be used in research with slight revisions. And it is declared valid after going through the validation and revision stages by the validator so that it is feasible and can be applied in learning. The results of this validation and revision stage will then be tested.

Implementation Stage (Implementation).

At this stage, a product trial was carried out on students to see the practicality of the Think Pair Sharel (TPS) type cooperative learning device integrated with Hulyulla values. The practicality of learning tools can be obtained from the results of data analysis of learning implementation and student responses. Based on the trials that have been carried out, the researchers obtained the following data. The results of the analysis of learning implementation showed that the average percentage of learning implementation in 3 meetings can be seen in Table 10.

Table 10. Percentage of Learning Implementation

Meeting	Percentage	Criteria
1	100	Very good
2	94,44	Very good
3	94,44	Very good
Average	96,30	Very good

Based on Table 10, it can be seen that the average percentage achievement of learning implementation during 3 meetings at SMP Negeri 1 Tapa is 96.30%, which is in the very good category, this can be seen from the results of the average percentage score obtained, namely 96.30 %. The results of this analysis show that the learning tools used are quite practical, indicating that the learning carried out is in accordance with the learning implementation plan (RPP) that has been planned previously and is to be implemented in the classroom.

The results of the questionnaire analysis of student responses to learning tools were obtained through student response questionnaire sheets. This response questionnaire consists of positive statements and negative statements, in which there are 6 indicators containing 29 statements. The scoring for each statement uses a Likert scale and results from student response data during learning using the TPS model learning tool integrated with Huyula values. Based on the results of the analysis of

student response questionnaire data, percentage results were obtained which will be described in Table 11.

Table 11. Percentage of student response questionnaires

Indicator	Category (%)			
	STS	TS	S	SS
1	0%	3,03%	25,76%	71,21%
2	0%	3.03%	39,00%	57,58%
3	0%	4,55%	28,79%	66,67%
4	0%	4,55%	45,45%	50,00%
5	0%	2,27%	37,88%	59,85%
6	0%	4,55%	43,64%	51,82%
Average	0%	3,79%	36,75%	59,52%
Total	3,79%		96,28%	

Based on Table 11, it shows that the TPS type cooperative learning device integrated with Huyula values that has been developed meets the requirements for use in learning with an average student response of 96.28%. The results are in the Very Good criteria. Based on these criteria, it can be concluded that practical learning tools developed for use in the learning process.

Evaluation Stage (Evaluation).

This is the final stage of research into the development of the ADDIE model. At this stage, an evaluation will be carried out on the product being developed to be improved if there are still deficiencies in the think pair share (TPS) type cooperative learning device integrated with Huyula values. It can be called quality if the results of the learning device trial are valid and suitable for use and of course based on validation analysis, practical based on the implementation of learning and student responses.

This learning tool was developed to improve students' abilities by focusing on improving the affective domain which will be linked to the huyula values in Gorontalo. This is supported by researchers conducted by(Awuy, Sulangi, and Tumalun 2023),developing learning tools using the TPS learning model is a cooperative learning technique that instructs students to carry out group learning in pairs and solve problems together with group partners. By implementing the TPS learning model, the learning process becomes more interesting and more active because students are given time to think, answer, discuss and present the results of their work with their group partners.

The local culture used in the development of this TPS cooperative learning model is huyula values. Huyula, which is a term for mutual cooperation in the Gorontalo area, is in line with this opinion(Yunus 2014) which states that huyula is a culture of mutual cooperation or mutual assistance possessed by the people of Gorontalo which is carried out voluntarily with the aim of the common good in order to realize common ideals.

Efforts need to be made to instill huyula values which are the mutual cooperation tradition of the Gorontalo people. This effort can be started with habituation carried out in schools by integrating them into the learning process. Huyula culture is very important for the world of education because the benefits it brings are enormous, including being able to foster an attitude of mutual assistance and good cooperation. In line with research conducted by(Pangestika&Yansaputra2021)stated that additional

information about local culture in learning can broaden students' insight into their regional culture. This research is in line with the opinion expressed by(Handayani et al. 2022)that preserving local wisdom values can be done by internalizing these local wisdom values in education by inheriting national culture as an effort to shape the character of students with the aim of ensuring that students can maintain and implement these normative values well according to the needs of the community, nation and state.

The validity of the learning tools is measured based on suggestions and input by validators. Based on the results of validation using validation sheets by 2 validators, namely physics lecturers at Gorontalo State University. So the data obtained is good and is included in the valid category, stating that the think pair share (TPS) type cooperative learning model integrated with Huyula values is suitable for use with minor revisions. This refers to the average validation value of the learning tools obtained. Based on the input and suggestions given by the validator regarding the syllabus, lesson plans, LKPD, teaching materials and affective learning outcomes of students, it will then become a basis for revisions for researchers for further improvements, so that the learning tools developed are ready to be tested and can be used in the learning process. at school. In line with research conducted by(Arbie et al. 2021)which reveals that the validity of a product is known through expert comments and suggestions on the validation sheet. The product to be used must be validated by experts or validators to find out whether the product is valid for use or not. In line with opinion(Siregar, Holila, and Ahmad 2020) that validation of learning tools is obtained through analysis results obtained from validator entries on the validation sheet. Apart from assessing the learning tools, the validator also provides suggestions for improving the learning tools so that they are suitable for use.

The practicality of learning tools can be seen from the implementation of learning and student responses. Based on research conducted at SMP Negeri 1 Tapa which showed that at the first meeting the percentage of learning implementation was 100%, all RPP activities were carried out well. Furthermore, for the second meeting, the percentage of RPP learning implementation was 94.44%, which means that not all activities in the RPP were carried out well because the researcher forgot to provide reinforcement to students because the second meeting coincided with preparations for the August 17 activities at school. The percentage of implementation of RPP learning at the third meeting was 94.44%. At the third meeting, the researcher did not convey material information at the next meeting because the learning had ended. So we got a percentage achievement of 94.44% in the very good category. In the implementation of learning, it can be observed as to the progress of learning, especially with regard to the learning steps stated in the RPP. From the results of the analysis that has been described, it can be said that the implementation of learning in class VIII-6 of SMP Negeri 1 Tapa uses a TPS type cooperative learning device integrated with practical huyula values. In line with research conducted by(Amalina, Putri, and Aswirna 2019)that learning is said to be carried out if it reaches the minimum good criteria. Also supported by research carried out by(Dalimunthe, Mulyono, and Syahputra 2022)which states that the practicality of developing a think pair share based learning model has met the practical criteria in terms of the results of observations of the implementation of learning which was carried out very well.

Based on the results of the analysis of student responses in Table 4.9 carried out at SMP Negeri 1 Tapa, the percentage achievement was 96.28%. So it can be seen that the think pair share (TPS) type cooperative learning device integrated with Huyula values that was developed received a positive response which can be seen from the average percentage. It can be said to be practical and also included in the very good criteria and can be applied in the classroom in terms of student response

questionnaire. This is supported by(Budiati 2018)which revealed that the implementation of the TPS type cooperative learning model brought positive changes and was practically used in the classroom learning process. In line with opinions(Kusumawati 2020)who stated that in his research the student response data using the Cooperative learning model Think Pair Share type based on character education which was developed in learning was more than 70%, it was said to be positive (happy, interested and interesting), and easy to understand by students.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that the think pair share (TPS) type cooperative learning tool integrated with Huyula values meets the following qualities (Valid and Practical).

The validity of the think pair share (TPS) type cooperative learning tool integrated with Huyula values that was developed was declared valid after going through validation stages and slight revisions in accordance with the validator's comments and suggestions so that it was feasible and could be applied in learning.

The practicality of think pair share (TPS) type cooperative learning tools integrated with Huyula values in terms of learning implementation and student responses. The results of the implementation of learning during 3 meetings were 96.30% with very good criteria. The results of the student questionnaire obtained a positive response. The researcher concluded that the cooperative model of the think pair share (TPS) type integrated with Huyula values that was developed met practical criteria.

It is hoped that the think pair share (TPS) type cooperative learning tool integrated with Huyula values can be used by teachers and students which reflects local cultural values that students can implement.

Acknowledgments

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