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Application of Think Explain Apply Learning Strategies to Elementary Age Students

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ABSTRACT

We often encounter learning in children by playing, when carrying out the learning process, the teacher always uses learning strategies in the classroom. The learning strategy is the method chosen by the teacher in the learning process which can provide convenience and facilities for students towards achieving learning goals. In this study, researchers used the Think-Explain-Apply learning strategy. Think means to think, Explain means to explain, and Apply means to apply. This type of research is a qualitative research. Qualitative research is research that involves verbal data and is analyzed inductively in the form of narratives, schemes and pictures. This research was conducted at the MIS Maura El-Mumtaz school on Saturday, March 4 2023. The object of this research was the implementation of learning using the Think-Explain-Apply method for fifth grade students. The data collection techniques used in this study were observation, documentation, and interview. Observations made by observing events, motion, and processes during learning takes place. As for the results of research regarding the application of this strategy to fifth grade students, namely being able to train and improve children's thinking skills and be able to solve problems according to their abilities.

ABSTRAK

Belajar pada anak-anak sering kali kita jumpai dengan bermain, saat pelaksanaan proses pembelajaran, guru selalu menggunakan strategi pembelajaran di dalam kelas. Strategi pembelajaran adalah cara yang dipilih oleh guru dalam proses pembelajaran yang dapat memberikan kemudahan dan fasilitas bagi siswa menuju tercapainya tujuan pembelajaran. Pada penelitian ini, peneliti menggunakan strategi pembelajaran Think-Explain-Apply. Think artinya berpikir, Explain artinya menjelaskan, dan Apply artinya menerapkan. Jenis penelitian ini merupakan penelitian kualitatif. Penelitian kualitatif adalah penelitian yang melibatkan data verbal dan dianalisis secara induktif berupa narasi, skema, dan gambar. Penelitian ini dilaksanakan di sekolah MIS Maura El-Mumtaz pada hari Sabtu tanggal 4 Maret 2023. Objek penelitian ini yaitu implementasi pembelajaran dengan metode Think-Explain-Apply pada siswa kelas V. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, dokumentasi, dan wawancara. Observasi yang dilakukan yaitu dengan mengamati kejadian, gerak, dan proses selama pembelajaran berlangsung. Adapun hasil penelitian mengenai penerapan strategi ini pada siswa kelas V yaitu dapat melatih dan meningkatkan kemampuan berpikir anak dan dapat menyelesaikan permasalahan sesuai dengan kemampuannya.

PRELIMINARY

Learning is an activity carried out by someone to have competence in the form of skills and knowledge. The learning process is the process of interaction between students and educators. However, learning in children is often encountered by playing. For children, playing is an activity that is serious but fun. Playing is a fun activity for children, and playing is a need that already exists (inhern) in children. Thus, children can learn various skills happily (Putro, 2016). Playing is an activity that is chosen by the child without any coercion, for children playing is fun not because they will get prizes or praise. Through

playing and various fun games, students can optimally develop all their potential, both physical and mental, intellectual and spiritual potential in learning.

We always encounter playing activities wherever there are children, whether at school, at home, or in public facilities. Children and play are like two sides of a coin that are inseparable. Children will not be separated from playing activities and playing will not occur when there are no children who want to have fun (Rohmah, 2016). Even elementary school-age children can only sit still for about 30 minutes, the rest of the time children will tend to move and play both consciously and unconsciously.

Ideally, playing for children can be used to learn and learn many things, be able to recognize rules, be able to socialize with other people and the environment, be able to position themselves, be able to manage emotions, respect each other, cooperate, and uphold sportsmanship. However, the reality is when children play, they are too engrossed in their own world, they are very happy when playing because the world of children is indeed a world of play, some are neglected to the point of learning, some bully each other, and so on. But for adults, playing activities carried out by children are trivial and a waste of time. However, for children by playing they can develop social aspects, build creativity, and hone children's thinking skills and language in communicating. By playing, children also understand the relationship between themselves and their social environment.

One of the potentials that children have is creativity. Children's creativity can be developed through play, this is reinforced by Munandar's research (2004: 94) which shows a close relationship between playing attitudes and creativity. Vygotsky in Hartati (2005: 15-16) believes that playing directs development. Play provides a context for children to practice newly acquired skills and also to function at the peak of their developing abilities to take on new social roles, try new and challenging tasks, and solve complex problems.

In addition, to support cognitive development, play plays important functions in the physical, emotional and social development of children. Children express and convey their ideas, thoughts and feelings when involved in symbolic play. During play, children can learn to control their emotions, interact with others, resolve conflicts, and gain a sense of competence. Through play, children can develop their imagination and creativity. Therefore, playing by children and supported by teachers is an essential component of development-oriented learning (Priyanto, 2014).

Elementary school children are children aged 6-12 years, have a stronger physique, have individual characteristics and are active and do not depend on their parents. In terms of learning, elementary school children have the characteristics of happy playing, moving, working in groups, and happy to feel or do something directly (Kurniawan, 2015). The existence of teachers in education is very important, especially for the life of the nation in the midst of crossing the ages with increasingly sophisticated technology.

Ideally the teacher has duties, both those bound by the service and outside the service, in the form of dedication. If we group there are three types of teacher tasks, namely: (a) Tasks in the professional field, which include educating, teaching, and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology, while training means developing the skills that exist in students. (b) The teacher's task in the humanitarian field is that at school he must make himself a parent and he must be able to attract sympathy so that he becomes an idol for his students. (c) The task of the teacher in the social field, namely that the community places the teacher in a more respectable place in their environment because a teacher is expected to gain knowledge.

This means that teachers are obliged to educate the nation towards a complete Indonesia based on Pancasila (Sopian, 2016). In reality, this ideal has not been able to materialize in the reality of educational life in some regions of this country. This is because not all teachers are as ideal as the educators they desire. Not because of intellectual factors alone. But it could be due to several external aspects that affect teacher performance.

In my opinion, some of the obstacles that are often faced by teachers when teaching are: First, lack of preparation in teaching. Teachers who are less prepared in teaching can be detrimental to students' academic development. Before the school year begins, teachers can make lesson plans, prepare learning tools/media, and evaluate material. Second, the behavior of various students. As a teacher, it may be difficult to understand each student's characteristics, because there are many students encountered at school. But students will be happy to be given praise and attention by the teacher.

However, most teachers often forget to give praise and ignore the personality development of students when they do good, don't make trouble, and achieve achievements. As a teacher, you also have to

look at students who are not doing well in class, such as those who like to sleep in class, are noisy, or don't pay attention to the teacher's explanation. Help them to do their learning better and concentrate more in class. In order for learning in class to be conducive, students must learn to be disciplined and be responsible for the teaching and learning process in class.

Third, less interaction in lessons. Teachers who are fierce, tend to be stiff, and are not friendly with students will make their relationship feel distant. Confusion will occur in students so that students become passive, shy, and afraid to ask the teacher. The solution is that the teacher must be warm and interact more with students. This will make students not afraid and more comfortable asking questions and increase student activity in learning. The teacher must also be able to recognize various student characters so that they can provide solutions to student problems.

Fourth, students lack discipline. Both teachers and students must be disciplined with time, with assigned tasks, with learning activities, and so on. Teaching in a class where students are well disciplined will definitely feel easier than students who are not disciplined. Having students who lack discipline is a challenge for teachers.

In education, when carrying out the learning process, teachers always use learning strategies in the classroom. Hilda Taba stated that the learning strategy is the method chosen by the teacher in the learning process which can provide convenience and facilities for students towards achieving learning goals (Asrori, 2013). In this research, I applied the Think-Explain-Apply (TEA) learning strategy to the fifth grade students of MIS Maura El-Mumtaz. Students are expected to solve a problem so that the flow of thinking can be seen.

In addition, the learning strategy used should make students participate actively during the implementation of learning to solve a problem. Therefore, researchers apply Think-Explain-Apply (TEA) learning strategies to improve problem solving skills. However, in writing this article, I find it difficult to find references that discuss the Think-Explain-Apply (TEA) strategy, because indeed the strategy that I am currently studying is rarely discussed by others, therefore in the literature review that I will write, I quote from several sources whose discussion is almost similar to my discussion.

According to Lindren in Yamin (2013: 127), creative thinking is providing various possible answers or problem solving based on the information provided and sparking many ideas for a problem. This understanding focuses on many ways of solving a problem and bringing up new ideas about a problem. Each student has different creative talents so that the possible solutions or answers to a problem will also vary. The individual process for bringing up new ideas is a combination of previous ideas that have not been realized or are still in thought. This definition of creative thinking is marked by new ideas that arise as a result of this thinking process (Prasetiyo, 2014).

Ratumanan in Trianto (2010: 92) states that: Problem-based learning is an effective model for teaching higher-order thinking processes. This learning helps students to process ready-made information in their minds and compile their own knowledge about the social world and its surroundings. This learning is suitable for developing basic and complex knowledge (Tanjung, 2018). According to Sudarma (2013: 21) creative thinking is intelligence that develops within individuals, in the form of attitudes, habits, and actions in giving birth to something new and original in solving problems. In learning at school, students who have creative thinking skills will have capital in solving problems to find a concept (Pritandhari, 2017).

Creative thinking is a thinking process that produces various possible answers (Siswono & Novitasari, 2015: 2). Creative thinking is related to critical thinking. Critical thinking is very far and deep thinking, while creative thinking is simple thinking. Creative thinking is evident in the pursuit of discovery, demanding flexibility and depending on diversity, so that creative thinking resembles problem solving such as efforts to achieve creative production (Irma, et.al., 2018).

Based on the review literature above, it is known that creative thinking can provide various possible answers or problem solving based on the information provided and trigger many ideas for a problem. Thus, researchers seek to improve students' thinking skills and try to improve student learning outcomes by implementing the Think-Explain-Apply strategy in science learning for class V MIS Maura El-Mumtaz.

METHOD

This type of research is a qualitative research. Qualitative research is research that involves verbal data and is analyzed inductively in the form of narratives, schemes, and pictures (Rukminingsih, et.al., 2020). This research was conducted at the MIS Maura El-Mumtaz school on Saturday, March 4 2023. The object of this research was the implementation of learning using the Think-Explain-Apply method for fifth grade students. The data collection techniques used in this study were observation, documentation, and interview. Observations made by observing events, motion, and processes during learning takes place.

FINDINGS AND DISCUSSION

Think

Think means thinking (English-Indonesian dictionary). In the Big Indonesian Dictionary KBBI, thinking means using reason to consider and decide something. According to Purwanto (2007), explaining that thinking is an activity of the human person which results in discovery that is directed towards a goal (Komariyah & Laili, 2018). The most common definition of thinking is the development of ideas and concepts within a person.

The development of these ideas and concepts takes place through the process of establishing relationships between parts of information stored within a person in the form of notions. We think when we decide what to buy in a store. We think while trying to solve a test given in class. We think when writing articles, writing papers, writing letters, reading books, reading newspapers, planning vacations, or worrying about a friendship that has been disrupted (Lailiyah, et.al., 2015). Based on these definitions, it can be concluded that thinking is the process of developing ideas, concepts, and thoughts from the human mind.

At this stage, students think about solving the problems given by the teacher. The role of the teacher at this stage observes the activities carried out by students and provides an assessment in each activity. In this case, students are required to think critically in learning. Critical thinking means weighing all information in a logical and accountable measure (Arianti & Pramudita, 2022). Critical thinking is an intellectual process by carrying out conceptual actions, applying, and evaluating information obtained from observations (Lismaya, 2019).

With the learning model of thinking can maximize student activity in teaching and learning activities and obtain maximum results both academic and non-academic. Because with the habit of students being able to think critically and solve their own problems will be the provision for students to live the process of life, where in life there are various problems faced, and should be interpreted positively. The existence of problems (problems) given will invite students to be more active in learning, understand the content of learning, challenge thinking skills, and find the right solution (solving) for these problems (Ristiasari, et.al., 2012).

Explain

Explain means to explain (English-Indonesian Dictionary). In KBBI, explaining is explaining something clearly. The ability to think critically in the explanation aspect is closely related to students' abilities in terms of explaining results and procedures in the form of arguments. This ability can be trained on students through questions according to the learning processes that have been experienced and proven by students. Explanations are also able to convince us of the truth of the conclusions we have made.

In simple terms, it can be said that explanations provide causes, and arguments provide evidence (Nuraini & Karyanto, 2014). At this stage, students who have succeeded in solving the problems that have been given by the teacher, explain the results of their thinking. The role of the teacher at this stage is to provide corrections to the concepts students get. Corrections are needed so that students know the actual results. Students can also make corrections to the abilities they already have.

Apply

Apply means to use, apply (English-Indonesian Dictionary). According to the Big Indonesian Dictionary (KBBI), the notion of application is the act of applying. Meanwhile, according to experts, application is an act of practicing a theory for the benefit desired by a person or group (Firdaus & Hakim, 2013). According to Cahyononim in J.S Badudu and Sutan Mohammad Zain (2010: 1487) Application is a thing, method or result. Lukman Ali (2007:104) Implementation is to practice or pair. Application can also be interpreted as implementation (Salam, et.al., 2021). At this stage, students apply their understanding of

the material or problems that have been solved. The teacher will assess the limits of students' reasoning abilities.

The Think–Explain-Apply learning model is a model that can be applied in increasing the meaningfulness of learning for students which influences student achievement later. The Think-Explain-Apply learning model is a learning model that has characteristics, namely focusing on thinking skills, the ability to investigate, solve problems and observe, and is able to create a dynamic social environment among them.

The impact of this Think-Explain-Apply strategy on students is to increase their thinking skills, the ability to investigate, solve problems, and observe which is obtained by involving all the senses. The involvement of all the senses will improve students' thinking skills. Students become more creative and learning activities will be fun. The ability to create a dynamic social environment is not something easy. This ability will be formed if students get used to socializing with their environment.

The steps in Think-Explain-Apply learning are: (1) The teacher prepares learning materials and media (2) The teacher explains the material to students, then divides into groups (3) The teacher gives problems so students can find answers (4) Students think to find answers (5) Then students explain the results of their thoughts (6) The teacher evaluates student work and applies the results of student thinking in class.

Figure 1. Scheme or steps for implementing the Think-Explain-Apply learning strategy:

Supporting factors in implementing the Think-Explain-Apply strategy are the delivery of material that is easy for students to understand, there are learning media to make students more enthusiastic, and the contribution of class V students at MIS Maura El-Mumtaz. The inhibiting factors in implementing this strategy were the few journals that researched the Think-Explain-Apply strategy and the class atmosphere was not conducive so I taught them a little extra.

Figure 2. The process of explaining the material

Figure (2) above, informs the process of explaining material from the teacher to students as the first step in implementing the Think-Explain-Apply strategy. The teacher first provides learning material then forms groups and presents problems that must be solved by students.

Figure 3. Students think and discuss problems

Figure (3) above, informs the process of students solving problems that have been given by the teacher by discussing with their group mates, this process is the second step of implementing the Think-Explain-Apply strategy.

Figure 4. Students explain the results of their thoughts

Figure (4) above, informs the students' process of explaining the results of problem solving based on their thinking skills, this process is the third step of implementing the Think-Explain-Apply strategy.

Figure 5. Students stick their work

Figure (5) above, informs the process of students attaching the results of problem solving given by the teacher as a form of implementing their work, this process is the final step of implementing the Think-Explain-Apply strategy.

Figure 6. Group photo of class V students

Based on the results of observations made by researchers, information was obtained that by implementing the Think-Explain-Apply strategy in class V students could increase their thinking skills, investigative abilities, and problem solving. Students become more creative and learning activities will be fun because in this study the researchers formed groups of students, so they could work together to solve the problems given by the teacher.

Based on the results of interviews conducted by researchers with MIS class V students Maura El-Mumtaz, they said that they had used this kind of learning model before, not even once but many times. They also said that they enjoyed studying in groups, because they could solve problems together.

CONCLUSION

Based on the results of the study, it can be concluded that regarding the application of this strategy to fifth grade students, namely being able to train and improve children's thinking skills and be able to solve problems according to their abilities. The learning strategy is the method chosen by the teacher in the learning process which can provide convenience and facilities for students towards achieving learning objectives. In this study, researchers used the Think-Explain-Apply learning strategy. Think means to think, Explain means to explain, and Apply means to apply. The impact of implementing this strategy is to increase students' thinking skills, investigative abilities, and problem solving.

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