

The Effect of The Think Pair Share (TPS) Learning Model and Learning Motivation of PPKn Class VII SMPS Jerisa Mandiri

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Abstract. The aim of this study was to determine whether there was an influence of the TPS learning model and learning motivation on PPKn learning outcomes for class VII SMPS Jerisa Mandiri. This study uses a quasi-experimental research method. The research sample was class VIIA with 24 students in the experimental class and class VIIB with 22 students in the control class. Data collection techniques are learning motivation questionnaires and learning achievement tests. The results of this study: (1) there is an influence on student learning outcomes taught by the TPS learning model. (2) there is a significant influence between student learning outcomes with high learning motivation. (3) there is an interaction between the TPS learning model and students' learning motivation in improving students' Civics learning outcomes.

Kata Kunci: TPS, Learning Motivation, PPKn Learning Outcomes

1 Introduction

Education is one of the most important things in a person's life [1]. In general, education is learning knowledge (cognitive), attitudes (affective) and skills (psychomotor) to students through teaching, training, or research. The impact of education for students is that students experience changes and development both from their knowledge, attitudes and skills to become someone who has abilities, skills and becomes quality human resources for the nation and the State [2].

The current learning model is very varied, the teacher has full rights in choosing and implementing it in the classroom, each learning model has its own strengths and weaknesses and implementation steps that are different from one another [3]. Therefore, it is hoped that teachers should be able to choose or apply appropriate learning models and in accordance with the learning material that will be carried out in class [4]. One of the learning models that is very interesting in its implementation, especially in Civics learning, is the think pair share (TPS) learning model [5]. This is because the implementation of the TPS learning model is very simple, does not waste a lot of time so it will be more effective and efficient, the teacher can monitor and control more freely what students are doing, forming simple groups will bring up more ideas and ideas by each student. 6].

This can be proven from the results of student exams in the last semester where most students were unable to achieve a score (KKM), namely 75. Low student learning outcomes are influenced by low learning motivation. The low student learning outcomes can be seen from the percentage of PPKn test scores as follows:

Table 1. Percentage of Civics Semester Exam Scores for Class VII Jerisa Mandiri Middle School

KKM	Score	Total Students	Percentage(%)	Information
75	< 75	15	68,18	Not Complete Classic
	≥ 75	7	31,81	
	Amount		22	100

Based on table 1.1, it shows that student scores in Civics subjects are relatively low. This can be proven from the students' PPKn test scores. Of the 22 students, only 31.81% (7 students) were able to achieve the KKM score. Meanwhile, 68.18% (15 students) were unable to get the KKM score, which was 75. Overall, more than 50% of the total 22 students scored below the KKM score. This is certainly a concern for teachers in evaluating and improving the learning that has been carried out during the last semester so that it does not happen again in the following semester. In addition, this research is the latest research so that the results obtained are more accurate because they are adapted to the current state of education. Based on the explanation above, the researcher is very interested in doing this research.

2 Research Method

This research was conducted in class VII SMPS Jerisa Mandiri with the following considerations: (1) This school had never conducted research with the same problem; and (2) this school has problems with learning outcomes and student learning motivation in civics subjects in class VII is still low.

The research method used is a quasi-experimental method [5]. The design of this study was to distinguish the effect of the TPS learning model and the influence of the conventional learning model on Civics learning outcomes in terms of high learning motivation and low learning motivation, the treatment classes were class VIIa and class VIIb.

Before being given treatment, the researcher first gave motivation to class VIIa as many as 24 students and class VIIb as many as 22 students whose aim was to make students enthusiastic in the learning process. The treatment was carried out in two experimental classes, the class with the TPS learning model and the class using the conventional learning model [7]. Determination of the experimental class is done through a lottery. Before the teacher teaches, they are first given an explanation regarding the implementation of the treatment they will do [8]. The learning environment conditions are strived to be the same. This treatment is attempted as many as 5 (five) meetings, after completing all the topics and carrying out the learning outcomes test (post test). Then the teacher prepares the teaching material to be given, determines the learning model, sources and teaching aids used. Presentation of subject matter for students with the TPS model. Treatment control is carried out to minimize the design of the experimental validity, both internal validity and external validity.

3 Result And Discussion

A. Result

The data collected during the study was formed in a tabular format according to the needs of data analysis described in the research design, with the aim of showing the overall distribution or distribution of the data. The results of this study were presented in the form of student civics learning outcomes scores using the TPS model and student civics learning outcomes using the expository model. The following will be presented sequentially a description of the data regarding: (1) Pretest student learning outcomes, (2) results of the learning motivation questionnaire, (3) post test student learning outcomes using the TPS learning model (4) post test learning outcomes using the TPS model (5) learning outcomes using the TPS model and high motivation (6) learning outcomes using the TPS learning model and low motivation (7) learning outcomes using the TPS model and high motivation (8) learning outcomes using the TPS model and low motivation.

The research objectives were to explain (1) the effect of the TPS model on learning outcomes for class VII at SMPS Jerisa Mandiri, and (2) the effect of learning motivation on learning outcomes for class VII residents. SMPS Jerisa Mandiri, (3) Interaction of the TPS Model with learning motivation for Class VII SMPS Jerisa Mandiri.

1. Pretest Student Learning Outcomes

Before being treated using the TPS model, this study first conducted a pre-test of learning outcomes. The purpose of the pretest is to see students' initial abilities before being treated. With the pre-test, researchers can see and compare the results of learning before and after the treatment is given. Does the model applied have a significant influence on learning outcomes, especially in PPKn cooperation material in various fields of life for class VII SMPS Jerisa Mandiri. The pre-test results for class VII SMPS Jerisa Mandiri can be seen as follows:

Table 2. Pretest Data on Student Learning Outcomes

Class VII-A			Class VII-B		
Interval	Frequency	Percentage	Interval	Frequency	Percentage
48-53	2	8%	64-66	2	9%
54-59	3	13%	67-69	3	14%
60-65	4	17%	70-72	3	14%
66-71	8	33%	73-75	6	27%
72-77	4	17%	76-78	4	18%
78-83	2	8%	79-81	3	14%
84-89	1	4%	82-84	1	5%
	24	100%		22	100%

Based on Table 2, the pretest data obtained from class VIIa and VIIb students' learning outcomes. Class VIIa gets an average score of 56.67 and Class VIIb gets an average score of 68.00. From these data it can be concluded that there is a difference between the average pretest scores of the two classes.

2. Learning Motivation Questionnaire Results

Student motivation questionnaires are given to determine the extent of motivation during teaching and learning activities. Student motivation is measured through a learning motivation questionnaire. Students will be directed to fill out a questionnaire with a total of 25 statement points which are adjusted based on four choices of obsessions namely SS (Strongly Agree), S (Agree), TS (Disagree) and STS (Strongly Disagree) according to the students' own experiences.

Table 3. Learning Motivation Questionnaire Data

TPS Class			Ekspositori Class		
Interval	Frequency	Percentage	Interval	Frequenci	Percentage
58-61	2	8%	48-53	1	5%
62-65	4	17%	54-59	3	14%
66-69	5	21%	60-65	6	27%
70-73	8	33%	66-71	7	32%
74-77	3	13%	72-77	3	14%
78-81	2	8%	78-83	2	9%
	24	100%		22	100%

Based on Table 3, the questionnaire presents data regarding students' learning motivation in the TPS class and in the Expository. In the TPS class, the lowest score was 58 and the highest score was 81, while in the expository class the lowest score was 48 and the highest score was 83. In addition, students in the TPS class had an average learning motivation of 68.83, while students in the TPS class explanation has an average learning motivation of 63.50. From the data above it can be concluded that there is a difference in the mean number of students' learning motivation questionnaire scores for the two classes.

3. Post Test of Student Learning Outcomes Using the TPS

The post-test was carried out after the researcher gave treatment using the TPS model and the expository model. The purpose of carrying out the post-test is to find out the effect of the treatment or learning carried out by the researcher. The form of this influence can be seen from the results of the posttest given. The higher the student's score, the more significant the influence of the learning model implemented by the researcher.

After learning is carried out with the TPS learning model, post-test questions on the results of Civics learning for the class are given. The post-test questions include 25

multiple choice questions. The following are the results of the posttest from the class that has been studied.

Table 4. Post Test Data on Learning Outcomes Using the TPS Learning Model

Interval	Frequency	Percentage
72-76	3	13%
77-81	5	21%
82-86	5	21%
87-91	7	29%
92-96	2	8%
97-101	2	8%
	24	100%

According to Table 4 the posttest data regarding student learning outcomes in the experimental and control classes. The complete experimental class and the TPS learning model treatment class averaged 85.17, and the complete control class and the conventional learning model treatment class averaged 79.45. From the results of the data in table 4 it is concluded that there is a difference in the average post-test scores between the two classes.

4. Post Test Student Learning Outcomes Using Expository Learning Model

After learning is carried out using the expository model, post-test questions for Civics learning outcomes are given to that class. The post test questions include 20 multiple choice questions. The following are the results of the post test from the class that the research has carried out.

Table 5. Post-test data on student learning outcomes using the expository learning model

Interval	Frequency	Percentage
65-70	2	9%
71-76	5	23%
77-82	3	14%
83-88	5	23%
89-94	4	18%
95-100	3	14%
	22	100%

According to Table 5, the experimental class completes the TPS learning model treatment class on average 85.17, and in the control class the conventional learning model treatment class averages 79.45. From the data in Table 5 it can be concluded that there is a difference in the average post-test scores between the two classes.

5. Student Learning Outcomes with TPS Learning Model Based on High Motivation

The results of student learning achievement applying the TPS model. Based on high motivation and low motivation seen after doing the treatment. An overview of the results of student learning using the TPS model based on high motivation is shown in table 6.

Table 6. Student Learning with TPS Learning Model Based on High Motivation

Interval	Frequency	Percentage
84-86	5	31%
87-89	7	44%
90-92	0	0%
93-95	0	0%
96-98	2	13%
99-101	2	13%
	16	100%

Based on the results of table 5, it is known that 22 students studied using the TPS model with high motivation to get a score of 89.25.

6. Student Learning Outcomes with TPS Learning Model Based on Low Motivation

Student learning outcomes using the TPS model based on low motivation can be seen after doing the treatment. An overview of student learning outcomes using the TPS model based on low motivation can be seen in table 6.

Table 6. Student Learning with TPS Learning Model Based on Low Motivation

Interval	Frequency	Percentage
72-73	3	38%
74-75	0	0%
76-77	0	0%
78-79	0	0%
80-81	5	63%
	8	100%

Based on table 4.6 it is known that 22 students studied using the TPS model with high motivation to get a score of 89.25. Furthermore, students learn to use the TPS model with low motivation to get a score of 77.00.

7. Student Learning Outcomes with Expository Learning Model Based on High Motivation

Student learning outcomes through the application of expository models based on high motivation can be seen after being given treatment by researchers. Students are said to have high learning motivation seen from their liveliness in class. Students are enthusiastic when learning takes place, are serious in learning and have high enthusiasm when learning takes place in the classroom. In addition, students who have high learning motivation tend to be disciplined and obedient.

Table 7. Student Learning with Expository Learning Model Based on High Motivation

Interval	Frequency	Percentage
88-89	6	86%
90-91	0	0%
92-93	0	0%
94-95	0	0%
96-97	1	14%
	7	100%

Based on table 7, it is known that 22 students studied using the TPS model with high motivation to get an average score of 81.43.

8. Student Learning Outcomes with the Expository Model Based on Low Motivation

The learning outcomes of students by applying the expository learning model based on low motivation can be seen after being given treatment by the researcher. An overview of student learning outcomes through the application of the expository model based on high motivation is shown in Table 8 below.

Table 8. Student Learning Outcomes with Expository Learning Model Based on Low Motivation.

Interval	Frekuensi	Persentase
60-64	2	13%
65-69	3	20%
70-74	2	13%
75-79	2	13%
80-84	6	40%
	15	100%

Based on table 4.8 it is known that there are 24 students learning through the use of the expository model with low motivation getting an average score of 67.00.

B. Discussion

Based on the results of the study, the average learning outcomes with the TPS learning model was 85,167, while the average learning outcomes with the expository learning model was 79,455. This proves that PPKn subjects taught using the TPS learning model, especially on collaboration material in various fields of life, are higher than the expository learning model. Thus the TPS learning model can be said to have been successfully implemented in educational research, especially at the Jerisa Mandiri Middle School. Researchers provide treatment by applying the TPS learning model by stimulating students to be active, have high motivation in learning, confident, think critically and creatively in teaching and learning activities. Learning takes place in a fun way, students have the freedom to express their knowledge in the form of opinions and ideas.

This is also in line with the theory used, namely the humanistic theory [9]. The advantage of current research compared to previous research is that current research does not only apply or focus on the steps of the TPS learning model in KBM but collaborates the steps of the TPS learning model with steps in a scientific approach [10]. so that it is expected to be able to give maximum results. In addition, this research is the latest research so that the results obtained are more accurate because they are adapted to the current state of education.

Analysis through the two-way ANOVA test obtained an average learning outcome with high learning motivation of 89,250, while the average value of learning outcomes with low learning motivation was 77,000. This proves that learning motivation can affect learning outcomes in Civics subjects, especially in cooperation material in various fields of life.

The results of the research above are supported by relevant journals that learning motivation has an influence on learning outcomes so as to get better learning outcomes. Motivation is very necessary in learning because learning motivation is something that can encourage students in learning activities to achieve the desired goals [11]. Thus learning

motivation has been successfully carried out in various educational studies, especially at SMPS Jerisa Mandiri.

The results of testing the hypothesis using the two-way ANOVA for the third hypothesis, namely the interaction between learning models and motivation in influencing learning outcomes, get an $F_{count} = 8.504$ and a significant value of 0.011 with $\alpha = 0.05$. Based on the significant value of $0.011 < 0.05$ and the probability value or significant value of the learning model is $0.011 < 0.05$, it is concluded that the hypothesis rejects H_0 and accepts H_a , meaning that there is an interaction between the learning model and motivation in influencing Civics learning outcomes.

This research is supported by relevant journals that the TPS learning model and learning motivation simultaneously have an influence on learning outcomes so that good learning results are obtained. Thus the TPS learning model and learning motivation have been successfully implemented in various educational studies, especially at SMPS Jerisa Mandiri.

4 Conclusion

There is an influence from the TPS learning model that is applied to student learning outcomes by obtaining an average value of 85,167 and students who have been taught the expository learning model to obtain an average value of 79,455. The results of the analysis of variance of the two learning models show that the F count is 9,662 which is greater than the F table 3.22. Therefore, it can be seen that the learning outcomes of students who use the TPS learning model are higher than the group of students who are taught using the expository learning model.

Based on the results of calculations on the data, it can be seen that the learning outcomes of students who are taught with the TPS learning model and have good learning motivation obtain an average score of 89,250 and students who have low learning motivation obtain an average of 77,000. then the results of the analysis of variance of the two learning models show an F count of 6,476 and a sig. $0.000 < 0.05$. therefore it can be seen that groups of students who have motivation in learning obtain higher learning outcomes than groups of students with low learning motivation proven true.

There is an interaction between the TPS learning model and motivation on learning outcomes with an average score of 87,000. The results of the analysis show that $F_{count} = 8,504$ and the sig. $0.011 < 0.05$. With that, you can see the results, namely that there is an interaction between learning models that have high learning motivation on learning outcomes and have been tested for validity.

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