The Effect of Think Pair Share Cooperative Learning Model on The Learning Outcomes of Class V Students at SD Negeri 097522 Siantar

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Abstract Cooperative Learning Think Pair Share and interest in learning to student learning outcomes. Students in the fifth grade at SD Negeri 097522 participated in the study. This research was a Quasi Experimental Design type. Data analysis using SPSS 22.0 with 2x2 factorial. The instruments used are Civics learning outcomes tests and learning outcomes instruments. This study aims to analyze: (1) The model of shared learning has more of an impact than the more traditional method of individual instruction; (2) Students with higher learning outcomes also demonstrate greater growth in their civics knowledge than students with lower learning outcomes (3) cooperative learning model interactions and (4) student learning outcomes in influencing student Civics learning outcomes. The study's findings indicate: (1) Grade 5 SD Negeri 097522 Siantar students' civics knowledge is improved through the use of the cooperative learning model; (2) Students who show a strong motivation to learn fare better than those who don't when it comes to acquiring knowledge of civics; (3) Student learning outcomes in Civics at SD Negeri 097522 Siantar are influenced by the cooperative learning model.

Keywords: learning outcomes, cooperative learning model, TPS

1 Introduction

The place where human resources can be developed and improved is in the educational environment. Human minds, hearts and hands can be prepared for a brighter future through learning. The education system of a nation is one of its most valuable assets. The field of education has received a lot of focus in recent years as a means of raising the standard of teaching provided to students. Better educational processes can help raise standards and quality.

Education in accordance with Law No. 20 of 2003, which stipulates the National Education System, is “a deliberate and integrated effort to create a learning atmosphere and learning process” that helps students “actively develop” traits such as “religious spiritual strength” , “independence of control”, “personality”, “intelligence”, “noble”, and “skills needed by himself, society, nation and state”. According to the definition of education contained in Law Number 20 of 2003, education is a deliberate and planned effort, where the teaching and learning process in schools is not a process that is carried out haphazardly and haphazardly but strives for everything that is done by teachers and students. student. directed to achieve learning objectives.

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There are several causes for the low academic achievement of students. Students themselves are internal factors, while the learning environment, teachers, and school physical plants are all external factors. The teacher's skill in applying an effective learning model is one of the external factors that can affect student progress in the classroom. Teachers are critical to the success of the learning process in this setting. The teacher's role in learning management is to foster an attractive classroom climate in which students are not bored or discouraged by the material being discussed. It is possible to see one of the teacher's responsibilities as engaging in some kind of activity with the class which has the dual purpose of teaching and inspiring its students.

According to Muchith (2017: 73), constructivism theory, which is defined as the process of building knowledge through a series of experiences, defines an innovative, inspiring, and interactive learning process. [1]The Think-Pair-Share-Type Cooperative Learning Model is a teaching and learning approach that relies on student collaboration and is considered to improve academic performance. This educational approach places emphasis on activities that foster a sense of student agency in a caring and supportive environment. Students are expected to actively participate in learning as a group by conducting independent research for relevant content. The Think Pair Share learning model prioritizes creating a classroom where every student feels valued, safe, and comfortable so that they can achieve their full academic potential in the classroom.

2 Method

The design of this study is experimental and uses a 2x2 factorial layout. The think-pair-share collaborative education model is the independent variable here. Student learning outcomes classified as high or low become the moderator variable in this study. Observing the tendency of student learning outcomes in learning during the learning process can reveal students' interest in learning.

The purpose of the test is to ascertain how well students have internalized the subject matter. The learning outcomes test refers to the Civics subject with the theme "Globalization". Learning outcomes test in the form of multiple choice as many as 10 questions. If the answer is correct, it receives 1, and if it is incorrect, it receives 0. Validation, reliability, difficulty, and other tests of varying power are performed before the actual test questions are distributed.

The sample in this study was taken as a whole population, namely a total of 54 students, evenly divided between classes IV-A and IV-B (27 each). Class IV-A acted as the research experimental group, and they were instructed to use the think pair share cooperative learning model, while class IV-B served as the research control group and was guided by a direct teaching style.

In conducting this research, the writer will do the following things:

1. Carry out Preliminary Study

Conduct a preliminary study to obtain the problems that are being experienced by teachers and students and determine the research sample. Next, arrange a schedule with the class teacher to conduct experiments.

2. Carry out pre-test (initial test)

A pre-test is given before starting the lesson in the class to be sampled. The purpose of this exercise is to ensure that all students start at the same level and to measure their level of understanding in the Freedom of Expression material.

3. Conducting teaching treatment for both classes

Learning using the Cooperative TPS model in the experimental class while in the control class is learning by using a direct teaching model.

4. Carry out post-test (final test)

[1] Mutchit, 2017. *Pengembangan Keterampilan Sosial Anak* Jurnal Komunikasi dan Pendidikan 6 (2) : 73:78.

A post-test is administered after the instruction has concluded to determine how well students have internalized the concepts covered. In addition, the results of subsequent examinations are fed into a statistical procedure known as hypothesis testing.

Testing the truth of a study requires the right method to analyze the data. These data were analyzed using inferential statistics. In this study, the hypothesis was tested using Two Way Anova (also known as ANOVA) at a significance level of 5%. Before we run the two-way ANOVA, the normality and homogeneity tests of the data which are part of the requirements analysis check are run first.

To ensure that the data were normally distributed, the Shapiro-Wilk test was used, and the significance level was set at 0.05. If the significance level of the normality test is greater than 0.05, the data is considered normally distributed. The data are not normally distributed, if the significance level is less than 0.05. At the same time, Levene's test was performed on the data to ensure the data was consistent, setting the significance level at 0.05. If the significance level of Levene's test is greater than 0.05, the data is assumed to be homogeneous. On the other hand, inhomogeneous data are indicated by the sign sig. value < 0.05. SPSS version 23 was used to check whether the data were normally distributed and otherwise homogeneous. After verifying that SPSS can handle the data, a two-way ANOVA is performed.

Measurement of student learning outcomes using pretest and posttest with the same questions but different time spans for the distribution of tests. In the control group, students obtained an average score of 51.11 in the pretest for Civics learning outcomes, while in the experimental group the average was 54.07. Students in the control group had significant learning outcomes as measured by the pretest. H0 is accepted because (=0.059) is greater than (=0.05), and sig. (=0.073) is greater than (=0.05) in the experimental class students. That is why the Control and Experiment groups are normally distributed.

Significance indication, both data sets of student learning outcomes. Because the value (= 0.861) is greater than the threshold (= 0.05), H0 is accepted. This indicates that the variance of the two samples is homogeneous. The average post-test score of student learning outcomes in the Control Class is 57.04 and in the Experiment class is 64.81.

The post-test results of the control group students showed significant learning outcomes. H0 is accepted because (=0.059) is greater than (=0.05), and sig. (=0.073) is greater than (=0.05) in the experimental class students. Both sets of information on student learning outcomes on the assessment have a significant value. Because the value of sig. (= 0.861) is greater than the value of (= 0.05), H0 is accepted. Based on this, it can be concluded that the two samples have homogeneous variance. Based on the results of the prerequisite tests that have been carried out and it is stated that, the average learning outcomes and therefore, it can be continued to test the statistical hypothesis with two ANOVA.

Based on the SPSS output, it is obtained that F_count (=2.068) > F_table (=4.03) and sig. (=0.00) < (=0.05), The results of the analysis of variance are in Table 4.11. The learning model has a significance value of 0.00. shows that students who are taught Civics using a cooperative learning approach learn higher than their peers who are taught using a direct instruction approach. This is because at the 5% significance level, the results of hypothesis testing can reject H0 or accept Ha, depending on the sig value. 0.00 < 0.05.

3 Result and Discussion

The learning model is a stage, plan, process designed in shaping the curriculum carried out in educational resources designed to be used in the long term, and guides learning that is used as a reference for teachers in achieving educational goals. Learning models are things that must be prepared before doing learning.

Saragi (2014:119) The purpose of constructivist theory is to explain in depth how children learn art through play, and how constructivism relates to play theory in children's learning.[2]

According to Khairani (2013:3) "learning can be defined simply as any effort or pursuit with the ultimate goal of changing individual characters by influencing their thoughts, feelings, and actions".[3]

The above point of view shows that learning is a mental process that culminates in the acquisition, storage, and application of information to bring about changes and improvements in one's behavior.

Students who do not master a subject or who have not mastered certain concepts in TPS Learning can explain it by their partner. If students still don't understand, try to explain it to them in a straightforward, everyday manner. TPS training can increase a person's capacity to articulate thoughts and evaluate them based on the thoughts of others. Educate students to respect themselves and others while accepting their flaws and those of others. Students can learn to test their knowledge and understanding and improve with the help of teachers and peer feedback.

Specifically, the TPS method divides learning into three stages:

Step 1 – Thinking: The teacher asks questions about the central government system, for example the definition of government, and state institutions. Each student is given one minute to find a solution or analyze their own problem.

Step 2 – Pairing: Next, the class is asked to form pairs or small groups to discuss the topic being discussed.

In this step, students and their partners can exchange ideas about the central government, as well as state institutions. If a question is asked or a problem is identified, the group can work together to find a solution during this time. Teachers usually give students 4 or 5 minutes to pair up.

Step 3 – Sharing: The final step is to divide the class into pairs, and the teacher asks them to collaborate for the whole class on government materials and components of government in Indonesia. The most efficient way to achieve this is for teachers to move from pair to pair throughout the class, allowing at least one member of each pair to report.

At this sharing stage, the pairs read their partner's opinion in front of the class and the other pairs will listen to the opinion read by the pair or respond, in addition to responding to the partner who can also provide input to the pair who reads it.

The skills and knowledge acquired by students are known as learning outcomes obtained after following a learning process. Because this knowledge is now embedded in the student's way of life, It will follow them throughout their lives. Whether it's a business venture, personal endeavor, or anything else, the end result of your work will always be evaluated. This applies not only to the work you do for your business, but also to the work you do in class. Changing one's behavior is the end result of a learning process, while the activity or effort needed to bring about that change is learning itself.

According to Hamalik (2014: 30) suggests that when someone has learned, they will change their behavior in several ways, moving from ignorance to knowledge or confusion to understanding. [4]Written, oral, and performance assessments are several forms of planned assessment that can be used to measure learning outcomes, as stated by Sudjana (2013: 276).[5]

So it can be concluded from the discussion above that what students actually learn are abilities and knowledge that are measurable as a direct result of engaging in learning activities that cause them to adjust their way of thinking and which can be measured quantitatively through the provision of appropriate tests. . The extent to which students demonstrate mastery of a topic can be measured in terms of the learning outcomes assigned to that material.

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[2] Saragi, Daulat. 2014. *Konstruktivisme Jean Piaget Dalam Teori Bermain, Suatu Pembelajaran Seni Pada Anak*.Jurnal Pendidikan unimed.ac.id,119-124.

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[5] , Nana. (2014). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosda Karya

According to the author, theoretical and abstract strands dominate in the cognitive domain, which means that knowledge will eventually become the universal criterion used by educators to evaluate students' mental abilities. A sub-taxonomy of cognitive domains expresses mental activity that typically begins at the knowledge level and progresses to the highest level of the domain, evaluation. Attitudes and interests, motivations, feelings, emotions, and moral characteristics are all important components of a well-developed student, and this is what the affective domain focuses on. Students will show various behaviors that show the characteristics of affective learning outcomes.

4 Conclusion

Research and discussion of previous research resulted in the conclusion that students who used the Think-Pair-Share cooperative learning model achieved better learning outcomes than students who used the direct learning model. Statistically, there is no significant learning model above 0.00. Therefore, the Think-Pair-Share cooperative learning model is superior to direct learning, as sig. Alternative (Ha) is accepted and the null hypothesis (H0) is rejected if the p value is less than 0.05 at the 5% significance level.

References

[1]Hamalik,oemar. (2017*). Dasar-dasar Pengembangan Kurikulum.* Bandung : PT. Remaja Rosdakarya

[2]Khairani, Makmum. (2013). *Psikologi Belajar*. Yogyakarta: Aswaja Pressindo.

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