

The Influence of Learning the TPSR (Teaching Personality and Social Responsibility) Model on Creative Thinking and Responsibility in Educational Evaluation Courses

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Abstract. This research knows about the learning of the TPSR model towards creative thinking and student responsibility in the Teaching Evaluation course of the PGSD FIP UNIMED program. The type of research carried out is experimental research. This research framework uses preliminary and final results. The place of research is the PGSD FIP Unimed research program. The sample for this study consisted of 40 students. Data collection techniques in this study used research instruments in the form of questionnaires prepared and validated by experts. The results showed that the individual learning model of social responsibility provided students creative thinking results with a significance value of 0.000. In addition, the TPSR learning model also provides student responsibility results with a significance value of 0.006.

Keywords: TPSR Model, Creative Thinking, Responsibility

1 Introduction

One of the factors that must be improved is of course the ability of students who study in Educational Institutions and Educational Personnel (LPTK) who of course will plunge directly into the world of education after they complete their studies. The importance of this preparation is because after students become alumni, they will become role models in the world of education.

Daryanto (2005: 58) suggests that the purpose of learning is to describe the knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of behavior that can be observed and measured. Sani (2014) suggests that creative thinking is the ability to develop unusual, quality, ideas according to the task. And it is self-development of new ideas that have good quality. Basically, there are many learning models that can be used to improve creative thinking skills. However, in this case the

researcher chose because this model is claimed to be one of the models that can improve or change affective aspects as a whole, such as attitudes of responsibility, self-efficacy, morals, character.

From the observations during the lecture, the educational evaluation course took place, students who attended the lecture, there were still many students who did not show an attitude to responsibility during lectures. This can be seen when lecturers give assignments, many students are late in collecting their assignments. Even students who have submitted assignments only rely on assignments that already exist on the internet, not based on the results of their thoughts.

Of course, to be able to think creatively, students must first instill an attitude of responsibility in themselves. Because thus students will feel they have an obligation that they must fulfill, namely a change in themselves. By changing themselves, it will have an impact on the attitude of how students socialize with the creative thoughts they have obtained.

Haryati (6:2017) said that in the learning process there are several terms, one of which is the learning model. The Learning Model is part of the learning structure in which there are approaches, strategies, methods and learning techniques. The learning model is a picture from beginning to end that educators will implement to students during the teaching and learning process.

Rusman (136: 2011) suggests that the learning model can be used as a pattern of choice, this means that teachers can choose a suitable and efficient learning model to achieve their educational goals.

The Hellison Learning Model (2003) develops the affective realm of students, namely personal and social responsibility or commonly referred to as TPSR. TPSR (Teaching Personal and Social Responsibility) Learning Model is a combination of TPS (Think Pair Share) cooperative learning, which is a learning model designed to influence classroom interaction. Trianto (81: 2010) stated the steps include: think, pair, and share (Azlina, 2010: 24) and according to Crawford in the journal Kusumawardani (2015), the REACT contextual learning model (relating, experiencing, applying, cooperating, and transferring), namely students are encouraged to connect (relating) learning material with daily problems they have experienced (experiencing) and cooperate (cooperating) in applying (applying) material learning to solve problems and use in everyday life (transferring).

The TPSR model is described in terms of co-curricular beliefs, goals, and strategies. Beliefs include teaching life skills and values as part of the physical activity of participants' lives, using gradual learning strategies, and respecting oneself, strength, opinion, and decision-making capacity.

Harriman (2017: 120), creative thinking is a thought that seeks to create new ideas. Creative thinking is a series of processes, including understanding a problem, making guesses and hypotheses about the problem, seeking answers, proposing evidence, and finally reporting the results. Santrock (2002: 327) creativity is the ability to think about things in new ways and give birth to a unique solution to problems. The study of creativity refers to individual or social creativity. Personal creativity refers to creating something new in relation to the person who created the product. Social creativity refers to something useful related to the social or cultural environment in which it is produced.

Solso (2007) creativity is one of the factors that support problem solving. Creativity is a cognitive activity that produces a new way of looking at problems or solutions. A creative person will be able to devise many ideas or alternatives to everything that helps solve his

problem. There are problems that demand to think creatively, such as problems in creating something new, problems in anticipating an event. So in solving a problem or producing something new, someone must also be able to think creatively.

In the big dictionary Indonesian responsibility is a state in which it is obligatory to bear everything so that the obligation bears, bears responsibility, bears everything or gives responsibility and bears the consequences. Responsibility by definition is human awareness of both intentional and unintentional behavior or actions (Rochma, 2016: 36).

The characteristics of a responsible child according to:

1. Perform routine tasks without having to be told
2. Can explain what it does
3. Not blaming others excessively
4. Able to make choices from several alternatives
5. Can play or work alone with pleasure
6. Can make decisions that are different from the decisions of others in the group
7. Have some suggestions or interests that are pursued.
8. Respect and respect the rules
9. Can concentrate on complex tasks
10. Work on what it says it will do.

2 Method

In this research, the research method used is an experimental method. Where the final results of the study can be obtained after testing the variables contained in it. This study aims to see the extent of the influence of the TPSR learning model on PGSD FIP Unimed students who take educational evaluation courses.

To see if there is an influence between the two variables, it will be measured with instruments that have been prepared before. The instruments that will be given to students are first validated by learning experts. The purpose of validation is so that the instruments used are really in accordance with what is the purpose of conducting research.



Fig. 1. Research Design

3 Result and Discussion

Data on the results of student creativity and responsibility are obtained by collecting the results of questionnaires that have been distributed. The results of the questionnaire consist of the results of the pre-test and post test questionnaires. The results of the calculation of the pre-test questionnaire are as follows:

1. The results of the calculation of the creative thinking questionnaire

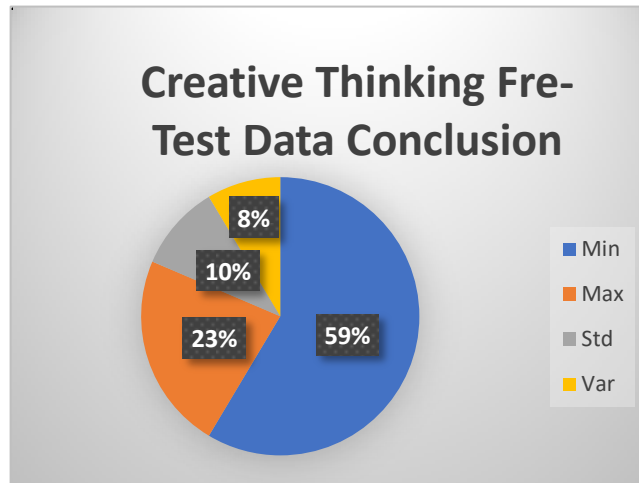


Fig. 1. Creative Thinking Fre-Test Data Conclusion

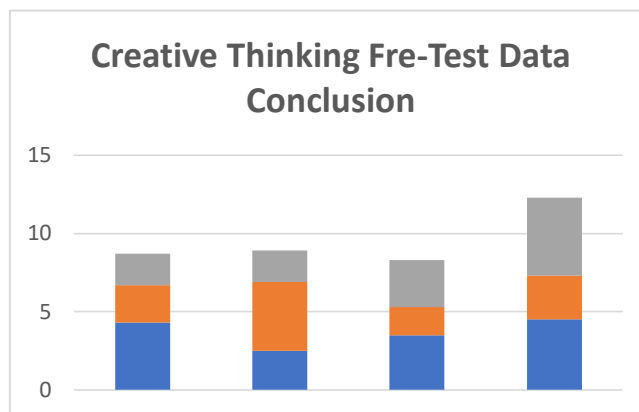


Fig. 2. Creative Thinking Fre-Test Data Conclusion

Scores before, after the TPSR learning model is given to students. The provision of learning models before and after will greatly affect the results of the questionnaire filled out by students. The average result of the student questionnaire before being given treatment was 53.27 while after being given treatment increased to 74.95. In addition, an increase was also seen in the maximum score obtained by students, where before the learning model was given, the maximum value was 73, while after being given treatment, the maximum value of the student questionnaire results became 99.

2. Responsibility Questionnaire Calculation Results

To find out the extent of the influence of the TPSR learning model on student responsibility, it is done by distributing. The conclusions of student responsibility questionnaire that have been obtained are as follows:

Table 1. Conclusion of the calculation of the fre-test questionnaire responsibility

Average	49.425
Min	44
Max	61
Std	4.898391
Var	23.99423

Table 2. Conclusion of post-test questionnaire calculation of responsibility

Average	57.425
Min	45
Max	77
Std	8.484941
Var	71.99423

Scores before, after the TPSR learning model is given to students. The provision of learning models before and after will greatly affect the results of the responsibility questionnaire filled out by students. The average result of the student questionnaire before being given treatment was 49.42 while after being given treatment increased to 57.42. In addition, the increase was also seen in the maximum score obtained by students, where before being given the learning model, the maximum value was 61, while after being given treatment, the maximum value of the student questionnaire results became 77.

Scores before after the TPSR learning model is given to students. The provision of learning models before and after will greatly affect the results of the responsibility questionnaire filled out by students. The average result of the student questionnaire before being given treatment was 49.42 while after being given treatment increased to 57.42. In addition, the increase was also seen in the maximum score obtained by students, where before being given the learning model, the maximum value was 61, while after being given treatment, the maximum value of the student questionnaire results became 77:

a. Creative Thinking Hypothesis Testing

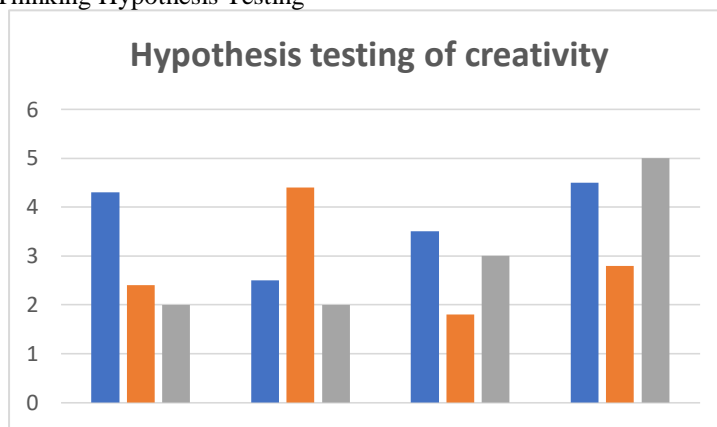


Fig. 3. Hypothesis testing of creativity

From the results of hypothesis testing, it can be concluded that based on the results of calculating the Paired samples Test regarding the influence of the TPSR learning model on students' creative thinking, it can be seen this can be seen from table 5. i.e. the significance value is 0.000

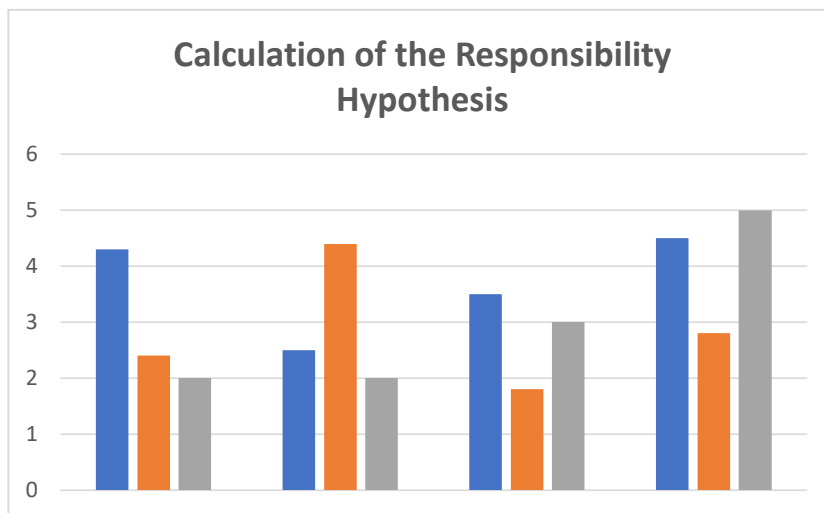


Fig. 4. Calculation of the Responsibility Hypothesis

From the results of hypothesis testing, it can be concluded that based on the results of calculating the Paired samples Test regarding the influence of the TPSR learning model on student responsibility, it can be seen that the personal and social responsibility teaching learning model has an influence on student responsibility, this can be seen from table 6, namely the significance value is 0.006.

4 Conclusion

From the results of research that has been done, it can be seen that this TPSR learning model is one of the learning models that has an impact on student thinking patterns. This change in mindset is in line with the actions and attitudes taken by students before and after being given a learning model. The influence of the learning model on the intended variables is in line with that expressed by experts where the structure of the TPSR model more specifically includes direct teaching, group discussion, peer instruction, cooperative learning, individual tasks (independent work), personal reflection, and decision making (decision making). Seeing the structure in TPSR will certainly have an impact on how students think during lectures which in the end they think that learning is their own responsibility so that students will confidently express the new thoughts they get.

According to Sani (2014) stated that creative thinking is the ability to develop unusual, quality ideas, according to the task. And it is self-development of new ideas that have good quality. The TPSR learning model is one of the learning models that aims to teach personal

responsibility to each student who is given the TPSR model. With the provision of this learning model, it has an influence on individual self-change so that there is an impetus in him to make changes towards a better direction. Likewise, in the research that has been conducted, by providing the TPSR learning model to students, there is a significant influence on student responsibilities in lectures.

This change in responsibility can be seen during the lecture process where initially many students who only came, sat and listened to the material given by the lecturer changed to be more active because students felt that they had responsibilities during lectures and after becoming alumni later. In addition, changes are also seen when students are given assignments that were initially just finished and copied from the internet after they were given learning with the TPSR model, changes in attitude towards the tasks given for the better because many tasks have been done in their own language and carried out by discussing between fellow students.

From the results of the research obtained, it shows that the TPSR training model given to students affects students' creative thinking skills and responsibilities. This is because lectures are carried out with learning scenarios in accordance with the TPSR model. This study begins by explaining the purpose and purpose of providing learning models in research. The implementation of the research is carried out in accordance with the design in accordance with what has been stated in the research methodology, namely by providing a pre-test first to the sample. Pre-test administration aims to determine the initial condition of the sample to be studied.

The provision of TPSR learning model was carried out for 4 meetings. During the research, the learning process is carried out according to the learning scenarios that have been prepared before. After the lecture with the TPSR model is completed, then all samples are given a post-test to see if there is an influence before and after giving the learning model to students.

If you look at the results of the pre-test and post-test, it can be seen that students experience changes after being given treatment. The changes experienced by students cannot be separated from the sincerity and discipline of students in following the research provided. By often providing learning models, of course, it will make students' ability to think creatively and have good responsibilities will increase due to the habituation carried out during lectures.

Based hypothesis testing on the influence TPSR on students' creative thinking skills and responsibilities between independent and bound variables, it is proven that both variables have a significant influence.

Conclusion

Based on the research that has been done, conclusions can be drawn as follows:

1. The learning model affects students' creative thinking skills.
2. Model teaching responsibility affects increase in student responsibility

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