

Improving Learning Outcomes by Using Think Pair Share (TPS) Cooperative Learning Model at Primary School Students

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Abstract

This classroom action research was conducted to improve the learning outcomes of Civics by applying the cooperative model of Think Pair Share (TPS) type on V grade students that consists of 24 students. Improving PKN learning outcomes by applying cooperative learning model Think Pair Share (TPS). Factors that led to the improvement of Civics learning outcomes with the application of Think Pair Share (TPS) Student Class V SDN 003 Bangkinang. The research subjects of Grade V students are 24 students. The result of the research is the improvement of learning result before the action is done to cycle I and II. Before the students' learning outcomes were classified as "Low" with a percentage of 41.7%, there was an increase in cycle I with a percentage of 62.5% "High". While the students' learning outcomes in cycle II an increase with the percentage of 91.7% "Very High", evidenced by the application of Think Pair Share (TPS) can improve the learning outcomes of Civics Student Class V SDN 003 Bangkinang. It can be seen from the increasing student activity in the learning process by applying Think Pair Share (TPS). then it can be with the application of Think Pair Share (TPS) can increase student learning outcomes of grade V SD 003 Bangkinang.

Keywords: Learning Outcomes (cognitive aspect); Civics; Think Pair Share (TPS)

1. Introduction

Citizenship Education Subjects are subjects that focus on the formation of citizens who understand and can exercise their rights and obligations to become good, intelligent, skilled, and character citizens who are mandated by Pancasila and the 1945 Constitution. Citizenship Education is a subject that focuses on the formation of self that varies in terms of religion, socio-cultural, language, age, and ethnicity spread in villages, cities, and the archipelago. PKN subjects are also intended to equip students with basic manners, knowledge, and abilities concerning relations between citizens and the state as well as preliminary education in the defense of the state to become a reliable citizen (Sawirman, 2016). In realizing the goal of citizenship education is not easy in delivering learning that prioritizes cognitive aspects. According to Tuken (2016) because Civics subjects are still very broad and require a lot of concept development so that to achieve good and effective learning outcomes there is no doubt that educators must understand and apply learning models that are correct and following with the material being studied.

However, based on the observations made, the results show that even though the teacher has delivered the material to the maximum in learning by using several models, methods, or approaches that have been applied by the teacher. However, it turns out that in this Civics learning there are still some students who have not yet completed that is where students have not reached the Minimum Criteria Completion (KKM) set by the School which is 75. Based on observations in class V of Bangkinang Elementary School 003 there were encountered several problems in Civics lessons namely, 1) Learning outcomes obtained by students are not optimal, seen from the evaluation value especially in PKN lessons, out of 24 students, only about 10 students or 41.7% who scored above 75 have been determined and the remaining 14 students or 58.3% have not reached the value of the Minimum Completion Criteria (KKM) is 75, and 2) Students find it difficult to understand the material conveyed by the teacher in the class, it can be seen that more than 14 students or 58.3% cannot answer the questions given by the teacher.

Based on the symptoms above, PKN learning outcomes obtained by students are not optimal. It is seen that only about 10 students or 41.7% of the 24 students in the 2015/2016 Academic Year who scored above 75 have been determined and the remaining 14 students

or 58.3% have not yet achieved the specified 75 Complete Minimum Criteria (KKM). This is likely to be influenced by the way teachers teach that does not attract students' attention.

From the problems above, the writer applies a learning method that is using the Think Pair Share cooperative learning model. The reason for choosing this cooperative learning model is caused by activities in this learning model of students to help each other and cooperate. Thus it can make it easier for students to understand the material being taught. The advantage of the learning model in PKn learning is that students actively engage in activities, allowing students to understand the topic then share with their friends about topics that Civics train intellectuals and student cohesiveness.

Hamalik (2010) suggests learning is a process of changing individual behavior through interaction with the environment. The definition of learning according to Hamalik is nothing but the change in individual behavior. Thus learning is an instrument towards the expected change. Changes can occur through learning experiences that are prepared in a programmed and planned manner so that the types and forms of change as learning outcomes have been designed. Paul Suparno in Sardiman (2011: 38) suggests several principles in learning as follows: 1. Learning means finding meaning. Meanings are created by students from what they see, hear, feel, and experience. 2. The construction of meaning is a continuous process. 3. Learning is not an activity of collecting data but is a development of thought by making new understandings. Learning is not the result of development, but the development itself. 4. Learning outcomes are influenced by the experience of the subject learning with the physical world and its environment. 5. A person's learning outcomes depend on what is already known, the subject of learning, purpose, motivation that influences the process of interaction with the material being learned. Someone who is studying means that he is carrying out an activity or activity that involves two elements, namely the soul and body, (Djamarah, 2011: 3). Sudjana (2005: 50) suggests elements contained in the three aspects of learning outcomes, namely learning outcomes in the cognitive field, learning outcomes in the affective field, learning outcomes in the psychomotor field. According to learning outcomes (Dimiyati, 2002) are the results of an interaction between learning and teaching. From the teacher's side, teaching action ended with the learning evaluation process. In terms of students, learning outcomes are the ending and the peak of the learning process. Learning outcomes, for the most part, are thanks to the actions of the teacher, an achievement of teaching goals. In another part is an increase in students' mental abilities. The learning outcomes are differentiated into the impact of teaching and the impact of accompaniment. The impact of teaching is results can be measured, as stated in report cards and the impact of accompaniment is the application of knowledge and abilities in other fields, a transfer of learning.

Learning outcomes are abilities possessed by students after they have acquired their learning experience. The process of assessment of learning outcomes can provide information to the teacher about the progress of students to achieve their goals through learning activities. Furthermore from the information the teacher can arrange and foster further student activities, both the whole class and the individual.

Based on the explanation above, it can be concluded that the learning outcomes or learning achievements are the results achieved by a student after learning. While learning outcomes are achievements achieved by a student after attending learning. Student PKn learning outcomes are said to increase if the number of students who reach the Minimum Completion Criteria (KKM) after the action is more than before the action.

This structure requires that students cooperate, complement each other, and interdependently in small groups cooperatively. According to Slavin (2008), the Think Pair Share learning model is a simple but very useful model developed by Lyman from the University of Maryland. This model places education as a facilitator, not as an information giver. Think Pair Share learning is included in cooperative learning strategies.

Cooperative learning with Think Pair Share (TPS) type is a learning process that combines the learning process of collaboration in groups sharing with the whole class what they have done that aims to improve learning outcomes of Civics. Type is one approach that emphasizes the use of certain structures designed to influence patterns of student

interaction. The structure developed by Kagen is intended as an alternative to traditional class structures. This structure also requires students to work with each other in small groups. Kagen divides this structural approach into two types. One of them is the Think Pair Share (TPS) type. Kunandar & Si (2007) describes the steps of Think Pair Share as follows: 1. Thinking (Thinking), namely the teacher asks questions or issues related to the lesson, and students are given one minute to think for themselves about the answer or issue. 2. Pairing (Pairing), namely the teacher asks students to pair up and discuss what has been thought. Interactions during this period can produce joint answers if a specific issue has been identified. Usually, the teacher allows no more than 4 or 5 minutes to pair up. 3. Sharing, namely the teacher asks the couples to share or work together with the class as a whole about what they have talked about. This step will be effective if the teacher goes around the class from one partner to another so that a quarter or half of the couples get the opportunity to report.

Kunandar (2007: 367) further stated that TPS developed by Frank Lyman and his colleagues from the University of Maryland were able to change the assumption that the recitation and discussion model needed to be held in the overall class group setting. This gives students time to think and respond and help each other. Kunandar (2007: 367) describes the steps of Think Pair Share as follows: 1. Thinking (Thinking), namely the teacher asks questions or issues related to the lesson, and students are given one minute to think for yourself about the answer or issue. 2. Pairing (Pairing), namely the teacher asks students to pair up and discuss what has been thought. Interactions during this period can produce joint answers if a specific issue has been identified. Usually, the teacher allows no more than 4 or 5 minutes to pair up. 3. Sharing, namely the teacher asks the couples to share or work together with the class as a whole about what they have talked about. This step will be effective if the teacher goes around the class from one partner to another so that a quarter or half of the couples get the opportunity to report.

Whereas according to Majid (2013: 191-192) argued that TPS grew out of cooperative learning research and waiting time. This approach is an effective way to change discourse patterns in the classroom. This strategy challenges the assumption that all recitations and discussions need to be carried out in the settings of the entire group. TPS has procedures that are explicitly set to give students more time to think, answer, and help each other. Research by Rafli (2016) shows that cooperative model learning Think Pair Share can motivate students to learn PKn more passionately, improve the learning process, and learning outcomes.

Based on the background above, the researchers are interested in researching with the title "Improving Civics Learning Outcomes by Using Think Pair Share (TPS) of Primary School Students." Based on the background of the above problems, the formulation of the research problem is "How do PKn learning outcomes improve with the application of models cooperative learning Think Pair Share Class V Students of SDN 003 Bangkinang?" Based on the formulation of the problem in this study, namely to (1) Improve PKn learning outcomes by applying the Think Pair Share cooperative learning model Class V Students of SDN 003 Bangkinang. (2) Describe the factors that cause an increase in Civics learning outcomes by applying the Think Pair Share cooperative learning model of Grade V students of SDN 003 Bangkinang.

2. Method

This study knows the increase in learning outcomes of fifth-grade students of SDN 003 School through the application of the cooperative learning model Think Pair Share classified into classroom action research by processing data qualitatively. According to (Arikunto, 2006) classroom action research is a reflection of learning activities in the form of an action that is deliberately raised and occurs in a class together. The action is given by the teacher or by the direction of the teacher conducted by the student.

Class action research has four components, namely: planning, implementing actions, observing, and reflecting. The four stages in the action research are elements for making a cycle, which is one round of successive activities that returns to the original step (Figure 1).

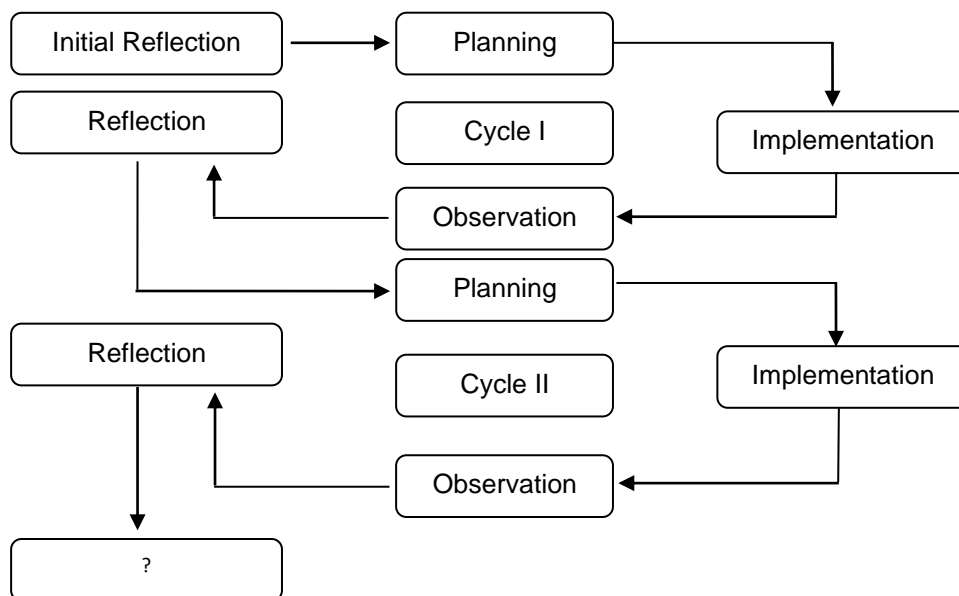


Figure 1. Classroom Action Research Cycle (Arikunto, 2008)

Action research was developed to find solutions to social problems including actions. Action research begins with a systematic study of problems (Kemmis and Taggart (Arikunto, 2006). The results of this study serve as the basis for developing a work plan or action to overcome the problem.

This research took place at the Bangkinang Elementary School 003. Following the competency standard (SK) and basic competencies (KD) set by the center, this study will be carried out in the even semester of the 2015/2016 academic year. This research was conducted in April - May 2015. The objects in this study were all students of Class V of SDN 003 Bangkinang School, totaling 24 students consisting of 13 male students and 11 female students.

Data Collection Techniques are Observation, Test, and Documentation. Learning outcomes tests are conducted to determine the increase in student learning outcomes after Civics learning with material Forms of a joint decision. Observation through observation and documentation is done to see the activities of teachers and students.

3. Result and discussion

3.1 Result

a. Pre Cycle

Learning outcomes obtained before the action with a percentage of 41.7% means that the learning outcomes are in the interval 40% -55% with the category "Low". Students who complete only 10 people out of 24 students, this number has not reached the Minimum Completion Criteria (KKM) set by the school. Therefore the authors need to do corrective actions, namely in the first cycle and the authors expect an increase in student learning outcomes after the first cycle, in this study, the authors apply the Think Pair Share (TPS) cooperative learning model.

b. Cycle I

In the first cycle, 14 students completed and 10 students did not complete from 24 students. After implementing the Think Pair Share (TPS) cooperative learning model, student learning outcomes increased in the first cycle classified as "High" with classical completeness 62.5%, at intervals of 56% -75 % with an average value of 75. This shows that there is an increase from the data before the action to cycle I. Based on the data that has been known by the researcher there has been an increase in students at the time before the

action was taken towards student learning. In the researcher, it has been explained in the research method that complete learning is set at 75% of the classical comprehension that has been determined by the researcher. This needs to be reflected in the first cycle to achieve the classical completeness that has been set. That is in learning in the first cycle the results of reflections observed by the teacher observer assessed by peers are as follows: 1. At the planning stage, the teacher has made optimal learning preparation. Learning activities have been clearly illustrated in the RPP sheet that has been prepared and guided by the syllabus. Thus, in the next cycle the teacher will not make changes to the RPP, only more optimizing the implementation of learning following the procedure of Cooperative Learning Think Pair Share to achieve the goal to the fullest. 2. In the core activities of implementing the action in the first cycle, the teacher has not carried out teacher activities properly. For cycle II the teacher will explain in more detail the learning material according to the stages of the Cooperative Learning Model Think Pair Share. The goal is that students have a better understanding of methods and subject matter and at certain times students can express their knowledge. 3. The overall student learning outcomes are classified as "High" with an average score of 75 students with 75% classical completeness.

The maximum in learning cycle I which resulted in the results has not been satisfactory as a whole. Problems such as the presence of noisy students who don't take the discussion seriously. Then some students still do not understand the methods applied by the teacher and the supervision of the teacher is still not maximal in implementing Think Pair and Share (TPS). Based on the above, improvements need to be made in the next cycle. Deficiencies in cycle I can be corrected in cycle II so that the increase in teacher activity, student activity, and maximum learning outcomes.

c. Cycle II

In cycle II, student learning outcomes on PKn subjects after the application of the Cooperative Learning Model Think Pair Share (TPS) are classified as "Very High" with an average value of 80.4 with classical completeness of 91.7%. This shows that there is an increase from the data before the action to Cycle I then to Cycle II. Based on the data in the second cycle there was a significant increase in learning outcomes, which had reached the classical comprehension that had been determined by the researcher. This makes the researcher not proceed to the next cycle. In the second cycle, there are several reflections shown by students towards learning. The observations made by the observer increased in the learning process, namely, the actions given by the teacher in the second cycle had a better impact than the actions in the previous cycle. This illustrates that in achieving maximum learning outcomes, students need time and process to understand the subject matter. At first, students need to be guided continuously, but in the process, students are allowed to be able to find it without the help or guidance of the teacher. Allocation of time given to students also has a positive impact on student learning outcomes this is evident from two meetings in each cycle students can learn well with the achievement of overall learning outcomes in the category of "Very High", when compared with student scores before action and cycle I.

3.2 Discussion

a. Teacher Activity

Based on the results of observations in the first cycle which showed that the level of teacher activity in the first cycle of the first meeting reached a percentage of 70% "and in the second and third meetings received a percentage of 80%. While the results of the observation of teacher activity in the second cycle of the first meeting obtained 90%, the second obtained 100% (Figure 2).

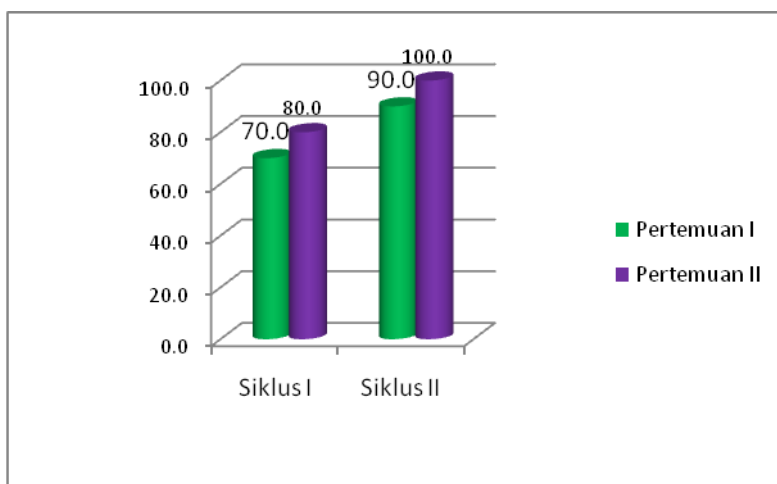


Figure 2. Diagram of teacher activity Cycle I and Cycle II

b. Student Activities

Based on the results of observations in the first cycle of the first meeting which showed that the level of activity of students only reached an average score of 18.3 with a percentage of 72.08% and at the second meeting the activity of students increased with the average score of 19.6 with a percentage of 77.92%. the first cycle of the second meeting increased, reaching a score of 18.7 with a percentage of 81.67% and the second meeting increased with the acquisition of a score of 20.1 with a percentage of 83.75% (Figure 3).

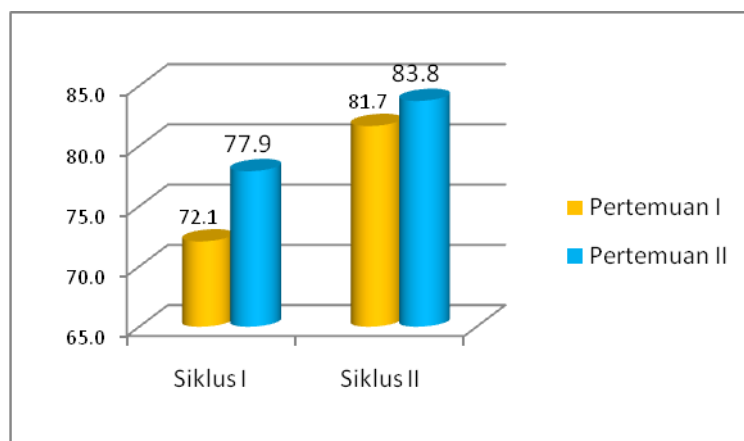


Figure 3. The activity of Cycle I and Cycle II Students

c. Learning outcomes

Based on the learning outcomes test in the first cycle with an overall number of 1800 with an average of 75 and for the second cycle with the number 1930 with an average of 80.42. Furthermore, the learning outcomes of students who experienced an increase were as many as 12 people, then for a fixed value of 2 people, and student learning scores dropped by 4 people.

The results of observations before the action of student learning outcomes obtained an average value of 70.8 with classical completeness 41.7% were in internal 40% -55% with the category "Low". Then based on the results of the test in the first cycle which shows that student learning outcomes reach an average value of 76 with 62.5% classical completeness in the interval 56% -75% with the category "High". Whereas in the second cycle there was an increase with the acquisition of the average value of students 80.4 with classical completeness 91.7% in the interval 76% -100% with the category "Very High".

This success is influenced by the Think Pair Share (TPS) Cooperative Learning Model because this method can make students more active and courageous to ask questions about material that has not been understood, students can ease in accepting and understanding the material being taught because there is a reciprocity between teacher and student, and students partition index cards, so it is very good for students who are less daring to express questions, desires, and hopes through conversation. The results of this study are in line with Fanata's (2016) research which shows that the application of the TPS model can improve learning outcomes. Indriasih Research (2014) shows that student learning activities in learning with Think Pair and Share methods have increased. The results of Sabil's research (2014) show that the TPS learning model can increase the activity of asking students because during the Think stage, all students have thought about the answers, so that student activities in expressing questions increase. Research by Winayah (2013), Ni' mah (2014), Dipraya (2015), Nugraha, and Wahyuni (2013) showed that the TPS learning model improved student learning outcomes.

Based on the discussion, it can be concluded that the weaknesses of the application of the Think Pair Share (TPS) Cooperative Learning Model in the initial data and cycle I, can be corrected in cycle II and can improve student learning outcomes through the improvement of the Think Pair Share Cooperative learning process (TPS) in the second cycle, the average student learning outcomes reached 80.4, with classical completeness of 91.7% (Figure 4).

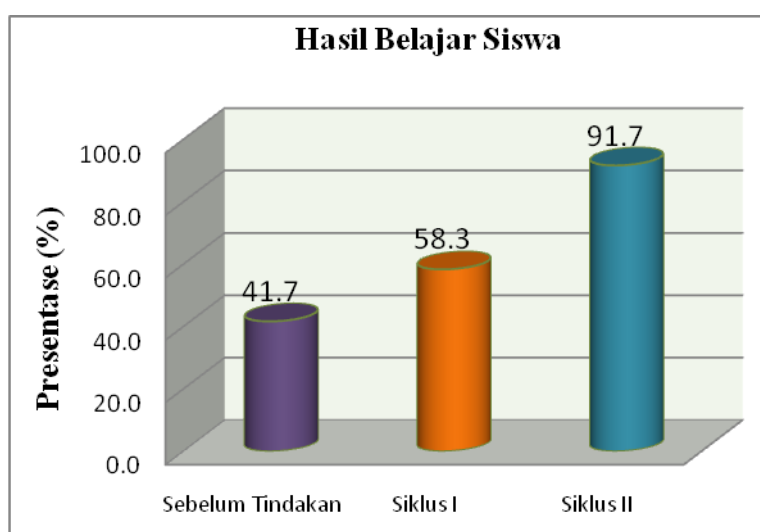


Figure 4. Pre-cycle Student Learning Achievement, Cycle I and Cycle II

4. Conclusions and Suggestions

Based on the results of the analysis and discussion in chapter V above, it can be concluded that the application of the Think Pair Share (TPS) Cooperative Learning Model can improve learning outcomes in PKn Class V students in Bangkinang 003 SDN. This success is evidenced by an increase in learning outcomes before action is taken into the first cycle and the second cycle. Before the action of student learning outcomes is classified as "Low" with a percentage of 41.7%, an increase in the first cycle with a percentage of 62.5% with the criteria "High". While the student learning outcomes in the second cycle also increased by the percentage of 91.7% with the category "Very High", this proves that by applying the Cooperative Learning Model Think Pair Share (TPS) can improve learning outcomes PKn Class V SDN 003 Bangkinang.

Factors that cause an increase in Civics learning outcomes with the application of the Think Pair Share (TPS) cooperative learning model of Grade V students of SDN 003 Bangkinang. The first factor is the increasing level of student thinking. The second factor is

the interaction between students to discuss each other sharpen an understanding. Furthermore, the latter is a factor of cooperation in learning whose function is to easily overcome difficulties in learning can be done together.

The application of Think Pair Share (TPS) Cooperative Learning Models, can be used by teachers at a higher grade level. It is expected that the existence of this study can be a consideration for teachers in choosing learning methods in improving student learning outcomes. Teachers need to make efforts to maintain student learning outcomes to achieve optimal learning outcomes by applying varied learning methods. School principals need to monitor and foster the impact of Classroom Action Research (CAR) activities, as material for assessing the progress that has been achieved, so that what is found in CAR can be implemented in the implementation of learning in schools. The next researcher in the development of science is expected to be able to use the Think Pair Share (TPS) Cooperative Learning Model in other subjects.

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