Effects of Approach Cooperative Learning Type (TPS) Think, Pair, and Share of Results of Learning Civic Education in Primary

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Abstract Purpose of this study was to determine the effect of the use of cooperative learning approaches types think, pair, and share the learning outcomes of civics in elementary school fifth grade students. The research was conducted in Kebon Baru SDN 10 Pagi by the sample is fifth grade students in the second semester of academic year 2016-2017. Samples were taken using simple random Sampling. Technique using the experimental method. The data collection techniques performed by using a test sheet or tests performed after a given learning material. Sheet test or tests to determine student learning outcomes Civics, which had previously been done testing the validity and reliability with justification experts and analyzed with normality and homogeneity test both the control and the experimental class class. The test results showed that both classes of normality normal distribution. The test results showed that the homogeneity of both classes homogeneous. After testing requirements analysis, then tested the hypothesis by t-test calculation. Based on the results of the calculation of the t-test, the null hypothesis (H₀) is rejected and the working hypothesis (H₁) received. From these calculations it can be concluded that the use of cooperative learning approaches types think, pair, and share a significant effect on learning outcomes civics in elementary school fifth grade students. The implication of this study is the use of cooperative learning approaches types think, pair, and share in the learning can be applied Civics teachers to improve student learning outcomes.

Keywords: approach, cooperative learning think, pair, and share, learning outcomes


1. Introduction

Based Education Unit Level Curriculum (SBC), civics is one lesson that aims to (1) get participants thinking critically, rationally, and creative in responding citizenship issues, (2) to participate actively and responsibly, and act intelligently in the activities of the nation, society and state, as well as anti-corruption, (3) developing positively and democratically to shape itself based on the characters of Indonesian society in order to living together with other nations, (4) interacts with other nations in the international arena directly or indirectly by utilizing information and communication technology ([1]: 108). All the capabilities that exist within the Civics purpose necessary so that students are able to acquire, process, and utilize information in the face of increasingly rapid development period. Students’ thinking skills can be acquired through education and teaching is certainly competent. Based on real observations in the field, learning in school today less actively engage students, particularly in learning civics. Civics teaching-learning process that teachers tend to use conventional methods are monotonous, so the learning atmosphere seemed stiff because it is dominated by teachers and students become passive. Another thing that a barrier had been learning Citizenship Education (Civics) is less the teaching methods or models of learning interesting, challenging, and fun so that the learning tend to be boring and less attractive to students so that the students' achievements or less satisfactory results. Civics teaching in order to be learning more active in the learning process, it can be done through various ways. (Arikunto, 2008: 40) [7]. One way or method that is effective and deemed appropriate in civic education is through approach cooperative learning. Cooperative learning can be defined as a system of work or study groups are structured. In addition the book solihatin (2007) said that the teaching model cooperative learning puts students as part of a system of cooperation in achieving optimum results in learning [15]. This learning model departs from the fundamental assumptions in society, that is “getting better together”, or "seize better together" ([2]: 5). Application of cooperative learning in the classroom focusing on the realities of how people perceived and experienced by learners in their daily lives with a simplified form in the life of class. Cooperative learning model considers that success in learning is not solely derived from the teacher, but it could be from other parties involved in learning it, ie peers. Slameto (2003) said one type of cooperative learning that can be applied simply in a class that is the type of Think, Pair, and Share (TPS) [14].
The learning method think, pair, and share is one type of learning using approach. Cooperative learning through this learning approach students are trained for a lot of thinking and exchanging opinions either with your seatmate or with classmates, so as to improve students' cognitive learning outcomes for students are required to participate in the learning process to be able to answer any questions and discuss (Riduwan, 2008: 45) [13].

Based on the positive things that are expected in the use of this approach and look generally learning is still not involve students actively, it is necessary to study in the class to prove that the approach to cooperative learning type of think, pair, and share can affect the results of students of class V Elementary school learning Citizenship Education.

Based on the above, the formulation of the problem is: "Is there any effect of the approach of cooperative learning type of think, pair, and share the learning outcomes Civics fifth grade students of public primary schools in Regional Cluster V Tebet, South Jakarta?"

The study is the change in behavior that looks several aspects, including knowledge, emotional, understanding, social relationships, habits, physical, skills, ethical or manners, appreciation, and attitude ([3]: 2). Learning outcomes in this sense is a change in behavior that can be seen from the aspect of knowledge, skills, and attitudes.

Civics is a subject that focuses on the formative diverse in terms of religion, socio-cultural, age, and ethnicity to become citizens who are intelligent, skilled, and characterized as mandated by the values of Pancasila and the 1945 Constitution of curriculum primary school 2006 (SBC) in particular subjects Civic Education (Civics) aims to make the students have the following capabilities; (1) to get participants thinking critically, rationally, and creative in responding to the issue of citizenship, (2) to participate actively and responsibly, and act intelligently in the international arena is to sacrifice for homeland and nation. ([12]: 42).

Cooperative learning is a teaching and learning approach that emphasizes attitudes or behavior in work or help among others in cooperation organized structure within the group, consisting of four or more people ([4]: 31). The working relationship Djamarah (2002) said as it allows the emergence of a more positive perception of what students can do to achieve success in learning, based on her abilities individually and contribution from other group members while studying together in groups approach Cooperative learning has various types of learning, one type of cooperative learning used in this study is a type of think, pair, and share. ([10]: 70).

Think-pair-share is an effective way to create an atmosphere variation pattern class discussion. Discussion needs settings for controlling the overall class, and procedures used in Think, Pair, and Share can give students more time to think to respond, and help each other. Teachers just completing a short presentation or a student read the task, or situation that a question mark ([5]: 61). For more details, here is a step - learning steps using the think-pair-share; (1) teacher convey the subject matter and the competence to be achieved, (2) the student was asked to form small groups each group consisting of 4 to 6 people (try to even, because it will be installed, attach). (3) The students were asked to think and answer the questions submitted by teachers relating to its subject matter (4) students are asked to pair up or sit facing each other put forward the results of their thoughts to the questions put by the teacher (5) and then attach it back to the group and each member of the group was given the opportunity to present the results of his thinking (6) teacher leading the discussion and each group was given the opportunity to present to the class, (7) originated from these activities lead to the subject matter and the teacher talks to add material that has not been disclosed students (Djamarah : 1995) [9: 120].

One of the advantages of learning methods TPS is easy to apply to different levels of ability to think and in every opportunity (Hamalik, 2003: 35) [11]. Students are given more time to think, respond, and help each other. It can be concluded that the Think, Pair, and Share is a learning method that is taught to the students to think creatively in response to questions after that they share their answers with a partner and then with the whole class.

2. Methods

This study was conducted in Kebon Baru SDN 10 Pagi Tebet, South Jakarta. The subjects in this study is the second semester of fifth grade students in the academic year 2016/2017 as many as 37 students. Collaborators in this study is a fifth grade teacher Kebon Baru SDN 10 Pagi.

The method used in this study is an experiment, a research methods used to find a specific treatment effect against the other in a runaway condition (Sudjana, 2002: 107) ([6]). This study was conducted using a group consisting of two equal groups or homogeneous. The first group is the experimental group, the group that was taught by using approaches cooperative learning types think, pair, and share. The second group was the control group or control is taught by using conventional approaches.

The study design used in the study is Posttest-Only Control Design. This study design randomly classify subjects or random (R), the posttest experimental group (O2O2), and their posttest control group (O2O2). The experimental group obtained treatment with approach cooperative learning the type of think, pair, and share (Y1Y1) while the control group gained treatment with conventional approaches (Y2Y2). This design is described as follows (Trianto, 2010: 112) ([17]).

![Figure 1. Posttest-Only Control Design](image-url)
The population is the totality of all possible values, both the counting and measurement, quantitative or qualitative, rather than the particular characteristics of the set of objects that complete and clear (6: 161). The target population in this study were students of class V Elementary School in Regional Cluster V Tebet, South Jakarta, which consists of SDN Kebon Baru 10 Pagi, SDN Kebon Baru 09 Pagi, SDN Kebon Baru 07 Pagi, SDN Kebon Baru 03 Pagi, and SDN Kebon Baru 1 Pagi. The affordable populations in this study were students of class V in an elementary school that has a parallel in the Region V class Cluster V Tebet, South Jakarta.

The sample is part of the number and characteristics possessed by this population. When a large population, and researchers may learn all there is in the population, the researcher can use a sample drawn from that population (Sugiyono, 2009: 132) ([16]). In this study there is a homogeneous population, then to obtain a representative sample used simple random sampling technique. Simple random sampling is a way of sampling by choosing one or several groups randomly as the sample by means of the draw. From the results of the draw is done in public primary schools in Cluster Region V Tebet, obtained SDN 10 Pagi Kebon Baru South Jakarta as the sample in this study. And then, conducted the draw back to determine the experimental class and control class. From the results of the draw obtained control class as a class VA and VB class as a class experiment. Of each group have been as many as 30 students using technique. simple random sampling

Data collection techniques used in this study is an examination or test (test) conducted after the learning materials provided by using approaches cooperative learning types think, pair, and share.

Conceptually learning outcomes Civics is any science that has been obtained by the students either to a change of attitude and an increase in the ability and skills of students after receiving or completing a learning experience and has a very important meaning in order to make students as citizens of character in the community, nation, and state.

Civics learning outcomes can be determined by performing the test as a benchmark. The test is multiple choice with four possible answers are: a, b, c, and d as many as 30 items. For a correct answer was given a score of one and for a wrong answer is given a score of zero.

Answer choices made on the matter consists of four options: a, b, c, and d. Among the four answer choices that there is one correct answer and three other answers as detractors. The results of study carried out by using cognitive focused on the aspects given (C1), understanding (C2), apply (C3), and analyzed (C4) of the material "Obeying Respect and Joint Decision", in the fifth grade elementary school second semester. Items which given refers Curriculum Education Unit. While the range of scores used are 0 to 100 so that if a student is answering as many B items correctly on the 30 items tested, then the score obtained is:

\[ Y = \frac{B}{N} \times 100 \]

Description:
\[ Y = \text{Score obtained by the student} \]
\[ B = \text{Number of grains questions answered correctly} \]
\[ N = \text{Number of items tested} \]

to test the reliability and validity of the data obtained in this study was examined by using validity and reliability test.

The validity of the item to the learning outcomes in the form of multiple choice Civics tested using correlation formula biserial points \( \gamma_{pbi} \) (Suharsimi Arikunto, 2010: 79) ([8]).

Reliability is the stability of the items obtained when retested with the same test on different situations or from one measurement to another measurement (Sugiyono, 2009, 354). ([16]). The formula used to calculate the reliability of this research is the formula of Kuder and Richardson.

Test requirements analysis is a research procedure that is used to process the data so that the data has meaning to address in this study and test the hypothesis. The data have been obtained and analyzed by descriptive and inferential statistics. Descriptive statistical analysis used to determine the data tendency (mean, median, and mode), the trend of the spread of the data (range and standard deviation) as well as the manufacture of histogram frequency tables and diagrams. While inferential statistics used to test hypotheses and make generalizations.

Normality test used in this study is Lilliefors test. This test is performed to determine whether the data is normally distributed population or not based on the data obtained. Homogeneity test used in this study is to test F. After the data was tested for normality and homogeneity then subsequently the data were analyzed by using Test-T.

3. Results

Based on a study of civics learning outcomes of students using approaches cooperative learning types think, pair, and share(Y), the collected data 96 obtained the highest value and the lowest value of 62, the average value of 79.83 with a standard deviation of 9 , 08 and variance of 82.48.value of The median 76.07 and mode. 82.07 Based on the research results of studying Civics students using conventional approaches (Y2) the collected data obtained the highest scores of 92 and lows of 50, the average value of 68.53 with a standard deviation of 9.72 and variance, 94.46 values of median 69, 43 and 67.7 mode. Normality test based on learning outcomes Civics who use approaches cooperative learning types think, pair, andshare, the price obtained \( L_{\text{count}} \) equal to (0.0891). At a significance level of \( \alpha = 0.05 \) in Lilliefors table with sample \( n = 30 \) obtained \( L_{\text{table}} \) at 0.161. Thus, it can be concluded that the \( L_{\text{count}} \) is smaller than \( L_{\text{table}} \) (0.0891 <0.161). Therefore, the null hypothesis that normal distribution of samples can be accepted.

Normality Test Civics learning outcomes by using conventional approaches, the price obtained \( L_{\text{count}} \) equal to (0.1562) ONSignificance level of \( \alpha = 0.05 \) Lilliefors table with sample \( n = 30 \) obtained \( L_{\text{table}} \) at 0.161 Thus, it can be concluded that the \( L_{\text{count}} \) is smaller than \( L_{\text{chi}} \) (0.1562 <0.161). Therefore, the null hypothesis that normal distribution of samples can be accepted.
Based on the results of the homogeneity test calculations obtained $F_{\text{count}} (1.14)$, while the $F_{\text{table}} (0.05 \ (29,29)) = 1.90$. In comparison, the $F_{\text{count}}$ smaller $F_{\text{table}}$, or $1.14 < 1.90$. This means that $H_0$ is received. Thus, two groups of students that learning outcomes Civics students using approaches cooperative learning types think, pair, and share $(K_E)$ and other groups civics student learning outcomes by using conventional approaches $(K_K)$ is homogeneous.

Based on $t$ test calculations that students who use approaches cooperative learning types think, pair, and share with students using the conventional approach, obtained $t_{\text{count}}$ equal to (4.65), while $t_{\text{table}}$ by 2.02. Based on the results of these calculations it can be concluded that $t$ is greater than $t_{\text{table}} (4.65 > 2.02)$. This means that the hypothesis that there are differences in learning outcomes between students taught Civics using approaches cooperative learning types think, pair, and share with the students using conventional approaches.

4. Conclusion

Based on the results of studies using $t$-test is known that $t = 4.65$ and $t_{\text{table}}$ with $(n_1 + n_2 - 2 = 58$ and significance level $\alpha = 0.05$ is 2.02 then $t_{\text{count}} > t_{\text{table}}$, or $H_0$ is rejected and $H_1$ accepted, which means that there is a difference between Civics learning outcomes of students using approaches cooperative learning types think, pair, and share with the use of conventional approaches. Based on the analysis of the above results it can be concluded that the use of approaches cooperative learning types think, pair, and share a significant effect on learning outcomes Civics Elementary School fifth grade students.

References