



Improving Student Learning Outcomes Cooperative Model of IPS Learning Type of Think Pair Share (TPS) Class IV SD

Didi SYAHRIR^{a*}, Yeni ERITA^b, Feby KURNIAWAN^c, and Vany Qhairum Nisa UTAMI^d

^{abcd}*Basic Education Study Program, Universitas Negeri Padang, West Sumatera, Indonesia*

*Corresponding author: tanggangsinar@gmail.com

Abstract

Social studies learning in elementary schools has so far emphasized mastery of subject matter as much as possible so that the learning atmosphere is rigid and one-way centered and does not provide opportunities for students to learn more actively. Then the general goal of this research is to improve social studies learning outcomes by using the Think Pair Share type cooperative model in Class IV SDN 15, Patamuan District, Padang Pariaman Regency. This research method is a literature study, collecting and analyzing information from the results of publications such as books, research articles, or other authors' thoughts. Social studies learning outcomes for class IV SDN 15 Patamuan District can be increased by using the Cooperative Model of the Think Pair Share (TPS) Type. so by using the Cooperative Model Type Think Pair Share (TPS) social studies learning outcomes of students can be increased.

Keywords: learning outcomes; social studies learning; cooperative model type think pair share; SD

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Introduction

To achieve education in elementary schools is through various subjects, one of which is social studies. Social Sciences (IPS) is one of the subjects that examines a set of events, facts, concepts, and generalizations related to social issues. Social studies education has a role in helping

students become useful and effective members of society, helping students develop thinking skills (intellectual), and academic skills, and being responsive and sensitive to science and technology advances and being able to take advantage of them. According to (Sykas & Peonidis, 2022) in social studies subjects, students are directed to be able to become citizens of A democratic, responsible Indonesia, and world citizens love peace.

Through Social Studies subjects in Elementary Schools (SD), students are expected to have knowledge and insight into the basic concepts of Social Sciences, which aims to foster students' positive mental attitudes in solving problems and life's problems. This is by the Ministry of National Education (Asmahasanah et al., 2018) which suggests the objectives of Social Sciences in Elementary Schools are: 1) Recognizing concepts related to people's lives and their environment. 2) have the basic ability to think logically and critically, curiosity, problem-solving, and skills in social life. 3) have awareness and commitment to social and human values. 4) can communicate, collaborate and be competent in a pluralistic society at the local, national, and global levels.

Social studies learning in elementary schools has so far emphasized mastery of subject matter as much as possible so that the learning atmosphere is rigid and one-way centered and does not provide opportunities for students to learn more actively. The learning culture is more characterized by a culture of thinking, as a result, students assume that social studies lessons are rote (Sanger & Gleason, 2020)

From the results of the student exam, they still haven't reached the Minimum Completeness Criteria (KKM), which is 70 and several students haven't reached the KKM. Of the 16 students, there were still 11 students with scores less than 70. The low scores of students were caused by the inaccuracy of the methods used by the teacher and the unavailability of learning resources.

Based on the definition above, it can be said that cooperative learning is based on the idea that students work together in group learning, and at the same time each is responsible for the learning outcomes of their group members. So that all group members can master the subject matter well. The TPS-type Cooperative Model is a learning model that provides opportunities for students to find answers to their assignments, communicate actively with their peers, and can also discuss with other pairs of friends (Amelia et al., 2018)

As the name suggests "thinking", this lesson begins with the teacher asking questions related to the lesson for students to think about (Keiler, 2018). The teacher allows students to think about the answer. Next "pairing", at this stage the teacher asks students to pair up. Give the pairs a chance to discuss. It is hoped that this discussion can deepen the meaning of the answers that have been thought of by their partners. The results of the discussion in each pair are discussed with the whole class. This stage is known as sharing "sharing". In this activity, it is hoped that there will be questions and answers that encourage the construction of knowledge in an integrative manner.

Besides that, the cooperative learning type thinks pair share has several advantages, cooperative learning is learning that involves students working together in small groups, helping each other to learn the material. Optimizing participation provides opportunities for students to work alone and work together with others in solving a problem (Chang & Brickman, 2018).

Methodology

The method used in this research is a literature study, namely, research carried out by collecting and analyzing information on publication results, either from books or through searching relevant journals and supporting research topics and other written sources (Busetto et al., 2020).

This research was conducted at SDN 15, Patamuan District, Padang Pariaman Regency. The authors' research subjects were fourth-grade students at SDN 15, Patamuan District, Padang Pariaman Regency, who were registered in the TP 2022/2023 odd semester, totaling 16 people

consisting of 12 male students and 4 female students. The time to conduct research in the 2022/2023 academic year is July-December 2022, which is carried out for 6 months starting from planning, implementing, and reporting. This research was conducted in two cycles, one cycle consisting of two meetings (Selly et al., 2023) which consists of four components, namely: planning, action implementation, observation/observation, and reflection. Assessment of teacher and student activities using the percentage approach proposed by (Quddus et al., 2019) with the following formula:

$$\text{Formula } P = F/N \times 100 \%$$

Note:

P = Percentage

F = Value obtained

N = Many students

The KKM that has been set at the school is 70. The criterion for the success of each action is 75%. The student's completeness score is expected based on the completeness score at SDN 15 Patamuan, Patamuan District. If the things above can be achieved, it means that the use of the Think Pair Share Cooperative Model learning model can be said to be able to improve student learning outcomes in social studies class IV SDN 15, Patamuan District, Padang Pariaman Regency.

Results

The results of the effective assessment of students in cycle I meeting II were obtained

Table 1. Recapitulation of Student Values Cycle I and Cycle II

No	Student's name	Cycle I Meeting I	Cycle I Meeting II	Cycle II Meeting I
1	E.F	60	65	70
2	M.F	70	75	80
3	M.I	50	60	70
4	A.K	75	80	85
5	A.R	60	70	75
6	A.K	70	75	75
7	D.A	65	70	80
8	K.D	70	75	75
9	M.A	55	70	85
10	N.A	75	80	75
11	F.A.S	60	70	80
12	S.R	70	75	75
13	Z.R	50	70	70
14	F.H	50	65	70
15	M.A	60	70	80
16	D.S	65	65	75
Average		62,81	70,93	76,87

Furthermore, the results of student affective assessment in cycle I meeting II obtained an average of 75. In this cycle -II, the teacher also conducted student assessments in three domains namely cognitive, affective, and psychomotor. The results of the cognitive assessment of cycle II obtained an average of 77. From this figure, it was obtained that student completeness had reached 100% with a -total of 16 students and 0% of students who had not completed it. Furthermore, the

results of the effective assessment of students in cycle II obtained an average of 83. Meanwhile, the average psychomotor assessment of students in cycle II meeting I was 84.

Discussion

Data collection techniques used are interviews, documentation, and questionnaire. The interview technique is used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied (Sutton & Austin, 2015). Interview techniques were carried out by respondents and researchers to find information about what would be studied (Ok Jong & Kwan Jung, 2015). Interviews are also conducted if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small/small. Interviews can be conducted face-to-face or by telephone. Documentation data collection techniques are activities of collecting and analyzing documents, both written documents, images, and electronics (Dalglish et al., 2021). Documentation is a record of past events. Documents can be in the form of writing, pictures, or monumental works of a person (Guillory, 2016).

The interview technique is a systematic way to obtain information in the form of oral statements about an object or event in the past, present, and will come. Interview Type Broadly speaking (Knott et al., 2022), the types of interviews are divided (Alonso & Moscoso, 2017) into (1) interviews planned and (2) incidental interviews. Planned interviews were carried out to obtain information materials by pre-planned theme. To do a planned interview, the interviewer must first prepare an interview guide (interview guide) and determine the source or relevant informants. The source in question is the party deemed to have knowledge and experience related to the planned theme. Meanwhile, in the incidental interview, the interviewer is less likely to prepare things like this, considering that the objects or events that occur are incidental or unplanned. Nevertheless, it does not mean that the interviewer does not know the method or the rules of certain interviews. For the interview, the interviewer should equip himself with tools in the form of interview notes and or a voice recorder (DeJonckheere & Vaughn, 2019). Next, the ingredients information in the form of notes or records is processed and packaged in such a way in the form presentation of information is ready to be published (In & Lee, 2017).

The cooperative model type thinks pair share has advantages to be applied in learning (Sukelasmini, 2019) because this model gives time spare time for students to think, mutually respond, and correct one another from the results of individual and group thinking According to (Roopa & Rani, 2012) that a questionnaire is a data collection technique that is carried out by giving several questions or written questions to respondents to answer.

Conclusion

The implementation of social studies learning by using the think pair share (TPS) type cooperative model turned out to be enthusiastic students because they learned to collaborate on discussing material between groups of partners. They are happy to do it. This can be seen from the results of the implementation of the teacher and students in using the think pair share (TPS) type cooperative model, namely: The results of the teacher's activity assessment in cycle I, meeting I was 69, and meeting II increased to 81. In cycle II, a meeting I became 93. Likewise, the results of the assessment of student activity in the first cycle, the first meeting was 72, and the second meeting increased to 81. In the second cycle, the first meeting was 94. Social studies learning outcomes for class IV SDN 15 Patamuan District can be increased by using the think pair share cooperative model (TPS).

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