



Application of the Think Pair Share Model Assisted with the Learning CD to Improve Student Understanding Towards Pancasila Values

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Abstract

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The background of this research problem is the low student learning outcomes about understanding the values of Pancasila in class VI of Sidomulyo 1 Elementary School, Wonosalam District, Demak Regency. This is allegedly due to the application of conventional learning models so that students do not understand the subject matter. The purpose of this study was to find an increase in understanding of Pancasila values of students after the application of Think Pair Share assisted with learning CDs. This research uses a quasi-experimental method to compare the treatment of teaching and learning in the experimental class and the control class. The research design used was non equivalent pretest posttest control group design. The population studied was all grade VI students of elementary schools in Wonosalam District, Demak Regency, as many as 41 public schools. Samples in this study were taken in 3 elementary schools. which is divided into 2 classes namely control class and experimental class. The research instrument was a test consisting of 25 multiple choice questions. Data analysis techniques include instrument testing, prerequisite tests and hypothesis testing. The results of the research are that there is an increase in understanding of the values of Pancasila by applying the think pair share model assisted with learning CDs in grade VI elementary schools. based on the results of t count of 5.204 then $5.204 > 1,9879$ so that $t \text{ count} > t \text{ table}$. This is because think pair share learning allows students to work alone and cooperate with others, and optimize student participation and provide opportunities for students to show their participation to others. The advice given is that teachers should use the think pair share learning model and mind mapping assisted with learning CDs to improve the understanding of Pancasila values, and be able to innovate in learning

Keywords: *application, think pair, model assisted, values*

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INTRODUCTION

One of the means to keep up with the times is by studying. The means for studying is education. Education is obtained by carrying out teaching and learning activities carried out in schools. School is an important place to teach students to acquire various kinds of knowledge and skills. In the learning process, there is a curriculum as a guide and reference for implementing learning. The implementation of the current curriculum is the 2013 curriculum.

The 2013 curriculum is the development of 2006. The replaced 2006 curriculum has several shortcomings. Among them is the curriculum is too dense



because it contains many subjects so that it is not based on educational goals. In addition, the 2006 curriculum does not prioritize skills, knowledge and attitudes.

The 2013 curriculum is thematic integrative which combines several subjects in one theme. Included among them are PPKn subjects. PPKn is a boring subject for children. Several times the curriculum changes for PPKn children are still not interesting for students to learn. Students are not enthusiastic, less motivated during PPKn lessons. The material in PPKn for children is very boring because it is only in the form of reading and dreaming of past events.

In addition, the teaching method used by the teacher is only the lecture method. Even though PPKn is used as a theme with other lessons, PPKn is still a subject that is not liked by students, not because they have to calculate but because the material is only in the form of reading and memorizing only. Lack of student interest in mathematics will result in low student understanding, so that if student understanding is low, student learning outcomes will also be low. This will have an impact on learning objectives that are not achieved.

In accordance with the results of observations in the field that the learning outcomes of students in class VI elementary school Negeri Sidomulyo 1 in the PPKn subject are still low, only 20% of the total students who score above the KKM. with a KKM value of 65. Low student learning outcomes occur because teachers in teacher learning activities are still teaching conventionally, lectures are a mainstay method for teachers in teaching, poor teachers are learning models and methods, so that learning is less interesting and boring.

So to overcome this problem, a Think Pair Share cooperative learning model approach was chosen using the help of animation-based learning CDs. Think Pair Share learning model assisted with animation-based learning CD is a learning resource designed by the teacher through the development of teaching and learning activities procedures. It is hoped that by combining the learning model with this animation-based learning CD media, students will be more interested, happy and active in learning activities.

Think pair share learning model is a learning model that provides an opportunity for students to share ideas and solutions to solve a problem so as to improve students' conceptual understanding skills (Doyan et al., 2020)

Silvina (2018) the results showed that (1) there was an effect of the Think Pair Share cooperative learning model on student learning outcomes, both with high and low initial abilities, (2) there was no interaction between the Think Pair Share learning model and students' initial abilities on student learning outcomes of biology.

The use of varied learning models greatly supports the creation of quality learning. Teachers need to improve their quality in order to be creative and have fun. Therefore, the teacher's role is very important in the learning process in the study, it was also found that the results of the study found that the application of the think pair share model proved to be effective in increasing (Utaminingsih & Amitabh, 2021)

Think pair share is collaborative learning techniques recommended by the curriculum in the learning process. The technique group investigation and think

pair share have in common in developing problem solving skills (Fauzi et al., 2021).

Mufarizuddin (2018) the application of Think Pair Share (TPS) can improve Civics learning outcomes for Class V elementary school 003 Bangkinang students. It can be seen from the increase in student activity in the learning process by implementing Think Pair Share (TPS). then it can with the application of Think Pair Share (TPS) can improve the learning outcomes of grade V SD 003 Bangkinang students.

Based on the problems and relevant research results, the think pair share learning model is good for improving student teaching results in PPKn lessons. Therefore, this study aims to find an increase in students' understanding of Pancasila values after implementing Think Pair Share assisted with learning CDs.

METHODOLOGY

This study used a quasi-experimental method to compare the treatment of the teaching and learning process in the experimental class and the control class. A quasi experiment is an experimental design that does not randomize in sampling. The research design used was the non equivalent pretest posttest control group design. Pretest and posttest were given to both the experimental group and the control group

Table 1. Variable Research

Group	Pre-test	Variable	Post-test
First class experiment	O ₁	X ₁	O ₃
Control class	O ₂	X ₃	O ₄

Keterangan :

O₁ : *Pre test* in first class experiment

O₂ : *Pre test* in the control class

O₃ : *Posttest* in first class experiment

O₄ : *Posttest* in the control class

The population studied was all grade VI elementary school students in Wonosalam District, Demak Regency, as many as 41 public schools. Samples were taken using purposive sampling technique. The research samples were SDN Sidomulyo 2 as the control class and SDN Sidomulyo 1 and SDN Sidomulyo 3 as the TPS experimental class assisted by learning CDs. The data collection technique used in this study was a test instrument. The research instrument was a test of understanding the values of Pancasila as many as 25 multiple choice questions. Data analysis techniques were validity and reliability tests. The prerequisite test consists of normality and homogeneity tests. while the hypothesis test consists of the t test and the N-gain test.

RESULTS AND DISCUSSION

The data obtained in this study consisted of data from the pre-test and post-test results, in the control class and the experimental class. The data that the

researchers describe above are attached to each test and will be used to test the research hypothesis that has been formulated previously. The results of the data description analysis are:

1. Control class with a sample size of 43 students (SDN Sidomulyo 2). for the pre-test average value of 41.2791, the maximum value of 65. the minimum value of 20 .. and the standard deviation of 11.44828. for the post-test average value of 59.4186, the maximum value of 80. the minimum value of 35 .. and the standard deviation of 59.4186.

2. The TPS class with a learning CD with a sample size of 45 students (SDN Sidomulyo 1 and SDN Sidomulyo 3) obtained an average pre-test score of 50.1111, a maximum value of 85. a minimum value of 25 .. and a standard deviation of 13.46244. The average post-test score was 70,7778.

3. From the data description, it is obtained that the average value for re-tast is almost the same for the two classes, proving that the abilities of the two classes are almost the same and nothing stands out. For the post-test scores there is a significant difference in the average, this proves that with the TPS model treatment assisted with learning CDs, it can increase students' understanding of Pancasila values.

4. The results of the normality test of the pre-test value of the control class with the TPS experimental class assisted by the learning CD, the significance value of is 0.05, with the count sig of the control class of 0.159 and the count of the experimental class of TPS assisted by the learning CD of 0.457. For the value of the post-pest normality test with a significance value of 0.05, the significance value is obtained. The control class is 0.261 and the count sig for the experimental class TPS assisted by learning CD is 0.188. Based on these results, the pre-test and post-test value data for the experimental class and control class were normally distributed because the sig value for all classes was > 0.05 . So all data are normally distributed.

5. The results of the pre-test homogeneity of the dick class and the experimental class, the sig table value (Based on Mean) is 0.362, so the count sig $>$ sig table 0, 362 $>$ 0.05. and the homogeneity test of the value of the dick class and the experimental class, the sig table value (Based on Mean) is 0.134 so that the count sig $>$ sig table 0, 134 $>$ 0.05, it can be concluded that the homogeneity test of the pre test and post test values, the data comes from the experiment. TPS assisted with learning CD and control class have the same variant or homogeneity.

6. Independent Sample t-Test is used to test the hypothesis. The hypothesis is formulated in the form of a statistical hypothesis (one-sided test). The testing criterion is tcount compared with ttable with a significant level $\alpha = 5\%$ with $dk = n1 + n2 - 2$. The t test results for the hypothesis are:

Table 2. t Test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post Test	TPS Class with Learning CDs	45	70.7778	9.53198	1.42094
	Control Class	43	59.4186	10.92231	1.66564

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Nilai Post Test	Equal variances assumed	Sig.	Sig.	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai Post Test	Equal variances assumed	.896	.092	646	5	.000	21.26850	2.20499	16.88438	25.65261
	Equal variances not assumed			.624	1.316	.000	21.26850	2.20987	6.87181	25.66519

The results of the calculation in table 4.8 show that: 1) the average value for the two classes is different, 2) t count is 5.204 while the t table with $df = 86$ is 1.9879 then $5.204 > 1,9879$. Because $t_{count} > t_{table}$, then H_0 rejected and H_a accepted. 3) it means that there is an increase in the use of the Think Pair Share model of learning assisted by the learning CD on the understanding of Pancasila values in grade VI Elementary school students.

Gain test is the difference between the post-test and pre-test values. The gain value will show whether there is an increase in the understanding of Pancasila values in grade VI Elementary School students after the learning is carried out by the teacher. the implementation of the gain test is carried out in each class both the control class and the Think Pair Share assisted by the learning CD. The results of the N-Gain test are :

No	Score	Think Pair Share Class	Control Class
1	Mean	38.3861	29.0938
2	Minimum	-33.33	-11.11
3	Maximum	66.67	66.67
4	N-Gain	0,38	0,29
5	Criteria	Middle	Low
6	N-Gain %	38	29
7	Interpretation	Less effective	In effective

Based on these data, the results of the gain calculation are :

1. Think Pair Share experiment class. obtained an average N-Gain of 38.38 and an N-gain value of 0.38 means that the Think Pair Share experimental class experienced an increase in learning outcomes in the moderate category because $0.7 > g \geq 0.3$. The value of N-Gain% is 38.8 which is interpreted as bringing the Think Pair Share model learning assisted by the learning CD is less effective to increase understanding of Pancasila values in grade VI Elementary School students.

2. The control class has an average N-Gain of 29.09 and the N-gain value is 0.29, so because $g \geq 0.3$. This means that the control class does not experience an increase in learning outcomes because of the low category gain value. The value of N-Gain% is 29.09 which is interpreted as saying that conventional model learning is not effective to increase understanding of Pancasila values in grade VI elementary school students.

The results of this study are relevant to the research of Handayani, Dewi and Yanti (2017) showed that the $\text{sig} = 0.011 < 0.025$. Thus the value of sig. (2-tailed) $< \alpha$ at a significant level of 5%, then the hypothesis (H_a) is accepted, with an average comparison of 78.81 in the experimental class and 69.25 in the control class, this means that there is an effect of the cooperative learning model. type think pair share on student civics learning outcomes in class IV Muhammadiyah Sukarame Bandar Lampung Integrated School Year 2016/2017.

Other relevant research which is in accordance with the results of this study is research by Darmawan, Wijayanti, and Sugiarto (2013) showed that according to the statistical test the average learning achievement of students in the experimental class was 78.88 completed individually and classically, statistically the average student achievement in the experimental class was higher than the average student achievement in the control class.

Think Pair Share (TPS) cooperative learning model is able to create effective learning activities to vary the atmosphere of discussion patterns in the classroom in order to foster enthusiasm for learning in students (Hariyanto et al., 2020). The result of the N-Gain test states that in the control class the average N Gain is 29.09 and the N-gain value is 0.29 in the low category and N-Gain% is 29.09 which is interpreted as ineffective conventional model learning. In the experimental class think pair share assisted learning CD obtained an average N-Gain of 38.38 or 0.38 This means that the experimental class think pair share r is in the medium category and N-Gain% is 38.8 which is interpreted as helping think pair share learning model Less effective learning CDs are used to improve understanding of Pancasila values in grade VI elementary school students. This is clearly seen even though the think pair share learning assisted by the learning CD is less effective in increasing learning, but there is still an increase in understanding with indicators of increasing student learning outcomes.

Increased understanding of students with indicators of increasing learning outcomes because learning think pair share model is assisted by learning CDs. the advantages of the cooperative learning model think pair share can improve the learning outcomes of writing (Juita & Widiyanto, 2019). Student learning activities in the application of the Think Pair Share model help improve skills

communication that students have which is proven with students who dare to express their opinions in public (Naza, 2021)

The effectiveness of this model is because the model uses strategic steps that accommodate students' thinking skills. The steps for implementing the Think Pair Share model are as follows: 1. Thinking, namely the teacher asks questions or problems related to the lesson, and students are given one minute to think about the answers or problems themselves. 2. Pairing, the teacher asks students to pair up and discuss what they have been thinking. Interactions during this period can lead to shared answers if specific problems have been identified. Usually, the teacher gives no more than 4 or 5 minutes to pair up. 3. Sharing, the teacher asks the pairs to share or cooperate with the class as a whole about what they have talked about (Mufarizuddin, 2018).

Think pair share learning in this study is strengthened by the use of learning CDs or assisted learning CDs. The use of learning CDs has the advantage of being able to simulate the effects of motion, can be given sound or color, does not require special skills in its presentation, does not require dark in its presentation, so that the delivery of material can be clearer because in the form of audio-visual and motion, students also more easily understand the material supported by think pair share learning steps. The description of the research results above means that it is in accordance with the opinion of experts who state that learning think pair share model assisted by learning CDs is more effective in increasing student understanding compared to conventional models. Apart from being in accordance with the opinions of experts, it is also relevant to several previous studies.

Based on the results of research and discussion of think pair share learning assisted with learning CDs, it can be concluded that learning think pair share assisted with learning CDs can improve understanding of Pancasila values in grade VI elementary school students. This means that the hypothesis that there is an increase in the understanding of Pancasila values in grade VI elementary school students because the implementation of the think pair share learning model assisted by learning CDs is proven.

CONCLUSION

Based on the results of research and discussion that has been carried out under the title Application of the think pair share (TPS) model assisted with learning CDs to improve understanding of Pancasila values in grade VI. It can be concluded that there is an increase in the understanding of Pancasila values by applying the think pair share model assisted by learning CDs in grade VI elementary schools. based on the results of t count of 5.204 then $5.204 > 1,9879$ so that $t_{count} > t_{table}$. This is because learning think pair share allows students to work alone and collaborate with others, and optimizes student participation and provides opportunities for students to show their participation to others.

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