



THE INFLUENCE OF COOPERATIVE THINK PAIR SHARE LEARNING MODEL AND LEARNING INTEREST ON LEARNING OUTCOMES OF CLASS IV STUDENT PPKN AT SD NEGERI 118444 PODO RUKUN

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Abstract

This study aims to analyze: (1) the influence of the cooperative learning model is higher than the conventional learning model; (2) the learning outcomes of students who have high learning interest are higher than students who have low learning interest (3) the interaction between cooperative learning models and student learning interest influences student learning outcomes. The research was in the form of a Quasi Experimental Design with a 2x2 factorial. The instruments used were the PPKn learning outcomes test and the Learning Interest instrument. Data analysis used two-way ANOVA. The results showed: (1) There is an effect of the cooperative learning model on student PPKn learning outcomes in class IV SD Negeri 118444 Podo Rukun; (2) The learning outcomes of students who have high learning interest are higher than students who have low learning interest; (3) There is an interaction between the Cooperative learning model and learning interest on the learning outcomes of Student PPKn at SD Negeri 118444 Podo Rukun.

Keywords: *learning outcomes, interest, cooperative learning models.*

A. Introduction

Education is a place to improve and develop the quality of human resources. Through education, human attitudes, character and skills will be formed to face a better future. Education is a future asset that determines the progress and retreat of a nation. Much special attention is paid to the development and progress of education in order to improve the quality of education. One of the ways to improve the quality and quality of education is through the education process.

PPKn is a subject that must be studied at all levels of education, from elementary to tertiary education. PPKn has a very important role in ensuring the development and survival of an Indonesian state government as well as advancing general welfare, educating the nation's life, demanding the implementation and development of education that can guarantee the development and life of the Indonesian nation. In learning Pancasila and Citizenship Education, there are two things that need the attention of the teacher, namely to equip children with morals through the values contained in the five principles of the state, namely Pancasila principles and to equip students with material related to school academics.

One learning model that uses interaction between students and is thought to improve student learning outcomes is the Think Pair Share Type Cooperative learning model. This learning model emphasizes the activities of developing students self-potential through humane ways, namely: easy, fun, and empowering. This learning model focuses on the high participation of students in group learning by finding material information themselves. The Think Pair Share Learning Model pays close attention to the learning environment which is designed in such a way

that students feel important, safe, comfortable and can learn as optimally as possible.

Based on the results of the documentation analysis, it shows that the learning outcomes of grade IV students at SDN 118444 Podo Rukun in the last 3 years have not yet reached the specified minimum completeness criteria (KKM), namely 75. This can be seen: based on data obtained from the Administration of SDN 118444 Podo Rukun in the last 3 years, that the average UAS scores of grade IV students for PPKn subjects are as follows:

Table 1. Civics School Final Examination Results SDN 118444 Podo Rukun

Learning Year	Average value
2017 - 2018	70
2018 - 2019	72
2019 - 2020	72

Source: Data on Grade IV Students of SD Negeri 118444 Komodo Rukun

This shows that the average grade IV student learning outcomes of SDN 118444 Podo Rukun are still low, therefore the researcher chose class IVA as the experimental class because the average grade IVA grade was lower than the average grade IVB class, while the class IVB as a control class.

And this shows that learning outcomes are in accordance with what Purwanto (2018: 54) said that learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational goals. In line with that, Winkel (2016: 51) says that learning outcomes are changes that cause humans to change in attitudes and behavior.

Based on the above assumptions, the writer wants to conduct a research entitled "The Effect of the Think Pair Share Type Cooperative

Learning Model and Students Learning Interests on the Learning Outcomes of PPKn at SDN 118444 Podo Rukun".

B. Method

Location and Time of Research

In conducting the research, the writer took the location at SD Negeri 118444 Podo Rukun in South Labuhanbatu district. This research will be carried out in the even semester of the 2020/2021 school year, namely from February to March 2021. The reason for the authors choosing the research location at the school is because 1) the school has been accredited B and the school facilities are good enough to support research, and 2) The school had never conducted a research with the same title.

Population and Research Sample

The population is a large group that becomes the target of generalization or is broadened as all members of a clearly defined group of people, events or objects. Therefore, the population in this study were all the fourth grade students of SD Negeri 118444 Podo Rukun as many as 54 students spread over 2 classes, namely IV-A and IV-B. The sample in this study was taken as a whole population of 54 students consisting of 27 students of class IV-A and 27 students of class IV-B. In this case, the experimental class is class IV-A by applying the think pair share cooperative learning model, while class IV-B as the control class is taught using the direct learning model.

Table 2. List of Students Between Groups

Experiment Group	Control Group
Class V– A (27 people)	Class V- B (27 people)

Research design

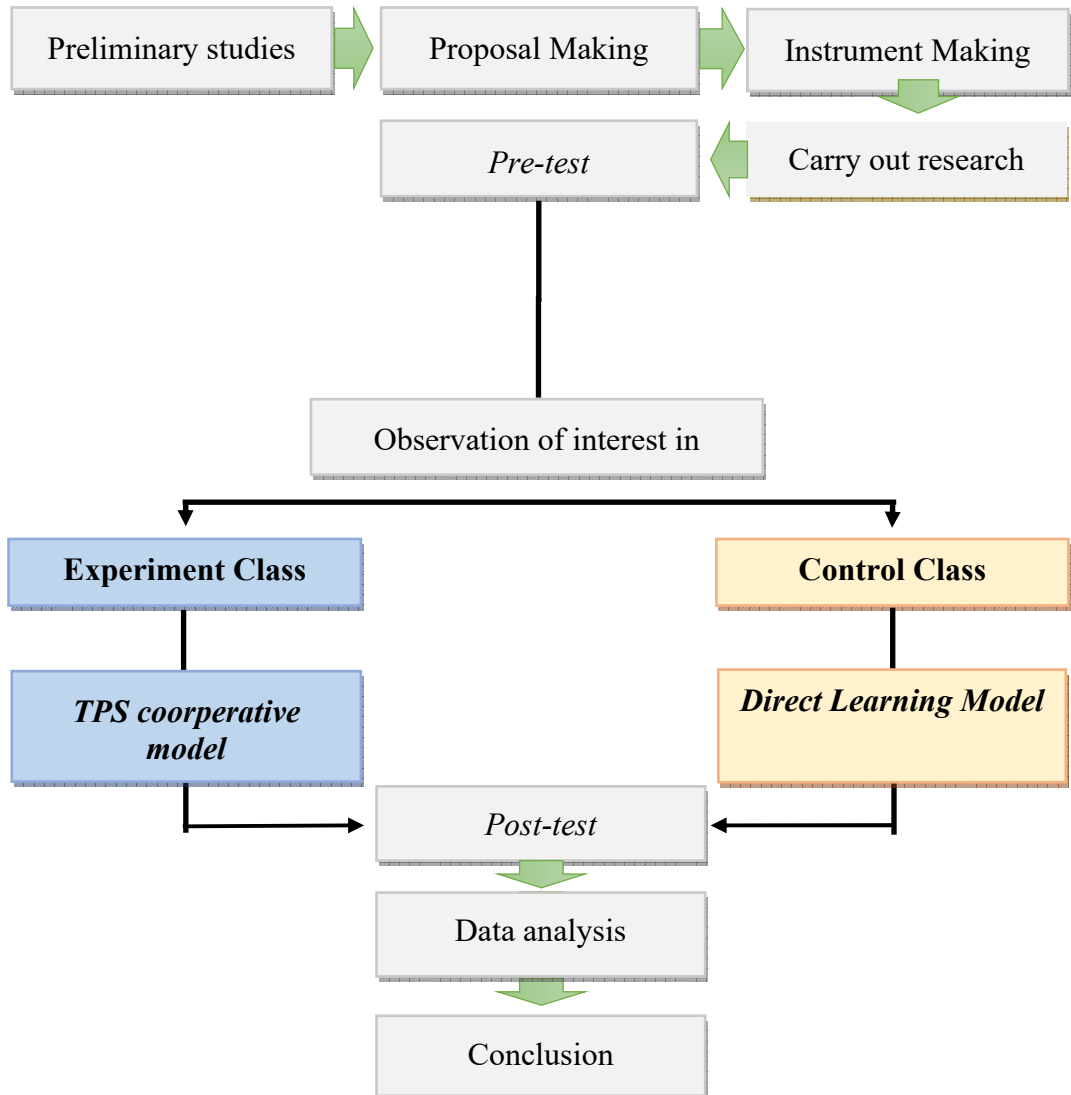
This research is an experimental study with a 2x2 factorial design. The dependent variable in this study is the learning outcomes of the fourth grade students of PPKn. The learning outcomes were obtained through the learning outcome test instrument which consisted of 10 multiple choice questions. While the independent variable in this study is the learning model which will be differentiated into the cooperative think pair share learning model and the direct learning model. The moderator variable in this study is students interest in learning which is differentiated into high learning interest and low learning interest. Student learning interest can be identified through observation by observing the tendency of students interest in learning during learning. The research design can be seen in the following table:

Table 3. Research Design

Interest to learn (B)	Learning Model (A)	
	TPS model (A1)	Pemb Model. Live (A2)
High (B1)	A1 B1	A2 B1
Low (B2)	A1 B2	A2 B2

Information:

- A1 B1 : Student PPKn learning outcomes are taught using the TPS model and have a high interest in learning
- A1 B2 : PPKn learning outcomes of students who are taught using the TPS model and have low learning interest
- A2 B1 : PPKn learning outcomes of students who are taught using a direct learning model and have a high interest in learning
- A2 B2 : PPKn learning outcomes of students who are taught using a direct learning model and have a low interest in learning

Research procedure**Chart 1.** Research Procedures

C. Finding and Discussion

1. Results

The data in this study were obtained from the results of distributing instruments in the form of student learning outcomes tests, questionnaire instrument sheets for learning interest. The instrument is given to students in class IV-A and students of class IV-B at SD Negeri 118444 Podo Rukunl. Class IV-A applies the Direct learning model and Class IV-B applies the TPS Cooperative learning model. The results of research regarding student learning outcomes and student interest in learning were analyzed using SPSS 22.0 for windows software.

Measurement of student learning outcomes using the pretest and posttest with the same questions but the time span of different test distributions. Measuring student learning interest uses a questionnaire sheet instrument. The pretest, posttest and questionnaire were given to each student in two experimental classes, namely class IV-A which amounted to 27 students and class IV-B which amounted to 27 students.

Descriptions of Student PPKn Learning Outcomes

The pretest was carried out to determine student learning outcomes before being given treatment. Pretests were analyzed using descriptive statistics assisted by SPSS 22.0 for windows software. The calculation results presented in Table 4.

Table 4. Pretest Descriptions of Student Learning Outcomes

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest Control	27	40	65	51.11	7,974	63,591
Pretest Experiment	27	40	65	54.07	7,843	61,508
Valid N (listwise)	27					

Posttest Description of Student Learning Outcomes

Posttest is done to determine the student's relational ability after being given treatment. Posttests were analyzed using descriptive statistics assisted by SPSS 22.0 for windows software. The calculation results presented in Table 5.

Table 5. Description of Post-Test of PPKn Learning Outcomes

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PostesControl	27	50	75	57.04	7,974	63,591
Postes Experiment	27	75	100	64.81	7,843	61,508
Valid N (listwise)	27					

Table 5 shows that the post-test average score of student learning outcomes in the Control Class is 57.04 and in the Experiment class is 64.81. Shows that the post-test scores for the Control Class and the post-test scores for the Experiment class are not close to each other. Based on table 5 it can be concluded that the Control class and the Experiment class have relatively different values, but to find out the equality of the score, a normality test and a homogeneity test are carried out.

Description of Learning Interest Questionnaire Data

The distribution of questionnaires was carried out to determine students interest in learning after being given treatment. The questionnaire data were analyzed using descriptive statistics with the help of SPSS 20.0 for windows software. The calculation results are presented in table 6.

Table 6. Study Interest Questionnaire Data

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Experiment	27	64	85	66.32	4,264	19,043
Control	27	53	70	57.06	3,647	14,180
Valid N (listwise)	27					

Table 6 shows that the average score of the students' social skills questionnaire in the control class is 57.06 and in the experimental class is 66.32. Shows that the points of the Control Class and Experiment Class are not close to each other. Based on table 6 it can be concluded that the Control class and the Experiment class have relatively different values, but to find out the equality of the score, a normality test and a homogeneity test were carried out.

Statistical Hypothesis Test

Based on the results of the prerequisite test that has been carried out and it is stated that, the average student learning outcomes and learning interest are normally distributed and come from a homogeneous class. Therefore, it can be continued in statistical hypothesis testing with two-way ANOVA for the first, second, and third hypotheses. The first and third statistical hypotheses relate to student learning outcomes, the second and third hypotheses relate to student learning interest.

2. Discussion

Based on the results of the study, it was found that the average student learning outcomes taught using the Direct model were 57.04. while those taught with the Cooperative model are 64.81. The results showed that the learning outcomes of students who were taught with the cooperative model were higher than the direct learning model. The

results of t-test calculations on learning outcomes are obtained tcount score (= 68,500) is greater than ttable value (= 4.03) and tcount is positive so that H0 is rejected. Based on this, it can be concluded that hPPKn learning outcomes of students who are taught using the cooperative model are higher than students who are taught using the direct learning model.

Cooperative Learning

In this study, there are two learning models being compared, namely the Direct learning model and *cooperative*. Santoso (2017: 23) says that cooperative learning becomes more meaningful and real. In line with that, Sanjaya (2006: 255) says that cooperative learning is a learning model that emphasizes the process of student involvement as a whole to be able to find the material being studied and relate it to real life situations so that it can motivate students to be able to apply it in their lives.

Based on the above characteristics, it is in accordance with the results of the study that the cooperative learning model is considered to have a better influence than the Direct learning model Thobrani (2011: 99) argues that "according to Bruner's cognitive theory, the learning process will run well and creatively if the teacher provides opportunities for students to find a rule (including concepts, theories, definitions and so on) through examples that illustrate the rules that are the source ". According to Vygotsky in Choir (2010: 6) "students in constructing a concept need to pay attention to the social environment".

Social Skills

In this study, students' social skills were the indicators for the criteria for social skills (1) communication skills; (2) respect yourself and others; (3) give or receive criticism; The syntax of both learning models

and the results of students' social skills, it can be concluded that the influence of the Contextual Teacher and Learning model is higher than the Direct learning model on students' social skills. This can be seen based on the SPSS output it is found that $F_{\text{Count}} (= 27,875) > (= 4.03)$ and sig. $(= 0.00) < \alpha (= 0.05)$, F_{Table} . The results of the analysis showed that the significance value of social skills was 0.00. Because the sig. $0.00 < 0.05$, so the results of testing the hypothesis rejecting H_0 or accepting H_a in the alpha level of 5% means that there is an interaction between the learning model and social skills in influencing the learning outcomes of PPKn.

Suud (2017: 227-236) says that early childhood social skills will help build rational thought processes and be able to make good decisions in the future, they will also understand themselves and others. Children will be better prepared to face life's problems. With emotional intelligence children can withstand anger, can get along and accept various kinds of differences with other people. In line with that Wahyudin & Agustin (2012: 45) state that social skills are another ability that must be mastered by children, because children will interact with other people. Social skills development teaches students collaboration and collaboration skills. These skills are very important to have in a society where much of the adult's work is mostly done in organizations that are interdependent and where societies are increasingly culturally diverse. Social skills in learning include being able to understand and cooperate with others, respect other people's opinions.

Potentially, children are born as social beings. Social development is the acquisition of abilities in accordance with social demands. social skills are the ability of children to be able to react to a person's ability to adapt properly to their environment and avoid conflict when communicating both physically and verbally.

Susanto (2014: 42) social skills are proficient abilities that appear in action, able to seek, sort and process information, be able to learn new things that solve daily problems, have communication skills both oral and written, understand, appreciate and able to cooperate with other diverse people, able to transform academic abilities and adapt to the development of global society.

Theory constructivism understands more about learning as a human activity to build or create knowledge by giving meaning to knowledge according to experience. The social interaction of individuals with their environment strongly influences one's learning development, so that the development of human traits and types will be influenced by these two elements. According to Vygotsky, students carry out learning activities through interaction with adults and peers who have more abilities. This social interaction spurs the formation of new ideas and enriches the intellectual development of students.

Vygotsky's constructivism emphasizes that students construct knowledge through social interactions with others. The content of this knowledge is influenced by the culture in which the student lives, which includes language, beliefs, and skills. So for Vygotsky, there are two important principles regarding his theory of social constructivism, namely: (a) Regarding the function and importance of language in social communication; (b) Zone of proximal development. Educators as mediators have a role to encourage and bridge students in their efforts to build knowledge, understanding and competence.

The interaction referred to in this study is the interaction between learning models and students social skills. The findings show that there is a significant interaction between learning models and social skills on student learning outcomes.

Based on the results of descriptive analysis, it can be seen from the results of research where the average student learning outcomes based on CTL learning is (66.32). Meanwhile, the average direct learning is (57.06). In this case, the results on CTL learning have a greater value than the results in direct learning.

D. Conclusion

Based on the formulation of the problem, research objectives, and research results as stated in the previous chapter, several conclusions were obtained as follows:

1. The learning interest of students who are taught using the TPS cooperative learning model is higher than students who are taught using the Direct learning model.
2. Civics learning outcomes of students taught using the TPS cooperative model are higher than students taught using the Direct learning model.

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