

## The Think Pair Share (TPS) Learning Model on Student Learning Outcomes in Class VII Social Sciences Subjects in Pematangsiantar Private SMP

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### A R Q I C L E I N F O

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### A B S T R A K

This research aims to find out whether there are differences in learning outcomes in the pre-literacy material in the Social Sciences Theme 2 book using the *think pair share* and conventional model learning models. This type of research is quantitative research carried out at the Pematangsiantar Model Private Middle School. The population in this study was all 68 class VII students. The sample in this study consisted of 2 classes, namely class VII-A and VII-B with a total of 68 people. Based on the results of descriptive analysis, it shows that the average social studies learning outcome for students in classes that do not use the *think pair share learning model* is 69.37. Meanwhile, the average student learning outcomes in classes that use the *think pair share learning model* is 80. The results of inferential statistics using SPSS version 25 obtained *Sig (2 tailed) < α* or ( $0 < 0.05$ ) and the *calculated t value > t table* ( $4.81 > 1.996$ ). So, based on the testing criteria, it can be said that there is a significant difference in learning outcomes between classes that use *the think pair share model* and classes that use the conventional learning model in class VII Praaksara material in social studies subjects at the Pematangsiantar Exemplary Private Middle School.

## INTRODUCTION

Education is one of the needs of human life for the present and the future to develop their potential. Education is one of the important foundations in nation development. Education also aims to create the quality of individuals who have a broad view of the future to achieve their dreams or aspirations. Education can be obtained at school, family and community. Education has a role in creating quality human resources, especially preparing students as future generations who are independent, critical and creative and able to solve the problems they will face. In this case, students are human resources who are expected to be able to face every development and be able to make changes for the better.

Social studies subjects have a fairly close role in their application in everyday life. Because in everyday life people indirectly apply IPS. Such as social interactions, morals, social environment and many others. The social studies subject in junior high school is one of the subjects that requires a good understanding of concepts and high analytical skills.

To achieve a good understanding of learning, a good teacher and guidance role is needed and is truly responsible for motivating students. Learning is also a process of seeing, observing and understanding something. In the continuity of learning, the use of learning models that will be given to students can attract students' attention so that they are motivated to increase student participation to carry out or understand the process of teaching and learning activities well. The success of teaching and learning activities in social studies lessons can be measured by the success of students who are motivated to take part in these activities. Student success can be seen from the level of understanding, mastery of material, and learning outcomes.

It is hoped that using the right model according to the subject matter will improve student learning outcomes. The use of models in teaching and learning process activities is one approach that is expected to be able to motivate and attract students' interest in learning to achieve maximum learning results. According to Joyce & Weil (in Rusman 2019:2), a learning model is a plan or pattern that can be used to form a curriculum and long-term learning, design learning materials and guide learning in class or outside the classroom. According to Rusman (2019:2) learning models can be used as a pattern of choice, meaning that teachers can choose learning models that are appropriate and efficient to achieve learning goals. It is hoped that using the right model according to the subject matter will improve student learning outcomes.

This research is motivated by the fact that teacher-centred social studies learning causes students to become passive, so that learning outcomes do not match expectations. Rusman (2019:78), stated that students have very heterogeneous *interests*, ideally a teacher should use multimethods, namely varying the use of learning methods in the classroom such as the lecture method combined with assignments or the discussion method by giving assignments to be completed. This is to avoid boredom that the student will experience. So the application of the *think pair share* learning model will encourage students to develop activity and interest when studying which will

influence student learning outcomes. Basically, this model is an effective way to create variations in the classroom atmosphere of discussion patterns in class.

*think pair share* learning model is a cooperative learning model that gives students time to think and respond and help each other. The *think pair share* learning model is a cooperative learning that gives students time to think and respond. This learning model provides the opportunity for students to work with other people to discuss the results of their respective thoughts. Then students will present their conclusions to other groups. In this learning model, the teacher only presents the material briefly or only provides an outline of the problem. The rest of the students are invited to interact between teams or groups. This is what makes the classroom more fun and more active.

## LITERATURE REVIEW

### *Learning Model*

model is a pattern used to provide convenience during the learning process. A learning model is a framework or pattern used in the teaching and learning process to help teachers design effective learning experiences so that students achieve learning goals. The learning model describes the steps or stages that will be passed in the teaching and learning process. The learning model is also a guideline for how to interact between teachers and students, use learning resources and activities involved in the learning process. The learning model consists of activity steps that must be carried out by teachers and students, supported by the necessary support system, to evaluate student progress.

### *Think Pair Share (TPS) Learning Model*

*think pair share* learning model is one type of *cooperative learning model* . The *think pair share* learning model is a cooperative learning that gives students time to think and respond. This learning model provides the opportunity for students to work with other people to discuss the results of their respective thoughts . Then students will present their conclusions to other groups. In this learning model, the teacher only presents the material briefly or only provides an outline of the problem. The rest of the students are invited to interact between teams or groups. This is what makes the classroom more fun and more active.

*think pair share* type cooperative learning model is a learning model that prioritizes students to play an active role in the learning process activities. The *think pair share* learning model gives students time to think and respond and help each other in reviewing the problems presented by the teacher. Thus, researchers can conclude that the *think pair share* type cooperative learning model is an activity that invites students to play a more active role during the teaching and learning process.

### *Steps for the Think Pair Share (TPS) Learning Model*

There are several stages or steps that must be implemented when using the *think pair share learning model* (Rukmini 2020:2178). The following are the steps in applying the *think pair share learning model* :

a. *Think* (Thinking)

The teacher gives a problem or question related to the lesson being discussed. After that, the teacher asks students to think independently about the problem.

b. *Pair* (Pairs)

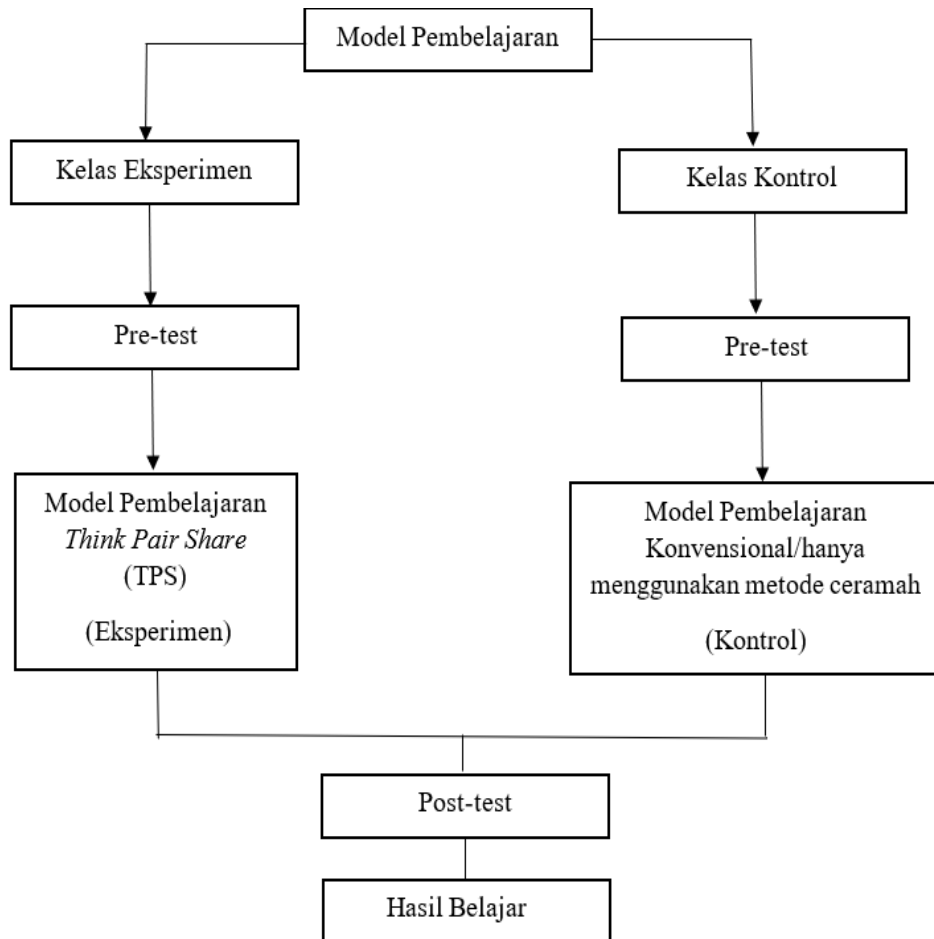
The teacher asks students to work in pairs/groups and discuss the results they have collected while carrying out the independent thinking stage. The teacher then gives time to combine or combine or re-discuss the conclusions of their answers.

c. *Share* (Share)

The teacher asks the group or group representatives to present the results of their work to all their friends. The teacher walks around the class and accompanies students during the learning process.

### ***Learning Outcomes***

Learning outcomes are changes in behavior that occur in someone who is studying, not only changes in knowledge, but also changes to form skills, habits, attitudes, understanding, mastery and appreciation in the individual who is studying. Learning outcomes according to the community's view are someone who is sitting at school, taking part in the teaching and learning process, re-doing the assignment given by the teacher and then getting a grade or result which becomes a reference to know that the student understands the learning process that has taken place. Learning outcomes can be obtained after someone carries out teaching and learning activities which are used to measure the extent of understanding of the knowledge that has been learned. With the learning results, it can be seen to what extent the understanding is and what will be done.



## METHODOLOGY

The method used by researchers is a quantitative method and the type used in this research is an experimental research method. The research is planned from January 2024 to May 2024. The population in this research is all class VII students at Pematangsiantar Model Private Middle School, totaling 68 people divided into 2 classes. In selecting the sample, the researcher used the entire population of 68 people, the control class of 35 students and the experimental class of 33 students.

Collecting data is one of the most strategic steps in research, because getting data is the main goal in research. What was used in the research was a written test in the form of a form. The test questions that will be used to obtain data on student learning outcomes and the form of questions used in the research are in the form of objective tests consisting of 25 multiple choice questions.

## RESEARCH RESULT

### *Descriptive Research Result Data*

The research results obtained can be seen in the table below:

Table 1. Data on Student *Pre-test Results*

Class	Average	The highest score	Lowest Value
VII-A	51.48	64	32
VII-B	54.18	84	28

*pre-test* results data above, it can be seen that the control class obtained an average score of 51.48 and the highest score was 64 while the lowest score was 32. Meanwhile in the experimental class the average score was 54.18 and the highest score was 84. and the lowest value is 28.

Table 2. Data on Student *Post-test Results*

Class	Average	The highest score	Lowest Value
VII-A	69.37	88	48
VII-B	80	92	60

*post-test* results data above, it can be seen that the control class obtained an average score of 69.37, the highest score was 88 while the lowest score was 48. Meanwhile in the experimental class the average score was 80 and the highest score was 92 and the lowest score 60.

Table 3. Data on improving student *pre-test* and *post-test results*

Class	Average		Enhancement
	<i>Pre-test</i>	<i>Post-test</i>	
VII-A	51.48	69.37	17.89
VII-B	54.18	80	25.82

From the table data it can be concluded that the results of the control class (VII-A) obtained an increase of 17.89%. And for the experimental class (VII-B) the results were an increase of 25.82%. So using the *think pair share learning model* is more appropriate than just using conventional methods .

Based on the average *post-test score* in the two classes, it can be seen that the average *post-test score* for the experimental class is higher than the average *post-test score* for the control class using the t test to prove whether there is a significant effect and variation. learning outcomes.

The results obtained in the inferential analysis illustrate that there is an influence of the use of the *think pair share learning model* on student learning outcomes in class VII social studies at the Pematangsiantar Model Private Middle School. This can be seen in hypothesis testing using independent sample tests, where the data tested are the results of *the post-test* for both classes. Based on the learning results obtained from this test, it can be concluded that student learning outcomes increased after using the *think pair share learning model* compared to just using the conventional learning model.

This data test is know the data a normal or . If the data has normal distribution Sig >  $\alpha = 0.05$  and if the existing data does normal distribution then  $\alpha = 0.05$ . The normality be by using the *Smirnov* namely follows :

Table 4. Normality Test

Tests of Normality							
Go .weld		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Student Learning Results	<i>Pre te st</i> Control	0.135	35	0.106	0.962	35	0.255
	<i>Posting .</i> <i>under</i> control	0.136	35	0.100	0.956	35	0.172
	<i>Pre te .</i> egg <i>...</i> rime	0.132	33	0.157	0.964	33	0.334
	<i>The post</i> <i>.saved .</i> memory	0.141	33	0,095	0,941	33	0,073

Based the data table , value ( sig) *the greater* the value  $\alpha =$  Table 1 te rse bu . mpe i i pei i using SPSS rsi 25 i that *pre i st control* i VII-A a significance value of 0.106 > 0.05 and *posttest* has a significance value 0.100. Meanwhile *pre test* experiment in VII-B a significance value of 0.157 > 0.05 and the *post experiment* has a significance value 0.095.

from the version 25 , it can be *pre-* and *- test* the control weld and rime fi . *used* until research has distribution has a .This is because *- and post - values* for the control and rime fication from the significance test level i.e. , the data has . *normal* distribution .

If data from world of region declared to normally then a test carried . . homogeneity test an .measure of knowing whether .data ...two groups ... homogeneous population . Homogeneous testing carried on *posttests* for and rime c criteria sig . , then the data comes the same variance, whereas the sig value <0.05 then the data comes a population has variance. The results of . homogeneity test be seen following .

Table 5. Homogeneity Testing

		Le ve ne Statistics	df1	df2	Sig.
Results Be learn	<i>Base e d on</i> <i>Me an</i>	1,791	1	66	0.185

The results of SPSS ve 25 h value = 0.185 . In this case it that the sig le value greater the  $\alpha$  value where 0.185 > 0.05. So it can be concluded the world . for i.e. weld and c class , in nature there no . The data between the worlds be normal and same *variance* .

Based on the test in a system tests hypothesis, the null hypothesis  $H_0$  is rejected and accepted level of significance used  $\alpha > 0.05$  then  $H_0$  and if  $\text{sig} < 0.05$  then  $H_0$  is rejected.

Tabel 6. Pengujian Hipotesis

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	1,791	0,185	4,812	66	0	10,629	2,209	15,039	6,218
	Equal variances not assumed			4,837	65,119	0	10,629	2,197	15,017	6,24

Based table above, it is the significance of the table 0.05 the total samples is 66 students  $t_{table} 1,996$ . From uji independent sample t-test dipe role h value  $t_{hitung} > t_{table} (4.812 > 1.996)$  means that alternative hypothesis ( $H_a$ ).

By examining the ..can ..that ..significant ..learning outcomes ..that ..conventional modes and to welds that use i pe i i think pair .in the pre -literacy material in at the Private Middle School Tei Pei .

**DISCUSSION**

The carried at junior school in involves two , namely the class and specific If is carried in the i the step is give i st u i c nge know ke ability an initial student. The average value of the control weld 51.48 and the intuition specific is 54.18

Once is that initial of in second of class known it likely students ,pe mbe lessons different modes but material .In control .taught using conventional learning mode and the it is the , mbe lesson think pair share . Once activity is carried at end students are an posttest know the of ' learning .The posttest value for the control the average value for the rime fic .

Based the average posttest value in the can that the average posttest value in the second class of rime higher compared to the average posttest value to the control class the u i i t t i c t u d e a influence and variation in the i lesson.

From the results of role h in the analysis of infiential inf e that there is an influence on learning mode l i mbe think share te student outcomes in the IPS



subject at the private junior high school Te ladan pe maturesiantar. The thing can seen the the of using the until is vided where the data is the result of the second *posttest* . Based outcomes obtained the research it can that students outcomes as follow mode of .1 pe mbe lesson *think pair share* compared to following conventional mode learning

In the examination hypothesis the by of testing *inde sample t-test* with the being is the result of the *posttest* *uik* to the control and e rime spec i a sig. of . Given role ht hititungse be sar 4.81, then it can be known that  $t_{hitung} > t_{tabel}$  (4.81 > 1.996) which means *the alternative H<sub>a</sub>* is .

This means :

1. are differences in learning students who the *pair* use the modensional.
2. outcomes students by the learning mode mbe lesson share *i* is an to the learning students learning mode i pe mbe lessons . This is known *post-test* of the students the and the control .

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of learning activities and data analysis carried out by researchers, it can be concluded that the *think pair share learning model* has an effect on student learning outcomes. This happens because during the teaching and learning process there is a stimulus for students to be more active in asking questions and providing ideas, so that learning does not take place in only one direction or only the teacher is active.

*think pair share* learning model in social studies subjects has an important influence because it influences student learning outcomes and helps students to be more active. Using this learning model also makes the learning atmosphere in the classroom more enjoyable. Therefore, using the *think pair share learning model* is an effective model to use in the learning process.

## ADVANCED RESEARCH

Based on the research that has been carried out, the researchers suggest the following:

1. *think pair share* learning model is expected to increase student interest and activeness in the learning process.
2. For educators, it is hoped that the *think pair share learning model* can be used or developed as an alternative in providing variation in the learning process.
3. Schools, especially principals, are expected to provide support to educators in choosing learning models.
4. For advanced researchers who want to apply the *think pair share learning model* , it should be adapted to the implementation process, especially in terms of time allocation, group management or control and the characteristics of students at the school where it is implemented.

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