

## The influence of think pair share (TPS) learning model on fifth-grade students' learning outcomes of civic education

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### ABSTRACT

This study aims to determine the influence of the think pair share (TPS) learning model on the learning outcomes of civic education on fifth grade class student in elementary school at Jakarta Timur Cilangkap. The subject of this research is fourth-grade students with instrument pre-test and post-test of Civic Education subject. While the research method used is a quantitative research method with a Quasi-Experimental Design research design. The type of sample used was Non-Probability Sampling with a total of 60 participants divide into 2 class which is 30 at experimental class and 30 in a control class. From the results of the calculation of the t test in the study, it obtained a value of  $t \text{ count} = 2,4704 \geq t \text{ table } 2.000$  which stated that there was a significant effect of learning using the think pair learning model on civic education learning outcomes in one of the elementary schools at Jakarta Timur Colangkap. The think pair learning model applied by teaching staff to their students can increase the level of creativity and courage of a student so that students can learn effectively and have fun, especially in this study the subjects taken were civic education.

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## INTRODUCTION

National Education in Indonesia is one of the most important fields for human life, education can encourage the improvement of human quality in forming congenital, affective and psychomotor competitions (Karsono et al., 2022). Education is also an effort to change a person's behavior through learning. Education is a process that lasts for a lifetime because it is carried out from the time a human being is born until the end of his life (Elmurzaeva & Qorayev, 2021). The purpose of education according to the Ministry of National Education which is regulated in "Law No. 20 of 2003 concerning the national education system in Chapter II states that the basis, functions and

objectives are in article 3, namely, "National education functions to develop abilities and form a dignified national disposition and civility in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, noble, healthy, knowledgeable, capable, creative, faithful, independent and become a democratic and responsible citizen" (Agus et al., 2020).

Civic education is an education that is very important in developing and preserving the moral and noble values of the Indonesian nation's culture that can shape the good behavior of students and have a noble character (Jayadiputra et al., 2020). Civic Education study aims so that students can apply the basic concepts of a moral, ethical and good and democratic behavior appropriately in their daily lives. One of the cooperative learning models that is considered relevant to maximize Civics learning in the classroom is the think–pair–share model. This learning model provides an opportunity for students to think and respond to the material being discussed. In addition, this model also guides students to be able to help each other so that some of these things become strong factors in maximizing and improving students' abilities in learning (Saputro et al., 2021). This model is very suitable to be applied in elementary schools, especially in higher grades. It is based on the fact that upper-class students already have the ability to understand and express concepts in learning and can express their ideas through observation, speculation and other analysis (Wuryandani & Herwin, 2021). Some of these descriptions are the basis for conducting studies related to innovative learning models in civics learning in the classroom. This study aims to test and prove the effectiveness of the think–pair–share model in civics learning in elementary schools.

Based on observations and interviews conducted by researchers at one of Elementary School at East Jakarta, researchers found problems that existed in class fourth-grade, that student learning outcomes, especially in the civic education learning subject, low average scores of class fourth-grade students were due to several factors, one of which was the lack of variations in learning models that were not in accordance with the material in civic education learning. interested in civic education learning subjects, thus making the learning outcomes of civic education class fourth-grade at one of Elementary School at East Jakarta the score is below MMC (Minimum Completion Criteria), judging from the results of Mid-Test class fourth grade in the even semester of civic education subjects which amounted to 30 students, only some students whose scores reached MMC.

## **LITERATURE REVIEW**

### **Learning process**

The learning process is the process of acquiring new knowledge, skills, values, and preferences through various means such as education, training, and experience. It involves several stages, which include: Attention, Retention, Reproduction, Motivation and Transfer. Attention is the first stage of the learning process, where the learner is exposed to new information and becomes aware of it. Retention is the stage where the learner stores the new information in their memory. Reproduction is the stage where the learner can recall and use the new information they have learned (Mora et al., 2020).

The human cognitive learning process is the process by which individuals acquire, understand, and retain new information. It involves several stages, including attention, perception, memory, and retrieval. Attention is the process of focusing on specific information, while

perception is the process of interpreting sensory information. Memory is the process of storing information for later retrieval, and retrieval is the process of accessing stored information. These stages are interconnected and work together to allow individuals to learn new information and integrate it into their existing knowledge. Additionally, cognitive learning theories such as Piaget's theory of cognitive development and information processing theory highlights the active role of the learner in constructing their own understanding of the world, rather than simply receiving and processing information (Mora et al., 2020).

### **Learning model**

A learning model is a framework that guides the teaching and learning process in an educational setting. Some common models include traditional, Montessori, and project-based learning. Traditional models emphasize direct instruction and basic skills, while Montessori models focus on self-directed learning and hands-on activities. Project-based learning models focus on real-world, hands-on experiences. Schools may use a combination of these models or adapt them to meet the needs and resources of the school and student population (Aswar, 2020).

### **Think pair share**

The TPS model is a learning model that belongs to the cooperative type. The teacher presents the classical material that is given to students and gives questions to students and students work in groups by way of pairs of seats (think pair) and one of the group leaders presents the results of their discussion (share) individual quizzes and the teacher makes a development score Each student then announces the results and gives a reward (Aprianti & Mutiara Ayu, 2020).

The Think Pair Share (TPS) method can make educators control and manage students in the class as a whole, in the procedures used in the Think Pair Share (TPS) method students get more time to think in solving problems with their themes, and to respond to each other and help each other (Satria, 2021).

### **Civic education**

Civic education is a subject used to make citizens who are able to understand and be able to exercise their rights and obligations to become citizens who are intelligent, skilled and have good character (Fitzgerald et al., 2021).

As for the literature review that has been explained, the researcher makes a hypothesis below.

H<sub>0</sub> : There is no effect of the Think Pair Share Learning Model on Civic Education Learning Outcomes in Fourth-Grade students at Elementary School in East Jakarta

H<sub>1</sub> : There is an influence of the Think Pair Share Learning Model Against Civic Education Learning Outcomes in Fourth- Grade student at Elementary School in East Jakarta

### **METHOD**

This research uses quantitative experimental methods using the Quasi-Experimental method and using *Posttest Only Control Group Design* (Lestari et al., 2019). In this study, researchers used two classes, each of which was an experimental class and a control class. The experimental class

is a group of students given the *Think Pair Share* learning model, while the control class is a group of students who are given a conventional learning model.

The design of this study had two groups selected, then given a *posttest* to find out the final state of whether there was a difference between the experimental group and the control group. If there are significant differences between the control groups, the treatment given has a significant effect.

The subject used in this study was fourth-grade students at Elementary School in East Jakarta with a total population of 60 students consisting of class experiment 30 students, and class control 30 students.

In this study the instrument of research is a subject matter of Civic Education about patriotism, honest, helping each other, and moral.

The data collection technique in this study used 3 stages, including the preparation, implementation and final stages. The preparatory stage consists of determining research samples, compiling learning tools such as Lesson Plan, Execution, Evaluation, and learning media.

**Table 1.** Research Design

Group	Treatment	Posttest
$E_1$	$X_1$	$T_1$
$E_2$	$X_2$	$T_2$

Information:

$E_1$ : Classes that use *the Think Pair Share* strategy

$E_2$ : Classes that use Conventional strategies

$X_1$ : Implementation of *Think Pair Share* Strategy

$X_2$ : Implementation of Conventional strategies

$T_1$ : Posttest *Think Pair Share* strategy

$T_2$ : Posttest Conventional strategi

## RESULTS

Based on this research, we can conclude that the think pair share (TPS) has a significant impact to student learning outcomes, that we can see at table 2.

**Table 2.** Different result of experiment class and control class

Description	Experiment Class	Control class
Highest Score	96	76
Lower Score	60	40
Average Score	86	63

We can see the different learning outcome between the experiment class and the control class, the data collected from the mid-test result of the class on civic education subject, the average score of the experiment class is a 86 and the average of a control class is only 63, the experiment class is the group that implemented the think pair share (TPS) model to increase their learning outcomes.

### Normal test

Researchers do a normality test to see that if the data is distributed normally or not, the data that used in this research all normal both on an experiment group and control group, the result of calculation you can see on table 3.

**Table 3.** Normality Test on Learning outcome

Data	N	L <sub>count</sub>	I <sub>table</sub>	Result
Post-test Experiment	30	0,128	0,161	Normally Distributed
Post-test Control	30	0,156	0,161	Normally Distributed

The score of  $l_{count}$  on experiment class is  $l_{count} = 0,128 < l_{table} 0,161$ , it means the data on experiment class are normally distributed. And for the control class the score for  $l_{count} = 0,156 < l_{table} 0,161$  and the result is the data are normally distributed.

### T-test

The result of t test it shows that the think pair share models have an impact to learning outcomes on civic education subject at Elementary School in East Jakarta, the score of  $T_{count} = 2,4707 > T_{table} = 2,000$ , it means that the implementation of think pair share model in the experiment class have an effect to increase student learning outcomes, for the complete data we can see in table 4.

**Table 4.** T test result

Data	Mean	Dk	T <sub>Count</sub>	T <sub>table</sub>	Description
Post-tes Experiment	86	58	2,4704	2,000	Accept Hi / Have an impact
Post-test Control	63				

## DISCUSSION AND CONCLUSION

Based on the research we can see that the implementation of Think Pair Share (TPS) have a significant impact to the learning outcomes of a student, in this research the average of learning outcomes a student that not have implemented the model is 63 and the average score for the student that implemented this model is a 86.

Meilana et al., (2021)The results of this study indicate that the Think Pair Share (TPS) learning model has a positive effect on the critical thinking skills of fifth grade students at SDN Bintara VI West Bekasi. The validity and reliability of the items used in this study proved to be valid and reliable, and the results of the normality and homogeneity tests indicated that the samples used in this study were normally distributed and homogeneous. The hypothesis test shows that  $H_0$  is rejected and  $H_1$  is accepted, meaning that there is an influence of the TPS learning model on social studies students' critical thinking skills.

Latifah and Luritawaty, (2020) on their research find that the Think Pair Share (TPS) models can increase the active skills a student, the student more feels confident to share their

opinion because helped by their pairs, and the learning outcomes score of the student increase with the implementation of Think Pair Share model.

Based on the research that has been carried out, it can be concluded that the research that researchers practice using the *Think Pair Share* learning model can have a good and useful influence. And there are differences in grades in students who are given treatment using the *Think Pair Share* learning model, namely: classes that are given treatment using the Think Pair Share learning model are proven to get higher scores than students who are given treatment using conventional models.

The limitation of this research come from not a proper research plan, and also the impact of pandemic Covid-19 that make a learning process less active. The suggestions in this research are: some revisions should be made the model treatment given is like details of further learning activities, improvement of student worksheets, and creation better instrument for purposes learning.

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