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The Influence of Cooperative Learning Models of Think Pair Share Types and Social Attitudes towards Learning Outcomes Theme of Deliberation in the Contents of Learning of Student Citizenship Education in Class V of Medan Experimental SDN

Masjuliana Saragih[1], Yusnadi[2], Alesyanti[2]
[1]*Master Student in Basic Education Study Program, Universitas Negeri Medan, Medan, Indonesia*
[2]*Lecturer in Basic Education Study Program, Universitas Negeri Medan, Medan, Indonesia*

Abstract

This research is motivated by the low learning outcomes of the topic of learning about Citizenship Education in the SD Negeri Experimental District in Medan. The aim of this study was to find out how the Think Pair cooperative learning model works. To determine the effect of the social attitudes of the students; Identify the interaction between Think Pair Share collaborative learning models and social attitudes and their impact on learning outcomes. This study uses quasi-experimental research methods. The study population consisted of all fifth grade students of SD Negeri Experiment Medan, which consisted of 60 people in two classes. The experimental class received a cooperative learning model of the type Think Pair Share and the control class a conventional learning models. The results of the study show that: (1) the Think Pair Share Learning Model has an impact on learning outcomes. This is evident from the ANAVA results of an increase in Citizenship Education learning outcomes, which averaged 91.97 in the experimental class, above the average of the control class of 70.37. (2) The influence of social attitudes on learning outcomes. From the ANAVA results it can be seen that the average civilian learning outcomes with social attitudes are 80.61 higher than the control class 76.81, while the social attitudes in the experimental class are low. (3) Interaction between Think-Pair-Share cooperative learning models and social attitudes and their impact on learning outcomes. It can be said that the higher the social attitudes, the higher the learning outcomes achieved. Conversely, the lower the social attitudes, the lower the learning outcomes achieved.

Keywords
think pair share; social attitude; learning outcomes

I. Introduction

Citizenship education is a subject that focuses on the formation of students who are diverse in terms of religion, socio-cultural race, language, age and ethnicity who become intelligent, skilled and characterized Indonesian citizens mandated in the Pancasila and the 1945 Constitution (Depdiknas, 2003: 7). Citizenship education learning emphasizes the elements of education and equipping students. The emphasis of learning is not only limited to efforts to cram students with a number of concepts that are memorized, but on efforts so that

they are able to make what they have learned as provisions in interpreting and participating in carrying out community life, and as provisions.

The success of students in learning citizenship education can be influenced by social attitudes and the ability of teachers to create a pleasant atmosphere when learning occurs. Student learning success in class because of the two-way communication, namely between students and teachers. Citizenship education learning outcomes are shown by the achievements of students. These achievements are in the form of values obtained when children follow the learning process in class. Citizenship education achievement is a process carried out by students that results in change. These changes include aspects of science, changes in attitudes, values and skills.

Based on the results of tests that have been done that the average student who is incomplete in learning is 48.10%, while students who complete are 51.80%. This gives an indication that the learning outcomes of student citizenship education are still not satisfactory. To be able to improve student learning outcomes in optimal citizenship education both on cognitive aspects that are conceptual and factual, thus the teacher is required to be more creative and innovative in developing learning models that are able to engage students actively to the maximum in the learning process. So that the basic competencies or learning objectives that are expected to be achieved well, we need an appropriate learning model so that students can understand the concepts of the material being studied and ultimately can improve student learning outcomes.

The learning model used must be able to improve student learning outcomes and social attitudes of students. Learning models have a significant share in teaching and learning activities. The ability that is expected to be owned by students, will be determined by the relevance of the use of a model in accordance with the objectives. Learning objectives will be achieved by using the right method, in accordance with the right standards of success in a goal.

One way that students can easily understand the concepts of citizenship education that are learned and can foster enthusiasm and involvement of students in learning is by applying a cooperative model. The cooperative model can also be interpreted as a structure of shared tasks in an atmosphere of togetherness among fellow group members. This cooperative learning model also has many types, such as the STAD cooperative model, Jigsaw, Think Pair Share, Guided Note Taking and others. Think Pair Share cooperative learning model is one of the learning models that is suitable for learning. The advantage of this learning model is the optimization of student participation by giving each student eight times more opportunity to be recognized and to show student participation with one another.

Think Pair Share is one type of cooperative learning. Cooperative learning is an appropriate strategy to be applied to Citizenship Education lessons, where Citizenship Education learning activities are more directed at activities that encourage students to actively discover their own concept of process skills. Think Pair Share gives students time to think and respond and help one another. For example, a teacher has just completed a short presentation or students have finished reading an assignment. Next the teacher asks students to be seriously aware of what has been explained by the teacher or what has been read (Lie, 2008: 82). Cooperative learning is a learning strategy that can help teachers change student diversity into a force that can support and challenge the process of student achievement, especially middle students. Students will get used to solving various problems through collaboration with other fellow students, thus enabling the growth of habits in solving joint problems (Trianto, 2011: 139).

The implementation of Think Pair Share learning is an implementation of learning that is oriented towards active students to carry out learning activities, so that Think Pair Share learning when applied to elementary school students will certainly be a solution in overcoming the problem of student learning outcomes. Specifically, several benefits can be obtained from the implementation of Think Pair Share learning. In Trianto, (2011: 81) the benefits of Think Pair Share learning models can stimulate student activities to find out the material provided by subject teachers. Students can be proactive in the learning process, especially on the material expected by the teacher. Students can freely carry out discussions with fellow friends especially those in the group to discuss the material assigned by the teacher. With Think Pair Share learning, teachers can easily supervise students during the learning process. With the implementation of Think Pair Share learning, it will challenge teachers to be more creative and innovative in carrying out a learning design for the achievement of learning goals that have been set previously

II. Research Method

This research was conducted using quantitative learning models with quantitative methods in the form of quasi-experimental type. This research was conducted in Class V of Medan Experimental SDN which is located at Jalan Sei Petani No.19 Medan Baru Sub-district in 2018/2019 Academic Year. This research was conducted in the second semester of class V in the form of learning activities that will be adjusted to the educational calendar. The research lasted for 3 months namely from the sample class of this study starting from February 2019 to April 2019. The study population was all students of SDN Medan Experiment even semester 2018/2019 Academic Year. The researchers chose the population of class V students in Medan Experiment Elementary School, because the students were group of students who were deemed ready to accept this research treatment both in terms of time and material available. Sampling was done by purposive sampling with the aim of this study to be carried out effectively and efficiently. The sample in this study were class V a students and class V b students. The V a class (experimental class) was given a cooperative learning treatment type Think Pair Share and high social attitudes, while in the V b class (control class) was treated with a model of cooperative learning treatment type Think Pair Share and a low social attitude. In each class, both V a and V b classes are given learning by the teacher or researcher (adjusted).

III. Discussion

2.1 Normality Tests

Normality test is intended to determine the existence of normally distributed data or not. Data normality testing is done using tests. Kolgomorov – smirnov statistical test of overall normality of posttest data can be stated in table 1:

Table 1. Summary of Statistics Test for Normality of Posttest Values of Students Both Learned with Cooperative Learning Models Think Pair Share types and groups of students who were taught using the Conventional Model

Normality Tests							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Experiment Class	.108	30	.200*	.957	30	.261
	Control Class	.115	30	.200*	.957	30	.266
*. This is a lower bound of the true significance							
a. Lilliefors Significance Correction							

Based on table 1 above shows the results of the normality of the posttest data test of the two sample groups it can be concluded that the posttest data of the experimental class students and the control class students have a data distribution that is normally distributed with a probability value or a sig. value > 0.05. Furthermore, the results of testing the posttest data using the Liliefors test with the help of the SPSS 22.0 program in a nutshell.

2.2 Homogeneity Test Results

Table 2. Data Homogeneity Test

Test of Homogeneity of Variances

Learning Outcomes

Levene Statistic	df1	df2	Sig.
1.484	1	58	.228

Table 2 above, shows that based on the posttest data of the two groups of samples from the results of homogeneity testers with the Test of Homogeneity of Variance based on the average value (based on mean), the probability or sig values are obtained for the control class of 0.228 > 0.05 so it can be concluded that based on the posttest data of the control class and homogeneous population. The experimental class is 0.228 > 0.05 so it can be concluded that based on the posttest both groups of samples have variances that are homogeneous or come from the same population. The following table 2 descriptive data presented the acquisition of values based on the model applied and social attitudes of students.

2.3 The Analysis of Posttest Data and High Social Attitudes and Low Social Attitudes

In the previous discussion, researchers have calculated the posttest value of Citizenship Education learning outcomes and social attitudes that have been grouped into high social attitudes and low social attitudes in the experimental and control classes, then the next stage classifies the posttest scores of these two classes based on students' social attitudes. Based on the posttest value, it can be seen clearly that the experimental class has a high social attitude and the control class has a social attitude. It aims to be able to see the value of Citizenship Educations learning outcomes of students who have high social attitudes and low social attitudes. In brief, it will be explained as follows:

Table 3. Grouping the Value of Citizenship Educations Learning Outcomes Based on Social Attitudes

Experiment Class			**Control Class**		
Posttest	**SS**	**Average**	**Posttest**	**SS**	**Average**
93	91	**Average** 80.06 SS High score ≥ Median	73	82	Average 76.81 SS High score ≥ Median
100	90		71	82	
97	88		73	80	
93	87		68	78	
97	97		75	78	
100	87		64	77	
91	83		68	77	
100	81		77	76	
91	81		73	76	
97	78		68	75	
100	76		71	75	
91	75		77	75	
89	75		62	75	
93	75		80	75	
97	75		73	74	
95	74		77	74	
88	72	Average 67.28 SS High score ≥ Median	71	72	Average 67 SS High score ≥ Median
84	71		64	72	
91	71		64	71	
88	71		62	71	
93	70		71	71	
86	70		77	69	
95	67		68	69	
91	67		64	66	
82	67		68	65	
88	66		82	65	
84	65		82	65	
86	65		62	64	
88	63		60	61	
91	57		66	57	

Based on table 3 that in the experimental class students with high social attitudes amounted to 16 students with an average value of Citizenship Educations learning outcomes of 80.06 and students with low social attitudes amounted to 14 people with an average value of Citizenship Educations learning outcomes of 67.28. In the control class with high social attitudes totaling 16 students with an average score of 76.81 and students with low social attitudes totaling 14 students with an average score of 67.

Based on the above data obtained by students with high social attitudes in each of the experimental classes and control classes are equally 16 students. But the average value of Citizenship Educations learning outcomes in the two classes is different. Students who have high social attitudes get higher grades in the class than the average in the control class.

Similarly, students who have low social attitudes get the average in the experimental class higher than the average in the control class.

Analysis of the student learning outcomes value based on high and low social attitudes can be seen in Figure 1 below:

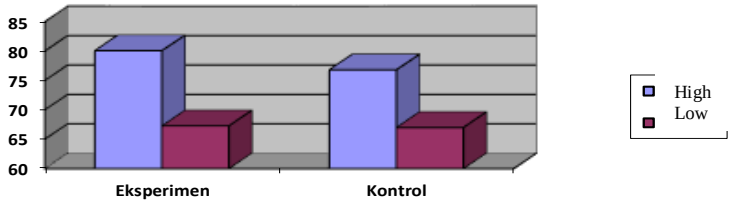

Figure 1. Citizenship Educations Learning Outcomes Based on Social Attitudes

2.4 Hypothesis Test

Based on the research data, after the analysis requirements are met with normality and homogeneity of the data, the next step is to test the hypothesis performed on the N-gain score of learning outcomes (more complete calculations can be seen in the appendix). Both sample groups use the independent T test with the help of the SPSS 22.0 program. It aims to find out the comparison of student learning outcomes in the control class and the experimental class. In summary the results of the Independent Sample T test, summarized in the following table 5:

Table 4. Summary of Test Results of Independent Sample T Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcomes	Equal variances assumed	1.484	.228	14.718	58	.000	21.600	1.468	18.662	24.538
	Equal variances not assumed			14.718	55.936	.000	21.600	1.468	18.660	24.540

Table 4 above, at the value of sig. (2-tiled) p-value 0.00 <value 0.05, meaning that it shows that H0 is rejected then the average learning outcomes obtained with the cooperative learning model Think Pair Share type and high social attitudes better than the average learning outcomes obtained with the Think Pair Share type of learning model with low social attitudes.

Differences in abnormal social attitudes towards student learning outcomes can be seen by using Mann Whitney U in table 5 below:

Table 5. Mann Whitney U Results Data

Test Statistics[a]

	Learning Outcomes
Mann-Whitney U	1.000
Wilcoxon W	466.000
Z	-6.652
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on table 5, it can be concluded that sig 0.000 <0.05 shows that Ho is rejected so it is in accordance with the hypothesis that there is a significant difference between Think Pair Share cooperative learning models and conventional learning models.

2.5 There is an Effect of Citizenship Educations Learning Outcomes that are used with Cooperative Learning Models Think Pair Share types and Conventional Learning Models

Think Pair Share cooperative learning models and conventional learning models are basically the learning models that are obtained by the teacher in achieving the desired learning goals. Specifically relating to the subject matter learned or obtained through self-study or from the teacher when learning takes place. Evidenced by the findings of the study which stated a significant difference from the application of the two learning models.

Based on the results of calculations in the research obtained it can be seen that the average learning outcomes of the citizenship education taught by the Think Pair Share type of cooperative learning model are higher than those of conventional learning models. From the data obtained describe that the average learning outcomes of student citizenship education taught using the Think Pair Share type of cooperative learning model is 91.97 higher than the average learning outcomes of student citizenship education taught using conventional learning models 70.37. From the results of the comparison of the average obtained concludes that the average Citizenship Educations learning outcomes of students who are taught with cooperative learning models Think Pair Share type is higher than conventional learning models. This is according to Mimi Martha's research, (2015: 141) in an international journal entitled The Effect of Think Pair Share on high school mathematics achievement and academic systems. The research findings show that there are significant differences in the average scores of students taught using the Think Pair Share strategy compared to those taught using the conventional approach. And according to the allegations that favor the Think Pair Share type of cooperative learning model as the right model for students.

The advantages of Think Pair Share cooperative learning models as described in the theoretical framework are proven empirically, so that these results reinforce that with Think Pair Share cooperative learning models the outcomes of Citizenship Educations Learning are better. Another advantage of Citizenship Educations learning with Think Pair Share type cooperative learning models in SDN Medan Experiment in class V a students is more interested in learning by using Think Pair Share type cooperative learning models because it is able to stimulate active students in learning activities. Because the Think Pair Share cooperative learning model is learning that can help teachers change student diversity into a force that can support and challenge the process of student achievement, especially middle students. Students will get used to solving various problems through collaboration with other fellow students, thus enabling the growth of habits in solving shared problems.

The teacher creates a pleasant classroom atmosphere in the teaching and learning process and focuses on creating student activity through thinking, pairing and sharing in discussions with the group to solve problems that have been given by the teacher to students. And they exchange opinions on the matter. With the Think Pair Share type of cooperative learning model information is not only centered on the teacher, but can through the opinions of students with critical thinking in solving problems. From this the students in solving problems are not too dependent on information that is centered on the teacher. In this case the teacher's role can be reduced and students are more active in solving problems and listening carefully, how other students discuss with the theme through information. Students can freely carry out discussions with fellow friends especially those in the group to discuss the material assigned by the teacher. The process that students go through in the Think Pair Share type of cooperative learning model places information not only from the teacher, but through the readings that students read and can understand the information along with the group and discuss and issue opinions on problem solving provided by the teacher regarding the material being taught . Think Pair Share type of cooperative learning model is very demanding that the quality of students is expected to be able to understand / master the teaching material given by the teacher. Very much different from the conventional learning model is a learning activity that is centered on the teacher just like the lecture method. In the conventional learning model the teacher only guides students looking to listen to the teacher's explanation. Learning Citizenship Educations in SDN Experimental Field Vb class using conventional learning models can cause students to only look for lecture sources explained by the teacher without looking at other references that might be easy to reach. This teacher is only as a guide in the learning model and the lack of appreciation of the material because students are only looking for answers from various sources of reading that they get. This conventional learning model is also delivered in class with individual participants' attention.

Based on reality, conventional learning models lack maximum results for students because they are not interested in listening to concepts, as a result students are less able to obtain material and lack coordination and lack of appropriate references to solve a material. Whereas with the Think Pair Share type of cooperative learning model students can look for proactive information in the learning process especially on the material expected by the teacher. And students can freely carry out discussions with fellow friends especially those in the group to discuss the material assigned by the teacher. Based on the findings, it can be stated in general that the Think Pair Share type of learning model with the conventional learning model lies in aspects, among others, that the conventional learning model shows the characteristics of a teacher-centered learning process, while the Think Pair Share type of learning model involves developing abilities, expressing ideas or ideas with words verbally and comparing them with other people's ideas helps the child to respect other people and be aware of all their limitations and accept all differences. And can empower each student to be more responsible in learning strategies that are powerful enough to improve academic achievement as well as social abilities.

2.6 There is an Effect of Citizenship Educations Learning Outcomes who Have High Social Attitudes

The dominant factor that determines the success of the learning process is to recognize and understand that students have characteristics with different social attitudes. Recognizing students' social attitudes is the most important thing to produce more effective learning. Social attitude is a way of reacting to an aphrodisiac. A tendency to react in certain ways,

attitude is an act / behavior as a reaction to the response to a stimulus that is accompanied by the establishment and or feeling itself.

This condition is empirically tested with research findings which prove that there are significant differences between groups of students who have high attitudes and low social attitudes. This is acceptable because students who have high social attitudes tend to be more positive in accepting choices of influence from outside that are usually adjusted to the motives and attitudes within humans, especially those of their interest.

On the results of research in the experimental class that uses Cooperative Learning Model Type Think Pair Share the average on high social attitudes that is 80.06 consisting of 16 students and the control class on students who use conventional learning average on high social attitudes that is 76.81. From this explanation it can be seen that the class of students who use the Cooperative Learning Model Type Think Pair Share and social attitudes are higher because of daily high social students are more likely to show an open attitude to their peers, dare to express opinions, work together, show caring and mutual attitudes shoulder to shoulder with their peers at school.

From high social attitudes students build a communicative atmosphere, feel the responsibility in making friends, want to listen to the opinions of friends, respect each other and like to help. Then the social attitude is expressed by not only one person but is considered by the group of people. The object is a social object, for example: the attitude of joining all group members due to the death of a hero. This is in line with Mac Dougall (Kartono, Kartini, 1994: 297) mention attitude as santimen. Then santimen is the totality of organized instincts, which are closely related to emotions, and all of them become the source of human behavior causing a form of behavior that is continuous, orderly and lasts long enough.

So, social attitude is an organization of cognitive, emotional and moments of will to change behavior specifically influenced by past experiences, so that it is very dynamic, and gives direction to each behavior.

2.7 There is an Effect of Citizenship Educations Learning Outcomes with Low Social Attitudes

In the result of low social attitude the dominant factor that determines the success of the learning process is to know and understand that students have characteristics with different social attitudes. Recognizing students' social attitudes is the most important thing to produce more effective learning. Social attitude is a way of reacting to an aphrodisiac. A tendency to react in certain ways, attitude is an act / behavior as a reaction to the response to a stimulus that is accompanied by the establishment and or feeling itself.

Social attitude is an individual's awareness that attitude determines the real action, which is repetitive to social objects. Attitude is an individual's awareness that determines the real action in social activities. Thus, social attitudes are organizations of cognitive, emotional and moments of will, which are specifically influenced by past experiences, so that they are very dynamic, and give direction to each behavior.

2.8 There is an Interaction between Learning Models and Students' Social Attitudes toward Citizenship Educations Learning Outcomes

Based on the calculation results it is proven that there is an interaction between the Think Pair Share type of cooperative learning model and social attitudes in influencing students' Citizenship Educations learning outcomes. Although in the results of the study there are differences between learning outcomes with learning models, and there are differences

between results with social attitudes, this gives an indication that groups of students who have high social attitudes are different from groups of students who have low social attitudes meaning that one of the two groups those learning outcomes get better when taught using the Cooperative learning model Think Pair Share type or with conventional learning models.

Based on the research findings, that the average Citizenship Education learning outcomes of groups of students who are taught with the Cooperative learning model Think Pair Share type has a higher social attitude than the average Citizenship Education learning outcomes taught with learning models Conventional learning models that have high social attitudes This can be explained because Think Pair Share type of cooperative learning model gives students time to think and respond and help one another. For example, a teacher has just completed a short presentation or students have finished reading an assignment. Furthermore, the teacher asks students to be seriously aware of what has been explained by the teacher or what has been read, whereas with conventional learning models only centered on the teacher and only uses lectures as the mainstay method used that causes students who have less social attitudes love that. This usually provides recommendations that the Think Pair Share type of learning model is very suitable for students who have higher social attitudes than conventional learning models.

The average Citizenship Education learning outcomes of students taught with Think Pair Share type learning models have higher social attitudes than the average Citizenship Education learning outcomes of students taught by using conventional learning models having this social attitude can be explained because Think Pair Share type of learning models giving freedom to students is not too dependent on the teacher, but can increase confidence in the ability to think on their own, and find information from various sources, and can learn from other students or study with peers. Develop abilities, express ideas or ideas with words verbally and compare them with other people's ideas. Students are very enthusiastic in the learning process so students are better able to master and understand the material delivered through the Think Pair Share type of learning model. It can be concluded that actually the Think Pair Share type of cooperative learning model is very well used for students who have high social attitudes seen from student learning outcomes.

Citizenship Educations Education is a study of daily life, how to teach to be a good citizen. This is what is expected of students after learning Citizenship Educations is expected that students have a good social attitude, so that in everyday life students are able to collaborate with friends and be able to solve the problems encountered. With social attitudes that are owned by students, students are able to interact with others, help each other, respect each other and can create an atmosphere of living in harmony, peace, comfort and peace.

V. Conclusion

Based on the results of data analysis and research hypotheses tests that have been proposed, it can be concluded that there is an effect of Think Pair Share type of cooperative learning model on the learning outcomes of Citizenship Education students in class V SDN Medan Experiment. This can be seen from the ANAVA results of a significant increase in Citizenship Educations learning outcomes by an average of 91.97 in the experimental class, higher than the average of 70.37 for the control class. From the results of student learning, it is clear that there is an effect of Think Pair Share cooperative learning models that are taught better than learning outcomes taught with conventional learning models. There is an effect of social attitudes on Citizenship Education learning outcomes of class V students of SDN

Medan Experiment. This can be seen from the ANAVA results that the average Citizenship Education learning outcomes with high social attitudes 80.61 higher than the control class 76.81 while the low social attitudes in the experimental class the average learning outcomes are 67.28 lower in the control class that is 67. This can be seen from student learning outcomes who have high social attitudes are better than student learning outcomes who have low social attitudes. There is an interaction between learning models and social attitudes in effecting the learning outcomes of Citizenship Education students in class V SDN Medan Experiment. The existence of this interaction can be seen from the existence of a significant difference between the average learning outcomes taught with the cooperative learning model Think Pair Share type with high social attitudes and conventional learning models with high social attitudes, cooperative learning models Think Pair Share types with low social attitudes and models conventional learning with low social attitudes. So the higher the social attitude of students the higher the learning outcomes, while the lower the social attitudes of students the lower the student learning outcomes.

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