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The Influence of Think Pair Share Cooperative Learning Models on Outcome in Integrated Thematic Learning for Grade V Elementery School

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Abstrak

Penelitian mempunyai tujuan yakni melihat dampak model *kooperatif Think Pair Share* (TPS) akan pencapaian belajar siswa pada proses belajar tema terpadu di kelas V Gugus I Kecamatan Jurai IV. Penelitian ini memakai *desain non-equivalent control group design*, yang termasuk dalam jenis metodologi *quasi-experimental*. Penelitian ini mencakup semua siswa kelas V Gugus I Kecamatan Jurai IV. Kelas eksperimen dan kelas kontrol dibuat melalui metode *purposive sampling*, melalui kelas V A dianggap kelas eksperimen dan kelas V B dianggap kelas kontrol. Hipotesis dievaluasi dengan uji t pada tingkat kepercayaan 95% (α = 0,05), dan hasilnya menunjukkan bahwa $t_{hitung} > t_{tabel}$ (2.434 > 2.045), menunjukkan bahwa H1 benar. Akibatnya, penggunaan teknik proses belajar *kooperatif Think Pair Share* (TPS) dalam proses belajar tema terpadu di kelas V Sekolah Dasar berdampak signifikan akan pencapaian belajar siswa.

Kata Kunci: *Think Pair Share*, Hasil Belajar, Pembelajaran Tematik Terpadu

Abstract

The goal of this research is to see how the Think Pair Share (TPS) cooperative model affects student learning outcomes in integrated theme learning in class V Cluster I, Jurai District IV. This study used a non-equivalent control group design, which is a type of quasi-experimental methodology. This research covered all pupils in class V Cluster I, Jurai District IV. The experimental and control classes were created through purposeful sampling, with class V A acting as the experimental class and class V B functioning as the control class. The hypothesis was evaluated with a t test at a 95% confidence level (α = 0.05), and the results indicated that $t_{count} > t_{table}$ (2,434 > 2,045), showing that H_1 is correct. As a consequence, using the Think Pair Share (TPS) cooperative learning technique in integrated theme learning in class V of Elementary School had a significant influence on student learning outcomes.

***Keywords**: Think Pair Share, Outcomes, Integrated Thematic Learning*

Introduction

The learning model is a reference used by the teacher in the implementation of the expected process. In integrated thematic learning, a teacher should be able to choose a learning model that can create active learning, so that student learning outcomes can be achieved optimally. This is in line with the opinion Yolanda. & Zaiyasni (2020:2548) "Integrated thematic learning emphasizes students to be active, both individually and in groups. Therefore, a teacher must be able to choose an active and fun learning model for students".

Cooperative learning model is one of the learning models that can make students active because its implementation in learning prioritizes student cooperation in groups to achieve maximum learning goals and outcomes. The cooperative learning model has several types, one of which is the Think Pair Share (TPS) type.

Think Pair Share Cooperative Learning Model is a learning model that is carried out by thinking steps, in pairs and sharing knowledge between students (Azis & Wibowo, 2021). According to Parista & Lena (2021) argued that Think Pair Share is one type of modelcooperative learning with the aim of training students to express opinions where students have time to think and respond to a problem that existswhile still referring to the objectives and learning materials being discussed.

The use of the Think Pair Share type of cooperative learning model in integrated thematic learning can increase the activeness, cooperation and learning outcomes of students. According to Darlin (2015) that application of cooperative learning model type *Think Pair share* This can help students can lead to active participation of students, the courage to express opinions, and can work together well. Furthermore, Reinita (2017) explained that the Think Pair Share cooperative learning model can optimize student learning outcomes after the learning process is carried out because students are active in thinking.

The researcher carried out observations in class V Cluster I, District IV, Jurai and found that teachers had not used learning models in the implementation of learning and prioritized the lecture method, so that students were less actively involved in learning because they only relied on information from the teacher. In addition, discussions have not been carried out in the learning process so that cooperation and participation between students to strengthen each other in understanding the learning material is not optimal so that it leads to low learning outcomes obtained by students.

Based on the problems and opinions above, the researcher is interested in conducting experimental research with the title "The Effect of Think Pair Share (TPS) Cooperative Learning Model on Student Learning Outcomes in Integrated Thematic Learning Class V Cluster I, District IV, Jurai".

The purpose of this research is toto see how much influence the Think Pair Share type of cooperative learning model has on student learning outcomes in integrated thematic learning in class V Cluster I District IV, Jurai

Methodology

The experiment method is utilized in this research, which is a quantitative research type. A quasi-experimental research design was used in this research because the research to be carried out is related to education. This is in accordance with the opinion of Lestari and Yudhanegara (2017) which states that *quasi experimental* is the most likely design used in learning/educational research.

The form of the quasi-experimental design used in this study was a non-equivalent control group design. According to Reinita & El Fitri (2019) The nonequivalent control group design is an experimental design that provides a pretest before treatment and a posttest after being given treatment.

The population is the whole of the object or research subject (Reinita, 2020). The population in this study were fifth grade students of SDN Cluster I, IV Jurai, District. The sampling technique used is Nonprobability Sampling, namely purposive sampling. According to Sugiyono (2020), purposive sampling is a sampling technique carried out based on certain considerations related to research. Based on this technique, SDN 26 Painan Selatan was selected as the sample school, and class VA as the experimental class and VB as the control class.

To find out the effect of the Think Pair Share type of cooperative learning model on student learning outcomes in integrated thematic learning was carried out data collection techniques in the form of pre-test and post-test using instrument in the form of objective or multiple-choice questions. The test instrument was first tested on classes outside the sample to determine the feasibility of the questions obtained from the analysis of the level of validation, reliability, discriminating power and difficulty index. After the test instrument was tested and analyzed, 30 items were obtained which were used for pre-test and post-test questions.

The results of the pre-test and post-test obtained by the students will be analyzed using the analysis prerequisite test, namely the normality and homogeneity test. If the analysis prerequisite test is met then it is continued with hypothesis testing using t-test

In this study, the alternative hypothesis (H_1) is there is a significant effect of using the Think Pair Share (TPS) cooperative learning model on the learning outcomes of class V students, Cluster I, District IV Jurai.

Results and Discussion

Description of Research Result Data

Pre-Test

The pre-test scores for learning outcomes in Theme 8 Sub-theme 2 Learning 3 and 4 in the experimental class and control class can be seen in the recapitulation in the table below:

Table 1. *Recapitulation of Pretest Results*

Variable	*Pretest*	
	Experiment	**Control**
N	16	15
The highest score	73	80
Lowest Value	17	17
Mean/Average	45,56	45,6
Standard Deviation	16,29	18,47
variance	265,46	341,25

Based on the table above, it is known that the experimental class with 16 students got the highest score of 73 and the lowest score of 17, an average of 45,56 with a standard deviation of 16,29 and a variance of 265,46. While the control class with 15 students got the highest score of 80 and the lowest score of 17, an average of 45,6 with a standard deviation of 18,47 and a variance of 341,25. Based on the description of the pre-test results, it can also be seen that the learning outcomes in integrated thematic learning in the experimental class are lower than the control class.

Post-Test

The post-test scores for learning outcomes in Theme 8 Sub-theme 2 Learning 3 and 4 in the experimental class and control class can be seen in the recapitulation in the table below:

Table 2. *Recapitulation of Posttest Results*

Variable	*Posttest*	
	Experiment	**Control**
N	16	15

The highest score	100	87
Lowest Value	73	43
Average	86	63.3
Standard Deviation	8,75	12,93
variance	76,67	167,24

Based on the table above, it is known that the experimental class with 16 students got the highest score of 100 and the lowest score of 73, an average of 86 with a standard deviation of 8,75 and a variance of 76,67. While the control class with 15 students got the highest score of 87 and the lowest score of 43, an average of 63,3 with a standard deviation of 12,93 and a variance of 167,24. And based on the description of the post-test results, it is known that the learning outcomes in the integrated thematic learning in the experimental class are higher than the control class.

Comparison of Pre-Test and Post-Test Results of Experiment Class with Control Class

Based on the analysis of pre-test and post-test data on integrated thematic learning outcomes for the experimental class and the control class, there are differences in the acquisition of learning outcomes between the two classes. The average value of the experimental class pre-test was 45,56 and the control class average was 45,6. Meanwhile, the average post-test score for the experimental class was 86 and the average post-test score for the control class was 63,3. The comparison of pre-test and post-test scores between the experimental class and the control class can be seen in the following table.

Table 3. *Comparison of the average pretest and posttest scores of the experimental class and the control class*

No	Class	Average value	
		Pretest	***Posttest***
1	Experiment	45,56	86
2	Control	45,6	63.3

Based on the table, the comparison of the average pre-test and post-test mean scores for the experimental class and the control class can be presented in the following figure.

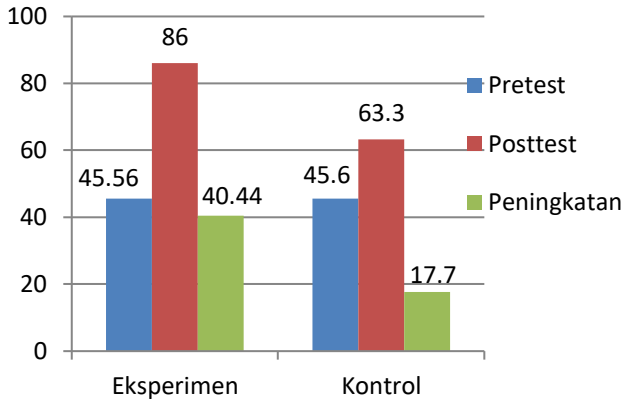

Image 1. *Comparison graph of the results of the pretest and posttest experimental class and control class*

Pre-test Analysis Pre-test

1) Normality test

Test the normality of the pre-test data for the sample class using the Liliofers test. From the Liliofers test that has been carried out on the pre-test value of the experimental class and the control class, the value of $L_0 < L_{table}$ is obtained. The normality test can be seen in table 4 below.

Table 4. *Normality Test Results of Pretest Data for Experiment Class and Control Class*

Class	N	L_0	L_{table}	*a*	Information
Experiment	16	0,0931	0,213	0,05	Normal
Control	15	0,1388	0,220	0,05	Normal

From the table above, it is known that the pretest data from the experimental class and control class are $L_0 < L_{table}$, it can be concluded that the data from the sample class is normally distributed.

2) Homogeneity Test

The homogeneity test of the sample class pre-test data used Fisher's exact test with the formula proposed by Lestari and Yudhanegara (2017:249)

$$F_{count} = \frac{The\ Biggest\ Variance}{The\ Smallest\ variance}$$

The calculation of the F price with a significant level of a = 0.05 from the distribution table F, it turns out that the F price in the pre-test data is $F_{count} < F_{table}$, namely 1,28 < 2,42, so the sample has a homogeneous variance

Post-test Data Analysis Prerequisite Test

1) Normality test

Test the normality of the post-test data for the sample class using the Liliofers test. The post-test data normality test can be seen in the following table.

Table 5. *Calculation Results of Post-test Data Normality Test for Experiment Class and Control Class*

Class	N	L_0	L_{table}	*a*	Information
Experiment	16	0,1331	0,213	0,05	Normal
Control	15	0,108	0,220	0,05	Normal

From the table above, it is known that the post-test data from the experimental class and the control class are priced at $L_0 < L_{table}$, so the data from the sample class is normally distributed.

2) Homogeneity Test

The homogeneity test of the post-test data for the sample class used Fisher's exact test. The calculation of the F price with a significance level of a = 0.05 from the distribution table F, it turns out that the F price for the post-test data is $F_{count} < F_{table}$ which is 2.18 < 2.42, so the sample has a homogeneous variance.

Hypothesis testing

After the normality test and homogeneity test were carried out, it was found that post-test score both sample classes have data with normal distribution and homogeneous variance. Furthermore, to test the hypothesis, the t-test formula proposed by Sugiyono (2020:263)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where $S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$

Is known :

$\bar{x}_1$= 86 S12 = 76.67 n1 = 16

$\bar{x}_2$= 63.3 S22 = 167.24 n_2= 15

The value of S is:

$$S = \sqrt{\frac{(16-1)76,67 + (15-1)167,24}{16 + 15 - 2}}$$

$$S = \sqrt{\frac{(15)76,67 + (14)167,24}{29}}$$

$$S = \sqrt{\frac{1.150,05 + 2.341,36}{29}}$$

$$S = \sqrt{\frac{3.491,41}{29}}$$

$$S = \sqrt{120,39}$$

S =10.97

Then the following formula is used:

$$t_{count} = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{86 - 63,3}{10,97\sqrt{\frac{1}{16} + \frac{1}{15}}}$$

$$t_{count} = \frac{22,7}{10,97\sqrt{0,7292}}$$

$$t_{count} = \frac{22,7}{10,97 \times 0,85}$$

$$t_{count} = \frac{22,7}{9,3245}$$

t_{count}= 2,434

From the distribution list t with a significance level of 0.05 and dk = n1 + n2 –

2 = 16 + 15 – 2 = 29, it is obtained that ttable = 2.045 while tcount = 2.434. Based on the above calculation, $t_{count} > t_{table}$, which is 2.434 > 2.045, it means that the hypothesis H_0 is rejected and H1 is accepted. So, it can be concluded that there is the effect of the type cooperative learning model *Think Pair Share* on student learning outcomes in integrated thematic learning in class V Elementary School.

Discussion

In the implementation, before learning for both classes, a pre-test was given first. The pre-test aims to see the initial conditions of students in the two sample classes and as a basis for changes in learning outcomes. The pre-test was carried out using 30 questions consisting of alternative answers (a, b, c, d) which had previously been tested and analyzed for the validity of the questions, the reliability of the questions, the differentiating power, and the index of difficulty.

The average pre-test result for the experimental group was 45,56 and the average pre-test result for the control group was 4,.6. These two values show a difference of 0,04 between the experimental group and the control group.This can mean that the two groups have nearly equal values. This is evidenced by the results of the normality test for the pre-test data of the two groups which were normally distributed. Besides that, the homogeneity test for the pre-test data of the two groups also shows that the two data have homogeneous variances.

After being given a pre-test in both classes, the learning model was carried out using the Think Pair Share type cooperative learning model in the experimental class and learning with the conventional learning model in the control class. After learning for both groups, the post-test was then given. The post-test aims to see the extent to which students' learning outcomes have been carried out after two different learning models have been carried out for the two classes. The average post-test result of the experimental group was 86 and the average post-test result of the group control is 63,3. If it is seen from the value of the change in value from pre-test to post-test for both groups, then for the experimental group there is a change of 40,04 while for the control group it is 17,7. While the difference between the two results of these changes is 22,34.

Then the analysis prerequisite test was carried out, namely the normality and homogeneity test of the data. The purpose of the normality test is to determine whether the data is normally distributed or not. The normality test in this study used the Liliefors test with the provisions of $L_0 < L_{table}$, the data were normally distributed at a significance level of 0,05. Based on the Liliefors test conducted on the pre-test value of the experimental class, it was obtained that L_0 was 0,0931 and L_{tabel} at a significance level of 0,05 was 0,213, so that $L_0 < L_{table}$, meaning that the experimental class pre-test data were normally distributed. Meanwhile, in the control class, L_{count} is 0,1388 and L_{table} is at a significance level of 0,05 at 0,220, so $L_0 < L_{tabel}$ means that the control class pre-test data is also normally distributed.

Normality test was also carried out on the post-test scores of the experimental class and the control class. Based on the Liliefors test which was carried out on the post-test value of the experimental class, it was obtained that L_{count} was 0,1331 and Ltable at a significance level of 0,05 was 0,213, so that $L_0 < L_{table}$, meaning that the post-test data of the experimental class was normally distributed. Meanwhile, in the control class, L_0 was 0,108 and L_{table} at a significance level of 0.05 was 0,220, so that $L_0 < L_{table}$, meaning that the post-test data for the control class was also normally distributed.

Furthermore, homogeneity test was carried out using Fisher's test (F), which is the largest variance compared to the smallest variance, with the criteria $F_{count} < F_{table}$, meaning that the data comes from homogeneous data. Based on the homogeneity test conducted on the results of the pre-test experimental class and control class obtained F_{count} of 1,28 while F_{table} at a significance level of 0,05 was 2,42. Thus, it can be concluded that the pre-test data for both classes has a homogeneous variance.

Then the F test was also carried out on the post-test data of the two classes, based on the results of the post-test test for the experimental class and the control class, F_{count} was 2,18 while F_{table} at a significance level of 0,05 was 2,42. Thus, it can be concluded that the post-test data of the two classes has a homogeneous variance.

Based on the results of the pre-test and post-test data analysis, it was found that the learning outcomes of the two groups were normally distributed and had homogeneous variance. This shows that the initial conditions of the two groups, both the control group and the experimental group, came from the same conditions.

Meanwhile, hypothesis testing in this study was carried out by t-test. Based on the t-test that has been carried out, it is obtained that t_{count} is 2,434 and t_{table} at the 95% confidence level ($\alpha = 0,05$) is 2.045. So that $t_{count} > t_{table}$ (2,434 > 2,045), so H_1 is accepted, so it can be concluded that this research can have a significant influence on student learning outcomes.

From the results of hypothesis testing that has been carried out, it shows that the use of the Think Pair Share type of cooperative learning model has a positive impact on student learning outcomes. It can be seen that there are differences in student learning outcomes in the experimental class using the Think Pair Share learning model with the learning outcomes of students using conventional learning, namely the average experimental class is 86 and the control class is 63,3. This is because the Think Pair Share cooperative learning model can improve student learning outcomes, make students in the learning process to be able to actively think about the problems given, students will be trained to work together in understanding learning material because they discuss each other in a group and share knowledge between students, and increase student participation, because students are given full opportunities to express their opinions., so that learning is meaningful and fun. Even though they were given the same material, in the control class that applied the conventional learning model the value obtained was not as high as the value in the experimental class that applied the Think Pair Share type of cooperative learning model.

Conclusion

Based on the results of research data analysis and discussion, it can be concluded that the learning outcomes of students who are taught using the Think Pair Share type cooperative learning model are higher than the learning outcomes of students who are taught using conventional learning in integrated thematic learning theme 8 sub-theme 2 learning 3 and 4 in class V SDN 26 South Painan District IV Jurai. This is evidenced by the results of the t-test with a significance level of 5% (95% confidence level) and $t_{count} > t_{table}$ is 2.434 > 2.045. The value of $t_{count} > t_{table}$ shows the learning outcomes in the integrated thematic learning theme 8, sub-theme 2, learning 3 and 4, both classes are significantly different

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