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The Effect of Mind Map Assistant FIPE Think Pair Share Cooperative Model on Motivation and IPS Learning Outcomes

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Abstrak

Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share berbantuan Mind Map terhadap Motivasi dan Hasil Belajar IPS. Tesis. Program Studi Magister Pendidikan Dasar Strata Dua (Pendidikan Dasar) Fakultas Pascasarjana Universitas Muhammadiyah Makassar. Dibimbing oleh Abdul Azis Muslimin dan Hidayah Quraisy.Penelitian ini bertujuan untuk mengetahui Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share berbantuan Mind Map terhadap Motivasi dan Hasil Belajar IPS. Penelitian ini merupakan penelitian eksperimen menggunakan Pretest Posttest Control Group Design yang memiliki kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah siswa kelas V SDN No 62 Laikang sebanyak 27 orang dan siswa kelas V SDN No. 113 Inpres Laikang sebanyak 29 yang jumlah keseluruhan sebanyak 56 orang.

Tekhnik analisis data menggunakan Uji Manova dengan SPSS versi 21 untuk melihat Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share berbantuan Mind Map terhadap Motivasi dan Hasil Belajar IPS Murid.

Hasil penelitian ini menunjukkan bahwa nilai rata-rata motivasi belajar siswa untuk kelas eksperimen sebelum perlakuan yaitu 62.00, nilai rata-rata motivasi belajar untuk kelas eksperimen setelah perlakuan yaitu 82.00. nilai rata-rata motivasi belajar siswa untuk kelas kontrol sebelum perlakuan yaitu 63.00, nilai rata-rata motivasi belajar siswa untuk kelas kontrol setelah perlakuan yaitu 76.00. sedangkan nilai rata-rata hasil belajar siswa yang diperoleh pada kelas eksperimen sebelum perlakuan yaitu 66.85, nilai rata-rata hasil belajar siswa untuk kelas eksperimen setelah perlakuan yaitu 84.44. nilai rata-rata hasil belajar untuk kelas kontrol sebelum perlakuan yaitu 65.69, nilai rata-rata hasil belajar untuk kelas kontrol setelah perlakuan yaitu 79.14. Hal ini membuktikan bahwa Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share berbantuan Mind Map berpengaruh terhadap Motivasi dan Hasil Belajar IPS Murid Kelas V Se-Gugus VI Kecamatan Mangarabombang Kabupaten Takalar.

Kata Kunci : *Cooperative Tipe TPS, Motivasi Belajar, Hasil Belajar*

Abstract

The Influence of the Application of the Think Pair Share Type Cooperative Learning Model with the aid of a Mind Map on Social Studies Motivation and Learning Outcomes. Thesis. Masters Study Program for Undergraduate Basic Education (Basic Education) Faculty of Postgraduate, University of Muhammadiyah Makassar. Supervised by Abdul Azis Muslimin and Hidayah Quraisy. This study aims to determine the effect of the application of the Think Pair Share Type Cooperative Learning Model with the aid of a Mind Map on Social Studies Motivation and Learning Outcomes. This research is an experimental study using the Pretest Posttest Control Group Design which has an experimental class and a control class. The population in this study were the fifth grade students of SDN No. 62 Laikang as many as 27 people and the fifth grade students of SDN No. Of the 113 Laikang Inpres as many as 29, a total of 56 people. The data analysis technique used the Manova Test with SPSS version 21 to see the effect of the application of the Think Pair Share Type Cooperative Learning Model with the aid of a Mind Map on Students' Motivation and Social Studies Learning Outcomes. The results of this study indicate that the average value of student learning motivation for the experimental class before treatment is 62.00, the average value of learning motivation for the experimental class after treatment is 82.00. the average value of student learning motivation for the control class before treatment is 63.00, the average value of student learning motivation for the control class after treatment is 76.00. while the average value of student learning outcomes obtained in the experimental class before treatment is 66.85, the average value of student learning outcomes for the experimental class after treatment is 84.44. the average value of learning outcomes for the control class before treatment is 65.69, the average value of learning outcomes for the control class after treatment is 79.14. This proves that the application of the Think Pair Share Cooperative Learning Model with the aid of a Mind Map has an effect on the Motivation and Social Studies Learning Outcomes of Class V Students in Cluster VI, Mangarabombang District, Takalar Regency.

Keywords: *Cooperative Type TPS, Learning Motivation, Learning Outcomes*

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Introduction

The purpose of social studies subjects in SD/MI is that students are expected to be able to realize the social phenomena they face and have the ability to solve logically in accordance with human social values. The concepts of social phenomena are abstract so they must be socialized in learning activities. The abstraction of the concepts of social studies material becomes a barrier to student learning in mastering the concept (material).

Every event experienced by humans from childhood will form social knowledge independently in students. To live a life that is increasingly developing, the knowledge learned from student experience is not enough. Therefore, it is necessary to be accompanied by formal education. It aims to live a life around them which is closely related to social science, one of which is known by students, namely the eye.

compulsory subject in formal schools is social science education.

One of the indicators of quality students can be seen from good learning outcomes. Learning outcomes are changes that occur in students after making maximum effort through learning. The success of teachers in carrying out learning can also be seen from the enthusiasm of students when learning. Social studies is very important given in elementary schools and accompanied by the right learning process so that social studies learning is no longer a scary and difficult subject. Social studies learning is considered scary and difficult, perhaps because there is a lot of material or a lot of memorization. In line with the statement, social studies is a field of study that has a broad scope".

To improve social studies learning outcomes, motivation is needed both within students and from outside themselves. Motivation is an encouragement both from outside the individual and from within the individual to act in order to achieve certain goals. The term motivation to learn comes from the word motive which can be interpreted as a strength contained within individual, which causes the individual to act or act. "Motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is an impulse that comes from within the student to learn. Extrinsic motivation is motivation that comes from factors outside of the student. .Such as gifts, punishments, and so on.

Based on observations on 15 May 2022 in the field which were analyzed from various angles, it showed that the social studies learning outcomes at SDN N0 62 Laikang and SDN No 113 Laikang were not optimal. The causes of students being less focused, less enthusiastic about participating in learning, often allowing learning to take place, not being on time to collect assignments, disturbing other students while studying, not participating in group discussions, and cheating when doing individual assignments. Some students' attitudes that are not good show that the attitude of student learning responsibility has not been seen in the students themselves. Efforts to improve the learning process can be done through innovative learning models.

Cooperative learning is a group of teaching strategies that involve students working collaboratively to achieve a common goal. Cooperative learning encourages students to work together in finding solutions to a problem, and they coordinate their interactions with each other. TPS learning model or think in pairs sharing is a type of cooperative learning designed to influence student interaction patterns.

Mind mapping is one of the most revolutionary learning concepts in the world of education. Historically, there have been several experts who played an important role in the development of Mind mapping. There are many subject matter that can be used in learning with the Think Pair Share Cooperative Learning Model. Mind map assistance, one of which is social studies subjects at the school level. IPS is one of the subjects that examines the social sciences in the form of concepts, facts, events and various social issues that occur.

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Methods

The research method used is a quantitative research method, where the quantitative method is called the traditional method, because this method has been used for a long time so that it has become a tradition as a method for research.

The type of research used is a quasi-experimental research (quasi-experimental), this type of research is better used than the type of pre-experimental research. This type has a control group, but cannot function fully to control external variables that affect the implementation of the experiment.

The research design used was the Pretest Posttest Control Group Design. In this design, there are two classes chosen randomly, then given a pretest to determine the initial state, what is the difference between the experimental group and the control group. Pretest results are good if the experimental class values are not significantly different. The effect of the treatment is: (O2 – O1) – (O4 – O3)..

R O1 X O2
O3 X O4
Gambar 3.1. research design
(Riduwan. 2014 : 86)

This research was conducted at SDN No.2 Laikang and SDN No. 113 Inpres Laikang, Mangarabobang District, Takalar Regency, South Sulawesi. The research time is from 15 May 2022 to 25 June 2022.

In this study, the population used were all fifth grade students in Cluster VI, Mangarabombang District, Takalar Regency, where the school in question was students at SDN No. 62 Laikang as many as 27 people, students at SDN No. There are 29 Laikang students, 49 students at SDN Puntondo, 16 students at SDN Boddia, 10 students at SDN Salambu, and 20 students at SDN Punaga, so the total number of students from this research population is 151 people.

The sampling technique used is Pusposive Sampling. Purposive sampling is the selection of samples based on a certain characteristic in a population that has a dominant relationship so that it can be used to achieve research objectives. VSDN Class No. 113 Laikang was chosen as the control class, the control class was given treatment using only the Think Pair Share Cooperative Learning Model with the help of a mind map and the experimental class was chosen as the SDN No. 62 Laikang, The experimental class was treated with a Mind map Learning Model assisted by Cooperative Think Pair Share. The sample was used because the number of samples between the experimental class and the control class was close to the number of students from the two research samples.

Results and Discussion

This research is a quantitative research type of experiment (Quasi Experiment) with a sample of class V, the number of samples is 56 people, this study uses a control class and an experimental class, where the number of students in the experimental class is 27 people and the number of students in the control class is 29 people.

The research design used was the Pretest Posttest Control Group Design. In this design, there were two classes that were randomly selected, then given a pretest to determine the initial state, what was the difference between the experimental group and the control group. The results of the pretest are good if the value of the experimental class is not significantly different.

Table 4.1. Description of the Experimental Class Learning Motivation Assessment

Statistik Deskriptif	experimental class	
	before treatment	after treatment
Mean	65	82
Median	63	83

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Modus	65	85
Minimum	53	70
Maximum	78	95

Table 4.2. Description of the Control Class Learning Motivation Assessment

Statistik Deskriptif	control class	
	before treatment	after treatment
Mean	63	76
Median	63	75
Modus	55	75
Minimum	53	58
Maximum	80	93

Berdasarkan persentase motivasi belajar tersebut di atas menunjukkan bahwa motivasi belajar murid kelas kontrol setelah perlakuan lebih besar pengaruhnya dibandingkan motivasi belajar murid kelas eksperimen sebelum perlakuan.

Table 4.3. Description of experimental class student learning outcomes

Statistik Deskriptif	before treatment	after treatment
Mean	66.85	84.44
Median	75	85
Modus	75	85
Minimum	45	65
Maximum	85	95

Table 4.4. Description of control class student learning outcomes

Statistik Deskriptif	before treatment	after treatment
Mean	65.69	79.14
Median	70	80
Modus	75	80
Minimum	35	60
Maximum	95	95

Based on the table above, it shows that the percentage of social studies learning outcomes for fifth grade students at SDN No. 113 Inpres Laikang control class before treatment, there are 16 students or around 55.17% who still need guidance, 9 students or about 31.03% who are in the sufficient category, 3 students or about 10.35% who are in the good category, and 1 student or about 3.45% of students who fall into the very good category. This shows that the social studies learning outcomes in the control class before treatment are still relatively low.

B. Discussion

The results obtained showed that the value of the social studies learning motivation of the experimental class students before treatment was 65.00 while the average value of the experimental class students' learning motivation after treatment was 82.00. the effect is greater than the learning motivation of the experimental class students before the treatment. While the research results obtained by the control class students' learning motivation before treatment was obtained at 63.00 while the control class students' learning motivation after treatment was 76.00.

From the results of the analysis of the percentage of students' learning motivation in the control class and the experimental class, it shows that the learning motivation of the experimental class students is more influential than the learning motivation of the control class students both before and after treatment.

In the data normality test, the value of sig. obtained on the learning motivation of experimental class students before treatment was 0.200, the value of sig. obtained on the control class students' learning motivation before treatment was 0.200, the value of sig. obtained on the learning motivation of experimental class students after treatment of 0.097, the value of sig. obtained on the control class students' learning motivation after treatment was 0.134 for the Kolmogorov-Smirnov statistic. From this value, it shows that the significance value obtained is greater than the significant level = 0.05 (sig. > 0.05), so it can be concluded that the learning motivation of the experimental class and control class students before and after treatment is normally distributed. In

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addition, in the Normal Q-Q Plot of Learning Motivation before and after treatment in the control class and experimental class, it can be shown from the points representing the learning motivation data that do not converge (far apart) on the linear normal line.

In the homogeneity test of variance, this significance value is greater than 0.05, so it can be concluded that the learning motivation data in the control class and the experimental class before and after treatment for students came from a population with a homogeneous level.

The results of the Manova test with statistical tests using the SPSS application show that the F value on student learning motivation is 1,229 with a significant value <0.05. This indicates that the F value on the dependent variable of student learning motivation has a significant value.

The output results (Multivariate Testsa) on learning motivation (before and after treatment) obtained a sig value. (2-tailed) of 0.000 < 0.05, it can be concluded that there is an effect of the Think Pair Share Type Cooperative Learning Model assisted by Mind Map before and after giving treatment to the control class and experimental class as presented in the summary calculation of hypothesis testing using the SPSS application.

In this study, it is in line with the humanistic theory which says that this learning theory is more likely to see the development of knowledge from the side of the human personality. This is because humanism itself is a science that sees everything from the side of the human personality. This theory also aims to build the student's personality by doing positive activities. This can be called as educators or teachers who teach and educate using a humanistic approach. The results of the descriptive analysis of student learning outcomes show that the average value of the experimental class before treatment is 66.85 and the average value of the experimental class learning outcomes after treatment is 84.44. while the results of the descriptive analysis of student learning outcomes showed that the average value of control class learning outcomes before treatment was 65.69 and the average value of control class student learning outcomes after treatment was 79.14. This shows that student learning outcomes in the experimental class are more influential than student learning outcomes in the control class, both before and after treatment.

In the data normality test, the value of sig. obtained in the experimental class student learning outcomes before treatment of 0.060, the value of sig. obtained in the control class student learning outcomes before treatment was 0.148, the value of sig. obtained in the experimental class student learning outcomes after treatment of 0.155, the value of sig. obtained in the control class student learning outcomes after treatment was 0.108 for the Kolmogorov-Smirnov statistic. From this value, it shows that the significance value obtained is greater than the significant level = 0.05 (sig. > 0.05), so it can be concluded that the learning outcomes of the experimental class and control class students before and after treatment are normally distributed. In addition, in the Normal Q-Q Plot of Learning Motivation before and after treatment in the control class and the experimental class, it can be shown that the points representing the learning motivation data are not gathered (far apart) on the linear normal line.

The results of the homogeneity test of variance show that this significance value is greater than 0.05, so it can be concluded that the data on learning outcomes in the control class and experimental class before and after treatment for students came from a population with a homogeneous level.

The results of the Manova test with statistical tests using the SPSS application above, it can be concluded that the F value on student learning motivation is 1,229 with a significant value <0.05. This indicates that the F value on the dependent variable of student learning motivation has a significant value.

The output results (Multivariate Testsa) on learning outcomes (before and after treatment) obtained a sig value. (2-tailed) of 0.000 < 0.05, it can be concluded that there is an effect of the Think Pair Share Type Cooperative Learning Model assisted by

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Mind Map before and after giving treatment to the control class and experimental class as presented in the summary calculation of hypothesis testing using the SPSS application.

In the Normality Test of the students' learning motivation data for the control class and the experimental class using the SPPS Version 21 application, the output results can be shown that the value of sig. obtained on the learning motivation of experimental class students before treatment was 0.200, the value of sig. obtained on the control class students' learning motivation before treatment was 0.200, the value of sig. obtained on the learning motivation of experimental class students after treatment of 0.097, the value of sig. obtained on the control class students' learning motivation after treatment was 0.134 for the Kolmogorov-Smirnov statistic. From this value, it shows that the significance value obtained is greater than the significant level = 0.05 (sig. > 0.05), so it can be concluded that the learning motivation of the experimental class and control class students before and after treatment is normally distributed.

Conclusions

The average value of learning motivation in the experimental class before treatment is 62.00 and the average value of learning motivation in the experimental class after treatment is 82.00 while the average value of learning motivation in the control class before treatment is 63.00 and the average value of learning motivation in the control class after treatment of 76.00.

the average value of the experimental class before treatment is 66.85 and the average value of the experimental class learning outcomes after treatment is 84.44 while the results of descriptive analysis of student learning outcomes show that the average value of the control class learning outcomes before treatment is 65.69 and the average value The average control class student learning outcomes after treatment is 79.14. This shows that student learning outcomes in the experimental class are more influential than student learning outcomes in the control class, both before and after treatment.

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Profil Penulis

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