The Application of the Thinking in Pairs-Sharing with the Class Learning Model in an Effort to Improve Student Learning in The Integrated IPS Subject of Private SMP Santa Theresia Lahewa

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Abstract

This research aims: (1) To know the use of the Think-Pair-Share Learning Model with the Class in the teaching and learning process in Integrated Social Studies class VIII at St. Theresia Lahewa Private Junior High School. (2) To determine the learning outcomes of students in Integrated Social Studies subjects at Private Junior High School St. Theresia Lahewa by using the Think-Pair-Share Classroom Learning Model. There is also the formulation of the problem in this study are (1) how the application of the Think-Pair-Share learning model with the class on Integrated Social Studies subjects in class VIII at SMP Swasta St. Theresia Lahewa. (2) how the learning outcomes of students in Integrated Social Studies subjects in class VIII with the application of the Think-Pair-Share Learning Model with Class at Private Junior High School St. Theresia Lahewa. The variables studied include two things, namely the learning model of Think-Pair-Share with Class (B3K) as an independent variable (X) and learning outcomes as the dependent variable (Y). Based on the results that researchers found at the research location, it is known that (1) the average observation results for teachers in the implementation of cycle I was 45.13%. In the second cycle observation, it increased to an average of 88.88%. The increase between the first and second cycles illustrates that there is an increase in the teacher's ability to apply the Think-Pair-Share Learning Model with the Class. (2) Based on the observation results for student activities in cycle I the average reached 45.82% and in cycle II the average increased to 89.24%. The increase between cycle I and II illustrates that the level of student activeness in participating in the teaching and learning process by using the Think-Pair-Share Learning Model with the Class is increasing. Based on the research findings, discussion and conclusions in this study, some suggestions from researchers are (1) In the learning process, teachers should be able to apply the Think-Pair-Share Learning Model with the Class (2) Every teacher should never get tired of improving weaknesses in carrying out the learning process (3) Students are expected to be more enthusiastic and motivated in receiving lessons by following the steps of the Think-Pair-Share Learning Model with the class (4) The results of this study should be used as comparison material for other researchers.

Keywords: think-pair-share learning model, learning outcomes

Introduction

Education is one of the efforts to improve quality human resources and has certain characteristics such as broad knowledge insights, the ability to solve the daily problems they face and positive behavior towards the surrounding natural environment (Kifta, Lapisa, & Zagoto, 2023; Masril, Dakhi & Nasution, 2020). Education is an important aspect for the development of human resources, because

education is a vehicle or one of the instruments used not only to free people from backwardness, but also from ignorance and poverty (Lase & Halawa, 2022; Telaumbanua, 2022). Education is believed to be able to instill new capacities for all people to learn new knowledge and skills so that productive human beings can be obtained (Timor et al., 2021; Zagoto, 2018; Zega, Telaumbanua & Zebua, 2022). On the other hand, education is believed to be a vehicle for expanding access and social mobility in society both horizontally and vertically. In today's era of globalization, the progress of an Indonesian nation is largely determined by the quality of human resources. The quality of human resources depends on the education system (Dakhi, 2022; Harefa et al., 2022; Zagoto, 2022). The role of education is crucial to creating an intelligent, peaceful, open and democratic society.

Considering that education is very important, education must be carried out as well as possible in order to obtain the expected results and in accordance with the objectives that have been set. Learning activities carried out at school adult today more more using conventional approaches, so that student activity and creativity during learning activities are neglected. Whereas the expected learning activities are learning that is able to develop the potential possessed by students, learning that is able to generate student interest and motivation and a process that challenges students. Students to develop ability that stimulates the brain's work to the fullest. Education is a human endeavor to develop his potential and broaden the horizons of knowledge that can be applied in everyday life, both for himself and in his social/community environment /society (Laoli, Dakhi, & Zagoto, 2022; Telaumbanua, 2020). Therefore Therefore, education greatly affects the development of a country, where the success of development in that country is determined by the quality of Human Resources (HR), which of course is produced from various educational institutions, both formally and informally. Therefore, the field of education needs serious attention from all parties.

Results learning is goal end implemented learning activities at school. Learning outcomes can be improved through conscious efforts that are carried out systematically leading to positive changes which are then called the learning process. The end of the learning process is the acquisition of student learning outcomes. Student learning outcomes in class are collected in the set of class learning outcomes. All learning outcomes are the result of an interaction of learning and teaching actions. From the teacher's side, the teaching action ends with the process of evaluating learning outcomes, while from the student's side, learning outcomes are the end of the penggal and the peak of the learning process.

Learning outcomes are the abilities that students have after receiving learning experiences (Wurha, Wariani, & Tukan, 2022; Zega, Telaumbanua, & Zebua, 2022). The results of learning activities are characterized by a relatively permanent positive change in behavior in the person who learns. A person can be said to have succeeded in learning if he is able to show a change in himself. Changes These include in terms of his ability to think, his skills, or his attitude towards an object.

From the above opinion, learning outcomes are the results that a person achieves in a better direction after experiencing and following the teaching process. These learning outcomes are expressed in the form of numbers or letters in a certain period, in other words, learning outcomes are the value given to someone who has experienced the learning process in the form of numbers. These learning outcomes are the level of student mastery of the material that has been learned.

In connection with the task of carrying out learning, a teacher must be able to use a good and interesting learning model so that students can be directly involved in learning activities. One of the

objectives of implementing a learning model is to improve the teaching and learning process which can ultimately improve student learning outcomes well. Thus the factor that causes student learning outcomes to increase is by precisely choosing a learning model that is in accordance with the teaching materials carried out by all subject groups contained in the content standards.

The learning model is to help students to obtain information, ideas, skills, values, ways to think and show self-expression. Any type of model used in learning is expected to provide learning experiences to students and can improve student learning outcomes. One of the appropriate learning models that can improve student learning outcomes is through the use of a cooperative learning model of the think-pair-share type with a class designed so that students are more able to understand and be able to understand it to express ideas and can also invite students to be independent in developing potential in expressing opinions or ideas that are in their minds (Nurqaidah, & Hendra, 2022; Zagoto, Yarni & Dakhi, 2019).

Cooperative learning model is a learning model where students work in small groups to help each other in learning the subject matter (Agustina, 2021; Telaumbanua, Dakhi, & Zagoto, 2021). The definition of cooperative learning model is grouping students in the classroom into small groups so that students can work together with the maximum ability they have and learn from each other in the group (Astuti, 2018; Larosa et al., 2022).

The definition of Think-Pair-Share with Class. Thinking- Pairing-Sharing with the Class (B3K) is a type of cooperative learning designed to influence student interactions. Think-Pair-Share with Class is a cooperative learning model that has explicitly defined procedures to give students more time to think deeply about what is explained or experienced (thinking, answering, and helping each other) (Kamil et al., 2021; Zebua, Zagoto, & Dakhi, 2022).

Classroom Think-Pair-Share is a type of cooperative learning developed by Frank Lyman of the University of Maryland in 1985. Classroom Think-Pair-Share gives students time to think and respond and help each other. With the classical method that allows only one student to come forward and share his or her results for the whole class, the think-pair-share-with-the-class technique gives each student at least eight times more opportunity to be recognized and to show their participation to others. One of the best ways to develop active learning is to provide learning tasks that are completed in small groups of students (Amaliyah, Fatimah, & Abustang, 2019).

To get quality Human Resources (HR), the professionalism of teachers is highly demanded in carrying out their role as educators and teachers. Although we admit together that it is also influenced by various factors, for example factors that come from within students, families, and the environment.

In the learning process there are two components that are interrelated and influence each other:

1. Teachers' professionalism in delivering teaching materials to students.
2. Students' ability to receive and absorb material delivered by the teacher.

Based on the observation of researchers at SMP Swasta St. Theresia Lahewa, both through direct observation and from the results of interviews with Integrated Social Studies teachers and students, it is known that in learning Integrated Social Studies teachers are accustomed to presenting material using the lecture method. This lecture method makes students passive in receiving information. Students are only invited to listen, take notes without any activity. Thus the teacher does not know whether the students really understand the material presented so that it results in student learning outcomes.

Observations that have been made in class VIII in the teaching and learning process of integrated social studies subjects shows unsatisfactory student learning outcomes. Student scores are only around the KKM completion limit (70) or below.

Table 1. Average Student Learning Outcomes of SMPS St. Theresia

No	Class	Subject	Average	KKM
1	VIII	Integrated	63,8	70

Source: Integrated social studies teacher

Based on the data obtained by researchers from the integrated social studies teacher said that the average student learning outcomes, especially integrated social studies subjects in the final exam of the odd semester has not reached the average value that has been determined based on the Minimum Completeness Criteria (KKM). To overcome the above problems, the researchers will try a Learning Model that can be used as an alternative to increase student activity which in turn is expected to improve student learning outcomes in Integrated Social Studies learning.

Research Methods

The form of this research is Classroom Action Research. This research was conducted with the aim of improving the learning process in order to achieve maximum learning objectives. This research was conducted in Class VIII of St. Theresia Lahewa Private Junior High School, Semester 2 with 30 students. The implementation of actions in this study is approximately one month. Where in cycle I (First) consists of 2 meetings and 1 time giving tests, cycle II (Second) consists of 2 meetings and 1 time giving tests, each meeting is held for 2 x 45 minutes.

The actions and stages of implementing this Classroom Action Research (PTK) are as follows: Planning, Action, Observation, and Reflection. In the implementation of this research, the following instruments were used: Observation Sheet, Documentation, and Learning Outcome Test.

Result And Discussion

Results

1. Research Setting

This Classroom Action Research (PTK) was conducted at St. Theresia Lahewa Private Junior High School, the subject of action was class VIII which amounted to 30 people. Before conducting the research, the researcher first consulted with the Head of St. Theresia Lahewa Private Junior High School and the Integrated Social Studies teacher and with their permission, the researcher could conduct the research. The implementation of this research follows the flow or stages, namely: Planning, Action, Observation and Reflection.

The implementation of this research was carried out in collaboration, namely by using the services of observers, namely subject teachers who acted as observers during the research, so that this research activity could be carried out properly and controlled. This research activity was carried out to coincide with the hours of Integrated Social Studies subjects that have been determined at school, so as not to interfere with the process of implementing other learning and also researchers as well as practitioners do not need to leave the class where he teaches.

2. Data Analysis Process in Cycle I
a. Cycle I Observation Sheet

Based on the observations in cycle I meetings 1 and 2, the following results were obtained:

1) The observation sheet of teacher/researcher activities in the learning process by the observer gave an average score of 45.13%, which is in the weak and sufficient interval. These results indicate that the implementation of the learning process has not yet reached the expected target.

2) The observation sheet of student activities in the learning process by researchers gave an average score of

45.82% in the weak and sufficient category.

b. Student Learning Outcomes
1) Average learning outcome

After conducting learning activities, researchers gave learning outcome tests to students. From the learning outcomes test, data were obtained and processed as research results, so the average student score reached 57.33.

2) Percentage of student learning outcomes

Based on the results of data processing, it was determined that the percentage of student completeness was 30%, and the percentage of unsuccessful students was 70%.

3. Learning Process in Cycle I

Learningon cycleI with the main material of scarcity in the community still has not reached the target. If we look at the results of the teacher and student observation sheets, there are still many weaknesses or shortcomings, both the weaknesses of teacher activities during the learning process and the weaknesses of student activities. This can be seen in student learning outcomes and processing student observation sheets.

Where the student learning outcomes obtained an average of 57, and classified as a less category, as well as the results of the teacher observation sheet, it is known that the average learning implementation process reaches 45.13% and the average student observation sheet reaches 45.82% this is because the researcher still does not have experience in applying the steps of the Think-Pair- Share Learning Strategy with the Class and also the researcher is still unable to develop students' mindset on the problem of the activities of economic actors.

The weaknesses seen from the researcher's activities are:
a. The use of time is still not optimal
b. The teacher's (researcher's) explanation of the material presented was very brief and unclear
c. Still lacking in creating conducive and efficient learning conditions
d. The researcher's direction to students in conducting discussions is still lacking e. The ability to conduct evaluations or tests is still lacking.

Learning in cycle I still did not reach the target, so as a reflection of the results of the observation, the researcher made learning improvements as follows:
1. reflection of the observation results, the researcher made learning improvements as follows:
a. Optimizing the use of time
b. Explain the proper attitude and manner in discussions
c. Motivating students to be more active in the learning process
d. Explaining the teaching material briefly and clearly
e. Motivate students to be brave and confident to ask questions both to the teacher and to students.
f. Directing students in conducting discussions and presentations.

4. Data Analysis Process in Cycle II
a. Cycle II Observation Sheet

Based on the observations in cycle II meetings 1 to 2, the following results were obtained:
1) Observation sheet The teacher/researcher observation sheet in the learning process by the observer was given an average score of 88.88% in the strong and very strong categories.
2) The observation sheet of student activities in the learning process by researchers gave an average score of 89.24% in the strong and very strong categories.

b. Student Learning Outcomes
1) Average learning outcome

After conducting learning activities, researchers gave learning outcome tests to

students. From the learning outcomes test, data was obtained and processed as research results, the average student score reached 80,93%.

2) Percentage of student learning outcomes

Based on the results of data processing, it was determined that the percentage of student completeness was 83.33%, and the percentage of unsuccessful students was 16.67%.

5. Learning Process in Cycle II

Because learning in cycle I is still unsatisfactory, it is necessary to improve learning in cycle II. Based on the learning outcomes and observation sheets on the subject matter of scarcity, it is concluded that students are active and more creative in learning, have the confidence to express opinions and ask questions to friends and to the teacher. This can be seen in the average student learning outcomes of 80.93 which is classified as good. This shows that almost all students can answer the learning outcomes test well and can connect learning material in everyday life and the real world of students as social beings.

Based on data from the processing of teacher observation sheets, it is known that the implementation of the learning process reached an average of 88.88% and the observation sheet of student activities in the learning process reached an average of 89.24%.

In addition to obtaining data through the administration of learning outcomes tests, through direct observation the researcher saw the interest of students to find their own and the most felt in students when learning boredom and anxiety.

The boredom of learning began to disappear, and one thing that impressed the researcher most was that students always felt happy and excited when learning Integrated Social Studies.

Table 2. Recapitulation of Research Instrument Results

No	Instrument	Cycle	
		I	II
1	Teacher Observation	45,13%	88,88%
2	Student Observation	45,82%	89,24%
3	Documentation (Photos)	-	-
4	Completeness of Results Learn	30%	83,33%
Average Reflection Results		57,33%	80,93%

Source: Results of Processing Teacher Observation Sheets, Student Observation Sheets and Student Worksheet Results

The explanation of table 2 above consists of the results of the teacher observation sheet where in cycle I the average result was 45.13% and in cycle II the average reached 88.88%. The increase in the results of the teacher observation sheet from cycle I to cycle II is evidence that the teacher's ability to apply the Think-pair- share learning model with the class is increasing. From the results of student observation sheets in cycle I, the average reached 45.82% and in cycle II, the results of student observation sheets reached 89.24%. Thus, the increase in the results of student observation sheets from cycle I to cycle II is evidence that the ability of students to follow the learning process with the Think-Pair-Share learning model with the class is increasing.

While the student learning outcomes test in cycle I reached 57.33% and in cycle II reached 80.93%. The percentage of completeness in cycle I reached 30% and in cycle II the percentage of student learning completeness reached 83.33%.

Thus, the increase in learning outcome tests from cycle I to I, the percentage of learning completeness from cycle I to II, and the average results of reflection from cycle I to cycle II are evidence that the application of the Think-Pair-Share learning model with the Class in class VIII of St. Theresia Private Junior High School Lahewa Learning Year

2015/2016 can increase students' interest and ability to learn.

Discussion

The application of the Think-Pair-Share Learning Model with the Classroom is expected to be able to connect between the material taught and the real world situation of students which aims to equip students with knowledge that can be flexibly applied or transferred from one problem to another and from one context to another.

After the learning activities are completed, a test is given to students to determine student learning outcomes. The test results are processed so that it can be known the improvement of student learning outcomes with the application of the Think-Pair-Share learning model with the class. Based on the tests given to students, it turns out that the percentage of student learning outcomes in cycle I still has not reached the target set because the learning process like this has never been experienced before and the learning used by researchers is improved, so the research is continued in cycle II, it turns out that the percentage of student learning outcomes increases and the learning process reaches the expected target so that the general answer to the main problem is:

a. The learning process in Integrated Social Studies learning subjects can increase and improve with the application of the Think-Pair-Share Learning Model with the Class.

b. There is an increase in student learning outcomes with the application of the Learning Modeln Think-Pair-Share with the Class.

Based on the results of observations of the implementation of the learning process in cycle I, it is known that the percentage of observations of the implementation of learning by applying the learning model. Thinking-Pairing- Sharing with the Class on teacher/researcher activities reached 45.13%, student activities reached 45.82% and the average learning

outcomes reached 57.33% with a percentage of 30% learning completeness. Meanwhile, the average reflection results in cycle I reached 57.33%.

Furthermore, in cycle II was carried out by improving the weaknesses in cycle I. Based on the results of teacher observations, it is known that the average observation of teacher / researcher activities reached 88.88%, and the results of student activity observations reached 89.24%. While the average results of reflection on cycle II reached 80.93.

Conclusion

Based on the results of research that has been carried out by researchers entitled Application of Think-Pair-Share Learning Model with the Classroom in Improving Student Learning Outcomes in Integrated Social Studies Class VIII SMP Swasta St. Theresia Lahewa 2015/2016. In Improving Student Learning Outcomes in Integrated Social Studies Class VIII SMP Swasta St. Theresia Lahewa Lesson Year 2015/2016. Then the researcher can conclude that:

1. In Cycle I (meetings 1 and 2) the teacher's ability to implement the learning process by applying the Think-Pair-Share Learning Model with the class reached an average of 45.13%. While in Cycle II (meetings 1 and 2) the teacher's ability to implement the learning process by applying the Think-Pair-Share Learning Model with the Class reached an average of 88.88%. Thus it can be concluded that the teacher's ability to apply the Think-Pair-Share Learning Model strategy with the Class is increasing, as evidenced by the increase between the average teacher observation results from cycle I to cycle II.

2. In cycle I (meetings 1 and 2) student activeness during the learning process took place with the application of the Think-Pair-Share Learning Model with the Class reaching an average of 45.82% while in cycle II (meetings 1 and 2) student activeness during the learning process took place with the application

of the Think- Pair-Share Learning Model with the class reaching an average of 89.24%. Thus it can be concluded that the activeness of students following the learning process by applying the Think-Pair-Share Learning Model with the Class is increasing, as evidenced by the increase between the average student observation results from cycle I to cycle II.

3. In Cycle I (first) the average student learning outcomes reached 57.33 and the percentage of student learning completeness reached 30%. Whereas in Cycle II (two) the average student learning outcomes increased to 80.93 and the percentage of completeness of student learning outcomes increased to 83.33%. Thus it can be concluded that student learning outcomes using the Think-Pair-Share learning model with the class are increasing.

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