

## **IMPROVING SOCIAL SCIENCE LEARNING OUTCOMES BY USING THE LEARNING MODEL THINK PAIR SHARE VIIB CLASS STUDENTS SMP 4 TOLITOLI**

**Arisa Darwis**

Universitas Madako

Email: [arisadarwis21@gmail.com](mailto:arisadarwis21@gmail.com)

### **ABSTRACT**

The background of the problem in this study is the students of SMP 4 Tolitoli, the lack of students who actively participate in the learning process and tend to be passive. This study generally aims to improve the social learning outcomes of class VIIB students of SMP 4 Tolitoli. This type of research is a classroom action research. The subjects of this study were 20 students of class VIIB SMP 4 Tolitoli. The data analysis technique used is quantitative by giving value to student learning outcomes. The indicators for the success of the action are marked by a minimum of 70% of the total number of students in the good and very good categories ( $\geq 70\%$  of the observed results). The results showed that the application of the Think Pair Share learning model in class VIIB SMP 4 Tolitoli could improve social learning outcomes. Student learning outcomes were carried out in action in the first cycle in the form of learning activities using the Think Pair Share learning model. In the first cycle, it was 45%, students were in the Less category, 40% were in the sufficient category, and 15% were in the good category. Student learning outcomes have increased in cycle II, this can be proven by the results obtained, namely 5% get enough categories, 75% get good categories, and 20% get very good categories, this means they have achieved the specified completeness.

Keywords: Think Pair Share learning model, social learning outcomes

### **ABSTRAK**

Latar belakang masalah dalam penelitian ini adalah siswa SMP 4 Tolitoli kurangnya siswa yang berpartisipasi aktif dalam proses pembelajaran dan cenderung pasif. Penelitian ini secara umum bertujuan untuk meningkatkan hasil belajar IPA siswa kelas VIIB SMP 4 Tolitoli. Jenis penelitian ini merupakan penelitian tindakan kelas. Subyek penelitian ini adalah siswa kelas VIIB SMP 4 Tolitoli yang berjumlah 20 siswa. Teknik analisis data yang digunakan adalah kuantitatif dengan memberikan nilai pada hasil belajar siswa. Adapun indikator keberhasilan tindakan ditandai dengan minimal 70% dari jumlah siswa pada kategori baik dan sangat baik ( $\geq 70\%$  dari hasil yang diamati). Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *Think Pair Share* pada siswa kelas VIIB SMP 4 Tolitoli dapat meningkatkan hasil belajar IPA. Hasil belajar siswa dilakukan tindakan pada siklus I yaitu berupa kegiatan pembelajaran dengan menggunakan model pembelajaran *Think Pair Share*. Pada siklus I yaitu 45 %, siswa pada kategori Kurang, 40% siswa pada

kategori cukup, dan 15% siswa pada kategori baik. Hasil belajar siswa mengalami peningkatan pada siklus II hal ini dapat dibuktikan dengan hasil yang di dapat yaitu 5% mendapat kategori cukup, 75% mendapat kategori baik, dan 20% mendapat kategori sangat baik, ini berarti telah mencapai ketuntasan yang di tentukan.

Kata kunci : model pembelajaran *Think Pair Share*, hasil belajar IPA

---

## 1. Introduction

Education is a very important factor in human life because with education it is hoped that humans can develop their knowledge, skills and creativity. As stated in Law no. 20 of 2003 concerning the National Education System in chapter 1 Article 1 explains that:

"Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. "

Government Regulation Number 19 of 2005 concerning National Education Standards states that "The learning process in educational units is held in an interactive, inspirational, fun, challenging manner, motivates students to participate actively, and provides sufficient money for initiative, creativity, and independence according to their talents. , interests, and physical and psychological development of students. As a teacher or educator, the teacher is one of the determining factors for the success of any educational effort ”.

Based on the Government Regulation above, every educational innovation, especially in the curriculum and improvement of human resources resulting from educational efforts always boils down to the teacher factor. This shows how existing the role of teachers is in the world of education. One of the efforts to improve the quality of education is by implementing an effective learning strategy. Therefore, the teacher must prepare the right strategy in learning (Malik, 2019' Malik, A.R 2020; Wael, 2019; Asnur, 2020)

In an effort to implement an effective learning strategy, of course, it will not be separated from the learning variables. An effective learning strategy is a strategy that can make it easier for students to learn which is also inseparable from the existing learning variables. According to degeng (Made Wena 2009: 3) learning variables can be classified into three, namely "1. Learning conditions, 2. Learning strategies, 3. Learning outcomes."

In learning, especially in social science (IPS) subjects, the direct learning model that is often used is a teaching model that is actually teacher centered. Direct learning is specifically designed to support student learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught in a gradual, step-by-step pattern of activities. According to the Ministry of National Education (Hasidi, 2009: 05), in "applying the direct teaching model, teachers must demonstrate the knowledge or skills to be trained to students." Because in learning, the teacher's role is very dominant, so the teacher is required to be an attractive model for students. The learning management system carried out by the teacher must ensure

student involvement, especially paying attention, listening and planned recitation (question and answer). This does not mean that the environment is task-oriented and gives high hopes for students to achieve good learning outcomes.

The condition of class VIIB, which is generally always taught using a direct learning model, especially the lecture method, shows that students are less enthusiastic in receiving lessons and cause student saturation. When learning in the classroom, students know what the teacher explains, but when they leave the teaching and learning process, the lack of knowledge given by the teacher remains in their minds. Besides this, the disruption in the classroom when learning takes place is great, students' attention is also low because in the teaching-learning process students are sometimes sleepy, in addition to being forced to accept material from the teacher's explanation it is also because the Social Science (IPS) lesson is at the end of the lesson.

Based on the facts above, it is necessary to make improvements in learning activities. Problems in the learning process such as boredom and lack of enthusiasm for students, class disturbances, and low student attention due to sleepiness need to be addressed immediately. For the problem of Social Science (IPS) lessons at the end of class hours where most students feel sleepy, it is impossible to move social Science (IPS) lessons to another lesson because it will interfere with other lesson schedules. Therefore, solutions must be given to the problems above.

## **2. Method of The Research**

The research method used is classroom action research (Classroom Action Research), which is one type of research conducted by teachers or teachers, which can be used as a way to improve the quality of learning undertaken. Meanwhile, according to Arikunto (2010: 3) "Classroom action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together."

The choice of classroom research as a research method is due to the background of the researcher who is involved in education or a teacher. In addition, due to the emergence of several problems in the learning process that led to low student learning outcomes, it was necessary to find solutions to improve student learning outcomes, especially for science subjects.

This research will be conducted at SMP 4 Tolitoli, namely the Junior High School which is located at Jl.Syaiful Muluk, Number: 31 Desa Buntuna, Kec. Baolan, Kab. Tolitoli. Research time is the time the research is taking place or when the research is being conducted. This research was conducted from March to May for even semester VIIB class students.

Research Subjects in the number of students in class VIIB who will be the research subjects is 20 students. The female students consisted of 8 students and 12 boys and 1 teacher of Social Sciences (IPS) subjects.

Data collection techniques are the most important step in research, because the purpose of research is to get data. Without knowing the data collection technique, the

researcher will not get data that meets the established data standards. The learning model that researchers will use to collect data is as follows:

#### 1) Observation

According to Purwanto (1994: 149). Observation is a method or ways to systematically analyze and record behavior by seeing or observing individuals or groups directly. The observation used by researchers is direct observation. Where the researchers were assisted by colleagues to observe the existing symptoms, in this case Social learning in class VIIB SMP 4 Tolitoli. As for what is observed is the social learning process, the state of students in the social learning process, student participation, the role of the teacher in the classroom, the use of learning models in the learning process and the state of students in learning social in class

#### 2) Documentation

According to Sukmadinata, (2009: 221). Documentation is a data collection technique by collecting and analyzing documents, both written documents, images and electronics.

#### 3) Field Notes

According to Bogdan and Biklen (1982) field notes are written notes about what is heard, seen, experienced, and thought in order to collect data and reflect on data in qualitative research (Moloeng, 2005: 153). In addition, research notes are daily journal books written by researchers freely, this book records all learning activities and student attitudes from the beginning to the end of learning (Septiadi, 2008).

### **3. Findings**

#### **3.1 Learning Outcomes of Cycle I Performance Tests**

The results of the Learning Performance Test in Cycle I describe that the learning outcomes in the average category are Enough. In the range of values 51-65 in the category of Less the frequency of students in that range was 9 (45%) students. in the range of values 66-75 with a sufficient frequency category of students in that range were 8 (40%) students. As for the value range 76-85 with a good category, the frequency of students in that range was 3 (15%) students.

After implementing the learning in the application of the Think Phair Share method in social subjects in class VIIB SMP 4 Tolitoli in cycle I, it can be seen that the method used by the teacher is quite liked by the students. Students find it easier to learn social by using the Think Phair Share Method provided by the teacher. However, not all students behave like that, some children seem not that enthusiastic about participating in learning activities. Students can be seen talking to themselves and joking with their classmates, playing or taking a walk to their friend's bench. During the learning process students are also less active, it seems that students are still hesitant and afraid to ask or answer questions raised by the teacher. The method used during the implementation of the first cycle made students quite active in the learning process. Based on these data, it is stated that in the application of the Think

Phair Share Model in social science subjects to improve student learning outcomes it still needs to be applied to learning activities in the next cycle.

#### Learning Outcomes of Cycle II Performance Tests

The results of the Learning Performance Test in Cycle II describe that the learning outcomes in the average category are Good. In the range of values 86-100, the category is very good as much as 4 (20%) of the results of the assessment of students who meet these standards. As for the value range 76-85 with good categories as many as 15 (75%) students whose final grades were in that range. As for the value range 76-85 with good categories as many as 1 (5%) students whose final grades are in that range.

After learning to improve student learning outcomes using the Think Phair Share method in cycle II, it can be seen that the method used by the teacher is good and many students like it. Students find it easier to learn social science by using the Think Phair Share method given by the teacher. However, not all students behave like that, some children seem not too enthusiastic about participating in learning activities. but even though it is like that, it is not seen that a single student gets a score that is not in accordance with the standards of teaching and learning activities. The method used during the implementation of the second cycle made students active in the learning process. Based on these data, it is stated that in improving student learning outcomes using the Think Phair Share method, it is very necessary to apply other teachers who have not received the right methods or strategies in the teaching and learning process.

#### **Discussion**

##### Teacher activity data

The teacher's behavior in teaching cycle I of the first and second meetings has increased. This is described as follows: in the first aspect (1) The teacher and students pray before the teaching and learning process begins and the readiness to open lessons is very good; (2) The teacher asks again about the previous lesson and links with the material to be studied next well; (3) The teacher presents the problem, and gives students the opportunity to ask questions after answering the problems given by the teacher and is able to provide responses from the results of other groups which are categorized as good; (4) The teacher gives assignments to students and is done individually and in groups which are categorized as good; (5) The teacher reflects and concludes that the material that has been studied is categorized as very good.

The teacher's behavior in teaching the second cycle of the first and second meetings has increased. This is described as follows; in the first aspect (1) The teacher and students pray before the teaching and learning process begins and the readiness to open lessons is very good; (2) The teacher asks again about the previous lesson and links to the material to be studied next well; (3) The teacher presents the problem, and gives students the opportunity to ask questions after answering the problems given by the teacher and is able to provide responses from the results of

other groups which are categorized as good; (4) The teacher gives assignments to students and is done individually and in groups which are categorized as good; (5) The teacher reflects and concludes that the material that has been studied is categorized as very good.

#### Student activity data

Student behavior in learning cycle I of the first and second meetings has increased. This is described as follows; in aspects (1) Students pray before the learning process begins and answer greetings and readiness in learning, dominated by 12 students (30%) who are inactive and 28 active students (70%). In aspect (2) students can link previous knowledge with the material to be studied and develop their own thoughts by observing learning and this has not shown good results. This is evidenced by the less active 20 students (50%) who are active as many as 20 students (50%) seem inactive. In aspect (3) students solve the problems raised by the teacher. (Think) and ask questions when solving questions given by the teacher. (pair) and present and respond to the results of discussion of other groups. (share) shows that the less active 26 students (65%) who are active 14 students (35%) in aspects (4) Students are able to complete assignments given by the teacher and answer individually and in groups. So it can be seen that 22 students (45%) who are active are 18 students (55%). in aspect (5) Students are able to present their work results in front of the class and seen from the results of the percentage, 22 students are less active (55%) and only 18 people (45%) are active.

Student behavior in learning cycle II of the first and second meetings has increased. This is described as follows; In aspects (1) Students pray before the learning process begins and answer greetings and readiness in learning, dominated by 10 students (25%) who are inactive and 30 students (75%) who are active. In aspect (2) students can link previous knowledge with the material to be studied and develop their own thoughts by observing learning and this has not shown good results. This is evidenced by the less active 16 students (40%) who are active as many as 24 students (60%). In aspect (3) students solve the problems raised by the teacher. (Think) and ask questions when solving questions given by the teacher. (pair) and present and respond to the results of discussion of other groups. (share) shows that 18 students (55%) who are less active are 22 students (45%) in aspects (4) Students are able to complete tasks given by the teacher and answer individually and in groups. So it can be seen that the less active 16 students (40%) are 24 students (60%) active. in aspect (5) Students are able to present their work results in front of the class and seen from the results of the percentage of students who are less active 28 (45%) and only 22 people (55%) are active.

#### **5 Conclusion**

Based on the results of the research and discussion described in the previous chapter, it can be concluded as follows.

1) The process of implementing the Think Phair Share method in social subjects to improve student learning outcomes in class VIIB SMP 4 Tolitoli. The learning process consists of two cycles, namely cycle I consisting of two meetings and cycle II two meetings. The application of the Think Phair Share Method using the method that has been applied has achieved the objectives of the researcher, namely improving social learning outcomes by using the Think Phair Share Method of students as indicated by an increase in student learning outcomes. Cycles I and II use the Think Phair Share method which includes planning, implementing, observing, and reflecting. At every meeting the teacher did not explain much material but only guided the students. Students are motivated to be able to find their own answers to problems in social learning material. Students can learn and be active in learning.

2) Improving learning outcomes using the Think Phair Share Method in science subjects class VIIB SMP 4 Tolitoli in the 2016/2017 school year after going through this process has experienced a significant increase. It can be described that in the first cycle the minimum completeness criteria reached 55%, while in the second cycle there was an increase that the minimum completeness criteria reached 95%. So that the research is considered successful and learning is stopped in cycle II.

## **6. Reference**

- Anni, Chatarina Tri dan Achmad Rifa'i . 2010. Psikologi Pendidikan Semarang: UPT MKK UNNES.
- Anitah, Sri dkk. 2009. Strategi Pembelajaran. Jakarta: Universitas Terbuka.
- Arikunto, Suharsimi dkk. 2008. Penelitian Tindakan Kelas. Jakarta: PT Bumi Aksara. 2006 . Prosedur Penelitian Suatu Pendekatan praktik .Jakarta: Rineka Cipta..
- Amadi, Lif Khoiru dkk. 2011. Strategi Pembelajaran .Jakarta:PT Prestasi Pustakaraya
- Asnur, M. N. A., Adhima, F., Ayuwijayanti, M., & Marsuki, R. R. (2019). Karakteristik Pembelajaran Kolaboratif Bahasa Asing dalam Google Classroom. In *Prosiding Seminar Nasional Literasi Bahasa Dan Sastra Ke-4 Pembelajaran Bahasa Asing Di Era Digital*.
- Brahmantya, Aric."Penerapan Model Kooperatif Tipe TPS (Think-Phair-Share) dalam pembelajaran Matematika Poko bahasan Operasi Hitung bentuk Aljabar kelas VII SLTP GEMA 45 Surabaya tahun Ajaran 2009/2010 Universitas Wijaya Kusuma Surabaya" 28 Desember 2010.
- Baharudin dan Esa Nur Wahyuni. 2010. Teori Belajar dan Pembelajaran. Jogjakarta: AR-Ruzz Media. BNSP. 2006 .StandarIsi KTSP. Jakarta: Depdiknas.
- Hamalik, Oemar. 2008 .Proses Belajar Mengajar. Jakarta: Sinar Grafika.
- Handayani, Desi.2012. Think Pair Share (TPS). [Http://Desyhandayani.Blogspot.Com/2012\\_04\\_01\\_Archive.Html](http://Desyhandayani.Blogspot.Com/2012_04_01_Archive.Html). Diakses 27 Januari 2017
- Hastuti, Tri."Upaya peningkatan minat dan hasil belajar Matematika tentang KPK dan FPB melalui model pembelajaran Think Phair Share bagi siswa kelas IV SD Negeri Tambaboyo 03 semester 1 Tahun pelajaran 2010/2011" 2010.

- [Http://Www.Sriudin.Com/2011/07/Model-Pembelajaran-Think-Pair-And-share.html](http://Www.Sriudin.Com/2011/07/Model-Pembelajaran-Think-Pair-And-share.html). Diakses 27 Januari 2017
- Iskandar, Sрни M. 1996. Pendidikan Ilmu Pengetahuan Alam. Medan: DEPDIKBUD
- Ibrahim dan Nana Syaodih, 2003 .Perencanaan Pengajaran. Jakarta: Rineka Cipta.
- Magfiratullah. "Eksperimentasi Model pembelajaran Think Pair Share (TPS) pada siswa kelas IX SMP di kota Palangkaraya Kalimantan Tengah" 2011.
- Malik, A. R., & Asnur, M. N. A. (2019). USING SOCIAL MEDIA AS A LEARNING MEDIA OF FOREIGN LANGUAGE STUDENTS IN HIGHER EDUCATION. *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, 18(2), 166-75.
- Malik, A. R., Emzir, E., & Sumarni, S. (2020). PENGARUH STRATEGI PEMBELAJARAN MOBILE LEARNING DAN GAYA BELAJAR VISUAL TERHADAP PENGUASAAN KOSAKATA BAHASA JERMAN SISWA SMA NEGERI 1 MAROS. *Visipena*, 11(1), 194-207.
- Malik, A. R. (2019, August). THE INFLUENCE OF INSTAGRAM AND AUDITORY LEARNING STYLE ON GERMAN LANGUAGE MASTERY IN STUDENTS OF SMAN 1 MAROS. In *International Conference on Cultural Studies* (Vol. 2, pp. 279-283).
- Slameto. 2003. Belajar dan Faktor-Faktor yang mempengaruhinya. Jakarta: Rineka Cipta.
- Suprijono, Agus. 2009. Cooperative Learning Teori dan Aplikasi PAIKEM. Yogyakarta: Pustaka Pelajar.
- Trianto. 2007. Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik. Jakarta. Prestasi Pustaka.
- Trianto. 2010. Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Kencana Prenada Media Group
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). EXPLORING STUDENTS' LEARNING STRATEGIES IN SPEAKING PERFORMANCE. *International Journal of Language Education*, 2(1), 65-71.