



IMPROVING PKN LEARNING OUTCOMES THROUGH THE THINK PAIR SHARE LEARNING MODEL FOR GRADE V STUDENTS

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Abstract

The problems faced are the low learning outcomes of students in PPKN content for Class V due to the lack of variation in teaching patterns, learning tends to be one-way (teacher center), students are less encouraged to be involved in the learning process so that learning is less interesting for students, students get bored quickly, are less enthusiastic in receiving learning and students have difficulty in understanding the subject matter. Therefore, it is necessary to innovate learning by using the Think Pair Share learning model with the aim of finding out teacher activities, student activities and learning outcomes for class V students. This study uses a literature review method, so the focus is on collecting, analyzing, and synthesizing previously published information. This study aims to identify, assess, and integrate findings from various relevant sources. The study was conducted in two cycles, where each cycle consisted of two meetings. The research process involved four main stages: planning, implementation, observation, and reflection, with the research subjects being 19 fifth grade students, consisting of 10 male students and 9 female students. Data collection was conducted through tests and observations. The research instruments included student learning outcome test items and observation sheets to monitor teacher and student activities. Data analysis techniques used included frequency distribution, percentage, and data interpretation. The completeness of student learning outcomes also increased, from 63% in Cycle I to 95% in Cycle II. This shows that the previously determined success indicators have been achieved. Based on the research results, it can be concluded that the application of the Think Pair Share learning model can improve the learning outcomes of PPKn content for grade V students in the 2022/2023 academic year. Therefore, it is recommended for teachers to use this learning model as an alternative to facilitate the learning process, so that student learning outcomes can continue to improve.

Keywords : PPKN content learning outcomes, Think Pair Share learning model

Introduction

PPKN is a science that is used as a vehicle in developing and preserving the noble moral values of the Indonesian nation which are manifested through behavior as human beings in the life of the nation and state as well as creatures of God. In addition, PPKN is also one of the sciences used as a vehicle in socializing legal awareness so that students are able to ignite the noble ideals of past leaders with integrity to become future leaders of a nation that is increasingly advanced, disciplined and responsible (Sumbung, 2020). Pancasila and Citizenship Education is one of the subjects that plays an important role in forming quality and character students. The purpose of learning Pancasila and Citizenship Education is to provide general knowledge about moral sciences, attitudes, and state knowledge that can be used by students in everyday life. As a class teacher at school, teachers are required to be able to create new variations in teaching in order to attract students' interest and motivation. Students' abilities are less active in the learning process (Wardhani, 2017). Efforts to optimize PPKN learning outcomes are a very urgent need to be done. One of the learning models that can overcome this problem is the Think Pair Share learning model. This learning model was chosen because this learning model is considered appropriate. In addition, it can

increase student participation and activeness in learning so that it can improve student learning outcomes. In addition, this learning model emphasizes the use of certain structures designed to influence student interaction patterns that require students to work together and help each other in small groups (Yuliati, 2019).

Learning models can increase student participation in the learning process. This is because students interact with other students, so that student activity will be formed. Communication with other students will Think Pair Share increases students' knowledge. Students do not only gain knowledge from teachers, but also from their friends. The Think Pair Share learning model is one type of cooperative learning model that can motivate students to interact with each other, care for each other, and foster each other among students as a practice of living in a real society and has a very positive impact on students with low learning outcomes. Learning from friends to other friends can reduce fear and be more relaxed so that it can increase motivation and retention (storage) of learning materials longer so that student learning outcomes can also increase. Think Pair Share learning model is a method that is able to activate all students during the learning process, while providing opportunities for students to work together in groups with diverse abilities (heterogeneous). Furthermore, this model emphasizes a special structure designed to influence student interaction patterns. This structure encourages students to work together, complement each other, and depend on each other in small groups cooperatively (Nurhadi in Nurmala, et al., 2020). Think Pair Share learning model can train students to improve their communication skills through group discussions and can improve students' thinking skills both individually and in groups. Learning that uses think-pairshare is learning that has procedures that are explicitly set to give students more time to think, answer and help each other. So that by using the Think Pair Share learning model, it can improve student learning outcomes.

Research Methodology

Research using the literature review method, the focus is on the collection, analysis, and synthesis of previously published information. This study aims to identify, assess, and integrate findings from various relevant sources. Based on the background above, the general problems can be formulated as follows:

1. How is the concept and implementation of the Think Pair Share (TPS) Learning Model by teachers in PPKN learning based on available literature? Focus on studies that discuss the role of teachers in implementing TPS in the context of PPKN learning
2. How are students' activities when participating in PPKN learning through the Think Pair Share (TPS) Learning Model based on literature review? Reviewing the literature related to student interaction, involvement, and response to TPS implementation.
3. Is the Think Pair Share (TPS) Learning Model effective in improving student learning outcomes in PPKN learning based on findings in the literature? Analyze various studies that assess the effectiveness of TPS in improving student learning outcomes

Result & Discussion

Here is the improved version: Based on the problems and problem formulation above, namely the low learning outcomes of students, where many students have not reached the KKM set by the school, which is 70, the researcher designed a problem-solving plan through actions to improve the learning process. This improvement was carried out in Classroom Action Research (CAR) consisting of two cycles, with each cycle covering two meetings, using the Think Pair Share learning model. This learning model was chosen because it can increase student participation and activeness in the learning process, which ultimately has an impact on improving their learning outcomes. Think Pair Share gives students the opportunity to work together with others. The advantages of this approach are increasing student participation, suitable for simple tasks, giving each group member more opportunities to contribute, and facilitating interaction and group formation. By implementing the Think Pair Share learning model, student activeness in the learning process is expected to be formed optimally. This will have a positive influence on student learning outcomes, so that learning objectives can be achieved effectively. The Think Pair Share learning model has been proven to increase student participation in the learning process. This method encourages students to interact with their peers, so that student activity is formed naturally. Through communication with friends, students' knowledge will increase, because they not only get information from the teacher, but also from their peers. In addition, the application of the Think Pair Share learning model trains students to develop communication skills through group discussions and improve thinking skills, both individually and in groups. Learning with this method follows procedures that are explicitly designed to give students more time to think, answer, and help each other.

Thus, the use of the Think Pair Share learning model can significantly improve student learning outcomes (Fowler in Abdullah 2013:1). According to Aqib (2013), the steps of the Think Pair Share (TPS) learning model applied to solve this problem are as follows: (1) The teacher conveys the core material and the objectives to be achieved; (2) The teacher asks students to think about the material/problems presented by the teacher; (3) The teacher asks students to pair up with the friend next to them and share their thoughts; (4) The teacher leads a small discussion and each group presents the results of their discussion; (5) Starting from this activity, the teacher directs the discussion to the main problem and adds material that students have not yet expressed; (6) The teacher gives a conclusion; (7) Closing. According to Hamdayama (2014:203), the advantages of the Think Pair Share learning model include: (a) increase time devoted to tasks (b) improve attendance (c) dropout rate decreases (d) apathy decreases (e) greater acceptance of individuals (f) deeper learning outcomes (g) increase kindness, sensitivity and tolerance. Weaknesses of the Think Pair Share learning model include: (1) Requires simultaneous coordination of various activities, (2) Requires special attention when using classroom space (3) The transition from whole class to small groups can take up valuable instructional time, so teachers must plan carefully to minimize the amount of time lost.

Conclusion

Based on the results of research on grade V students using the Think Pair Share learning model on PPKn content, the following conclusions can be drawn:

- a. Teacher activity in learning activities with the Think Pair Share model on PPKn content has increased. The initial teacher activity score was 17 (good criteria) and increased to 22 (very good criteria).
- b. Student activity in learning with the Think Pair Share model on PPKn content also increased. The percentage of student activity initially reached 74% (active criteria) and increased to 95% (very active criteria).
- c. Student learning outcomes in learning with the Think Pair Share model showed an increase. Individual completion increased from 12 students to 18 students, while classical completion increased from 63% to 95%.

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