Journal of
General Education Science

Open Access

Vol 1 No 3 2023
Page 166-173
ISSN 2963-0096

Think Pair and Share (TPS) Learning Model in PKn Learning to Improve Communication Class V SDN 101744 Klambir Village

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ABSTRACT

This study aims to determine the increase in student communication with the Think Pair and Share (TPS) learning model in PKN Class V SDN 101744 Klambir Village. This research is a Classroom Action Research (CAR). This research was conducted in two cycles. The research subjects were 15 male and 18 female students in class VA at SDN 101744 Klambir Village. The research instrument used in this study was observation sheets of teacher and student activities. The data analysis technique used is descriptive quantitative. Improved student communication can be seen from the acquisition of data in cycle I and cycle II. The results of the analysis show that the average value of teacher activity in cycle I is 46.15% and in cycle II is 92.31%, which means there is a significant increase of 46.16%. The average value of student communication based on the observation sheet in the first cycle was 52.42% and in the second cycle, which was 83.03%, there was a good increase of 30.61%. In the first cycle, there were 2 students who had the ability in the ≤ enough category and in the second cycle, it was shown that there were 32 students who had the ability in the ≤ enough category. Improved communication of class students from cycle I and cycle II, namely as many as 30 students. So that the results of this study can be concluded that there is an increase in student communication by applying the Think Pair and Share learning model at SDN 101744 Desa Klambir. In the first cycle, there were 2 students who had the ability in the ≤ enough category and in the second cycle, it was shown that there were 32 students who had the ability in the ≤ enough category. Improved communication of class students from cycle I and cycle II, namely as many as 30 students. So that the results of this study can be concluded that there is an increase in student communication by applying the Think Pair and Share learning model at SDN 101744 Desa Klambir.

Keywords: Think Pair and Share (TPS) Learning Model, Communication

Introduction

Basically, formal or informal education is the same because it is a process of achieving a goal. As a foundation in the educational process, educational objectives are arranged, namely in Law no. 20 of 2003 concerning the national education system which reads "National education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have good morals noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". Based on a broad perspective, education is an effort to humanize humans so that they become human beings who are truly human (Salmina et al, 2019). According to Dahnial, (2017: 36) subject guidelines are complete profiles of subjects that contain background, subject characteristics, core competencies and basic subject competencies, learning designs, learning models, assessments, media and learning resources, and the teacher's role as school culture developers subject guidelines for each subject are developed by the government and/or local government in accordance with their authority. Good learning is learning that is able to make students competent in the field being

studied according to agreed criteria. (Dahnial, 2020). One of the subjects taught in elementary schools is Citizenship Education (PKn). Citizenship education is a major part in the process of developing students' abilities so that they can participate in building a better civilization of human life globally as the practice of Pancasila values.(Sutrisno et al. 2021).Citizenship Education is the subject (MAPEL) that has the most role in the context of statehood and/or nationality (Abdinur et al, 2018). Civics learning is very closely related to daily life, such as within the scope of the family, society and interactions with the environment in which they live. Problems in the lives of citizens and state problems are one of the topics of study in Civics lessons so of course these topics are very interesting to discuss and discuss within the scope of Civics learning that is present in the midst of life. Therefore students are required to be able to communicate the daily problems that are experienced and seen by connecting them to Civics material. Students are expected to be able to respond to problems that occur through interactive discussion and question and answer.

Based on this, students are required to have good communication skills in order to learn and develop understanding in Civics lessons. The author found and identified problems related to the lack of communication skills of students in class V SDN 101744 Klambir Village based on the results of interviews with teachers and based on the results of the author's observations on February 13 2023. It is known that teachers still rely on the lecture method as a method of teaching Civics material and accompanied by with the question and answer method. Furthermore, based on the results of observations, it can be seen that when the teacher delivers Civics material using the lecture method, students look inactive and unresponsive. This can be seen when the teacher opened the question and answer session, only two students were able to respond and dared to answer the questions posed by the teacher where these two students were known to be students who excelled in the class. The teacher repeatedly gave other students the opportunity to ask and respond regarding the Civics material being taught but none of the students wanted to ask or respond. Students just silent and no response. In addition, when the teacher asked students to conclude the Civics subject matter they had just learned, none of the students dared to convey their conclusions. The teacher repeatedly gave other students the opportunity to ask and respond regarding the Civics material being taught but none of the students wanted to ask or respond. Students just silent and no response. In addition, when the teacher asked students to conclude the Civics subject matter they had just learned, none of the students dared to convey their conclusions. The teacher repeatedly gave other students the opportunity to ask and respond regarding the Civics material being taught but none of the students wanted to ask or respond. Students just silent and no response. In addition, when the teacher asked students to conclude the Civics subject matter they had just learned, none of the students dared to convey their conclusions.

Based on this, the teacher must be able to develop creative and innovative learning strategies in which the teacher needs to determine and choose a learning model that is able to stimulate students to become student centers with qualified communication skills. One of the appropriate learning models for the occurrence of interactions so that mutual communication interactions are realized between students and students in particular and students and teachers in general, namely the cooperative learning model. This is in line with the opinion of Rahmawati et al (2019) that cooperative learning is very closely related to interaction and communication between teachers and students. Cooperative learning models consist of several types and according to Rahmawati et al (2019) one type of cooperative that can improve student communication is TPS (Think Pair and Share). According to Shoimin (2014: 208) in TPS learning, students are given the opportunity to think through the National Workshop on Strengthening Elementary School Teachers' Competence themselves, discuss, help each other with group mates, and students can share information with friends or other groups. Furthermore, according to Wibowo et al (2014) stated that the advantage of TPS learning is that there is interaction between students through discussions to solve problems thereby increasing students' communication skills, both smart students and less intelligent students alike benefit from TPS type cooperative learning activities. The TPS model is a cooperative learning model that requires mutual cooperation between students and their group partners. The number of group members who work together is two people or in pairs (pairs). The TPS model can improve students' communication skills because the stages in the TPS model require students with their group partners and with other groups to interact with each other in this case, namely communicating with each other. Based on the results of the observations and background that have been described above, the researcher is interested in conducting research aimed at fifth grade elementary school students, especially in the civics subject (PKN). The type of research that will be carried out is PTK-based research (Classroom Action Research) with the title "Think Pair and Share (TPS) Learning Model in PKN Learning to Improve Class V Communication at SDN 101744 Desa Klambir".

Research Methodology

The type of research used in this research is classroom action research. Classroom action research is a form of scientific and methodical study or activity carried out by teachers or researchers in the classroom by using actions to improve learning processes and results, scientific, namely something that is or is in science and methods,

namely ways of thinking, objective, rational, systematically based on facts to find, prove, develop and evaluate a lesson(Azizah 2021). The research was conducted at SD Negeri 101744 Klambir Village. As for the placeThis research was conducted in the even semester of the 2022/2023 academic year. The activity of collecting research data began in April 2023 until May 2023. The subjects of this study were VA class students at SD Negeri 101744 Klambir Village, totaling 33 students, with details of 15 male students and 18 female students. The object of this research is the application of the Think Pair and Share model to improve student communication in Civics subjects in class V SD Negeri 101744 Klambir Village. On the material rights, obligations and responsibilities. The instrument used for data collection in this class action research is in the form of observation. Which consists of student communication observation sheets and teacher activity observation sheets in learning using the Think Pair And Share model. Data analysis techniques used in processing data are analysis of teacher activity and analysis of student communication.

- **Student Communication Value** $= \frac{Perolehah\ Skor}{skor\ maksimum}\ X\ 100$
- **Teacher Activity Value** $= \frac{Perolehah\ Skor}{skor\ maksimum}\ X\ 100$

Table 1 of Score Percentage Criteria Level

Mastery Level	Qualitative Value
90% - 100%	Very high
80% - 89%	Tall
70% - 79%	Enough
60% - 69%	Low

Results and Discussion

The research results consist of findings about the extent to which the teacher's success in applying the Think Pair and Share (TPS) learning model to PKN learning for fifth grade students at SDN 101744 Desa Klambir. The implementation of the action took place over two cycles in the even semester of the 2022-2023 school year with the research subject being class V students at SDN 101744 Klambir Village.Before the research was carried out, the researcher made initial observations to study the existing problems. Based on the results of interviews conducted by researchers found problems, namely that there were still many students who were not active in expressing opinions or answering questions given by the teacher, there were some students who seemed inactive and the learning model used by the teacher in learning was less interesting or innovative. After finding the existing problems, the researcher then conducted a literature study on similar research that had been carried out by previous researchers. Then the researcher collects reference journals that will be used as a reference in classroom action research. The results of the research are data from observations of teacher activities in managing learning in class and data from student communication observation sheets obtained in cycle I and cycle II as well as data. Based on observations of teacher activities in Civics learning using learning models*Think Pair and Share*in cycle I included in the very low criteria. From the initial activity to the closing activity the teacher gets 6 points out of a maximum score of 13 points. Thus the researcher calculates the score obtained by the teacher as follows:

Table 2 Observation Results of Cycle I Teacher Activities

Teacher Teaching Activities Cycle I		
Earned Score (Points)	Percentage Rate (%)	Criteria
6	46,15	Very low

The table above shows that the results of observing the activities of researchers who act as teachers during the learning process take place in cycle I, which shows that overall teaching is not optimal. This can be seen from the results of observations of teacher activities, namely the number of criteria for successful action (YES) is 6 items with a percentage of 46.15% and the number of criteria for not succeeding in taking action (NO) is 7 items with a percentage of 53.85%. This means that there are aspects that must be corrected by researchers who act as teachers in the next cycle. Such as the teacher's ability to provide apperception to students and the teacher's ability to explain the procedures for implementing learning activities using the Think Pair and Share (TPS) learning model. Furthermore, observing teacher activities in Civics learning uses the learning model*Think Pair and Share*in cycle II was included in the very high criteria. With the initial activity to the closing activity the teacher gets 12 points from a maximum score of 13 points. The researchers calculated the score obtained by the teacher as follows:

Table 3 Observation Results of Teacher Cycle II Activities

Teacher Teaching Activities Cycle II		
Earned Score (Points)	Percentage Rate (%)	Criteria
12	92,1	Very high

The results of observations of teacher activities carried out during the learning process as a whole in teaching are optimal. It can be seen that in cycle II the score obtained was 12 points from the maximum score of 13 points with a percentage of 92.31%. The results of observations of student activity are a picture of student activity during the learning process, overall student activity in terms of student communication has not been optimal. This can be seen from the data table for the distribution of student communication frequencies using the learning model*Think Pair And Share*(TPS) in cycle I:

Table 4 of Student Communication Levels on the Observation Sheet for Cycle I

Student Communication Level	Criteria	Many Students (Person)	Percentage of Number of Students
90-100%	Very high	0	0
80-89%	Tall	0	0
70-79%	Enough	2	6%
60-69%	Low	8	24%
0-59%	Very low	23	70%
Amount		33	100%

From the results of the student communication observation sheets in cycle I, it was found that 2 people (6%) of 33 students had sufficient ability, 8 people (24%) of 33 students had low abilities, and 23 people (70%) of 33 students who had good abilities very low. In cycle II the observed data average student communication in PKN learning by applying a learning model*Think Pair And Share*(TPS) there was a significant increase. Furthermore, the observed data is made in the form of frequency distribution data. The following is the distribution of student communication frequency data using the learning model*Think Pair And Share*(TPS) in cycle II:

Table 5 of Student Communication Levels on Observation Sheets for Cycle II

Student Communication Level	Criteria	Many Students (Person)	Percentage of Number of Students
90-100%	Very high	10	30%
80-89%	Tall	14	42%
70-79%	Enough	8	24%
60-69%	Low	1	3%
0-59%	Very low	0	0%
Amount		**33**	**100%**

From the results of the student communication observation sheet in cycle II, it was found that 10 people (30%) out of 33 students had very high abilities, 14 people (42%) out of 33 students who had high abilities, 8 people (24%) out of 33 students who had adequate ability and 1 person (3%) of 33 students who have low ability.

Based on the results achieved in cycle II, the scores for teacher and student activities experienced a very good increase compared to cycle I. So it can be stated that this research was successful in cycle II.

Table 6 of Results of Increasing Teacher and Student Activities Cycle I and Cycle II

	Cycle I	Cycle II	Upgrade
Teacher Activity	6 points (46.15%)	12 points (92.31%)	6 points (46.16 %)
Student Communication	52.42% (Very low)	83.03% (Tall)	30.61%
Mastery of Per-Class Communication	2 students completed 31 students did not complete	32 students completed 1 student did not complete	30 students

Based on the table above, the results of teacher activity data in cycles I and II experienced an increase in cycle I, the value of teacher activity was 6 points (46.15%) and cycle II, the value of teacher activity was 12 points (92.31%). There was an increase of 6 points (46.16%). Then the average value of student communication in cycle I was 52.42% (Very Low) and cycle II the average value of student communication was 83.03% (High). There was an optimal increase of 30.61%. Furthermore, the communication mastery of class students (≤ enough) in the first cycle was 2 students who passed and the second cycle the communication mastery of class students (≤ enough) was 32 students. There was a good increase, namely as many as 30 students who had successfully completed it.

The following is a diagram of the results of the increase that occurred in cycle I and cycle II:

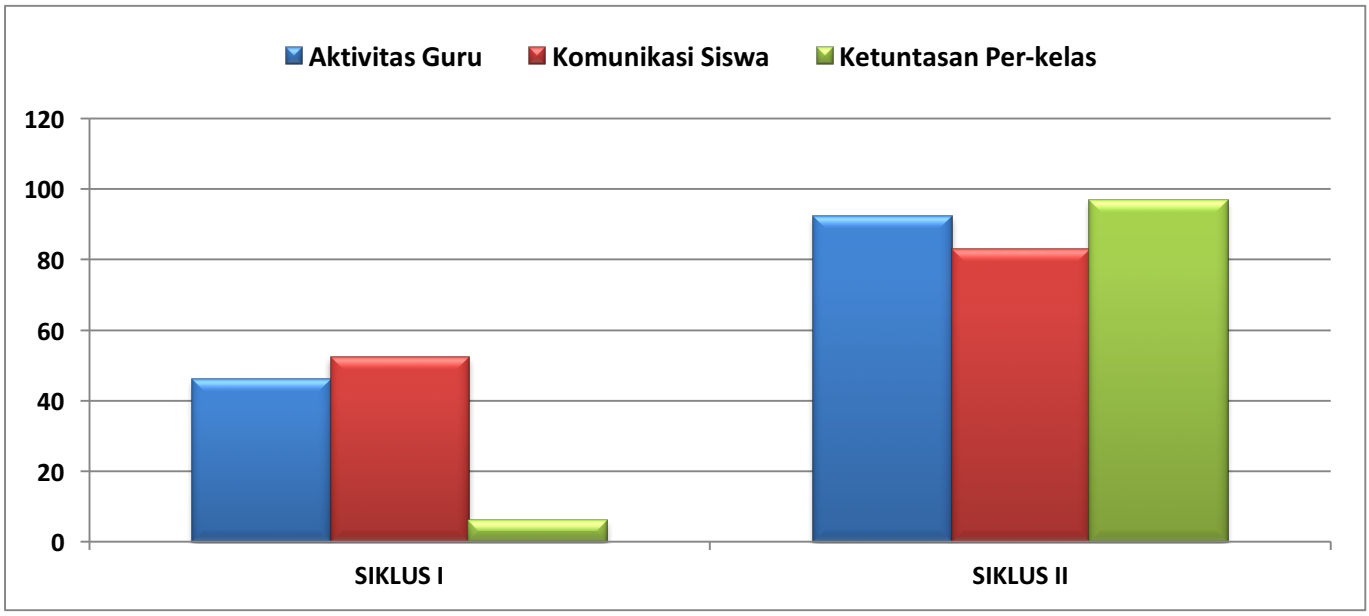

Figure 1

Based on the acquisition of communication skills results obtained from cycle I and cycle II through integrated thematic learning. It is proven that communication skills have increased with the application of the TPS (Think Pair Share) learning model. In the application of the TPS (Think Pair Share) learning model through several learning steps according to (Suprijono, 2012: 91). 1) Introduction, in this introduction the teacher explains the learning steps of the TPS model with a given time limit and the teacher must motivate students to participate actively 2) Think (think), the teacher explores student knowledge with demonstrations in accordance with the material, the teacher gives questions related to material and students are asked to think individually about the questions posed by the teacher, students write their answers on a piece of paper with the time limit given by considering the student's knowledge. In this stage students are directed to think critically according to their

understanding 3) Pair (in pairs), in this step students look for partners and discuss their answers with the time limit given by the teacher. In this step students work together in discussing the results of their answers 4) Share (sharing) students present the results of discussing their answers in front of the class. In this sharing step students are directed to use their communication skills in presenting the results of the discussion with confidence 5) briefing, students are given directions in the form individual scores on the Think stage and group scores on the Pair and Share stages. In this stage students are directed to think critically according to their understanding 3) Pair (in pairs), in this step students look for partners and discuss their answers with the time limit given by the teacher. In this step students work together in discussing the results of their answers 4) Share (sharing) students present the results of discussing their answers in front of the class. In this sharing step students are directed to use their communication skills in presenting the results of the discussion with confidence 5) briefing, students are given directions in the form individual scores on the Think stage and group scores on the Pair and Share stages. In this stage students are directed to think critically according to their understanding 3) Pair (in pairs), in this step students look for partners and discuss their answers with the time limit given by the teacher. In this step students work together in discussing the results of their answers 4) Share (sharing) students present the results of discussing their answers in front of the class. In this sharing step students are directed to use their communication skills in presenting the results of the discussion with confidence 5) briefing, students are given directions in the form individual scores on the Think stage and group scores on the Pair and Share stages.

In the Think Pair Share (TPS) model, teacher teaching skills are needed and are a support for this learning. Some of the basic teaching skills of teachers according to Djamarah (2010: 99) include: basic questioning skills, advanced asking skills, reinforcement skills, variation skills, explaining skills, opening and closing skills, class management skills, small group teaching skills and individual skills, and skills in guiding small group discussions. This is in line with the objectives of implementing the learning model. The application of the Think Pair Share (TPS) Cooperative Learning Model according to Huda (2013: 206) states that the TPS (Think Pair Share) cooperative model allows students to work alone and collaborate with others, optimize participation and student activity, giving students the opportunity to show their participation to others. The results of the research were obtained from the results of observation sheets of teacher and student activities. This classroom action research was conducted in two cycles. Based on the results of the teacher activity observation sheet from cycle I and cycle II there was an increase in the learning process. The results of observations of teacher activity in applying the think pair share learning model in cycle I obtained an average value of 46.15% with very low criteria. Whereas in cycle II it experienced a significant increase by obtaining an average value of 92.31% with very high criteria. This means that there was an increase of 46.16%. Based on the results of student communication observation sheets from cycle I and cycle II, there was an increase in the learning process taking place. Where the results of observations of student communication in cycle I obtained an average value of 52.42% with very low criteria. while in cycle II it experienced an increase in obtaining an average value of 83.03% high criterion. This means that there was an increase of 30.61%. Student communication on PKN subjects using the think pair share (TPS) learning model increased in cycle I and cycle II. In cycle I, the communication results of class students with criteria ≤ (greater equal to) are sufficient, as many as 2 students out of 33 students (6%), while in cycle II, the results of communication by class students with criteria ≤ (greater equal to) are sufficient, as many as 32 people students from 33 students (97%). This means that there is a significant increase as many as 30 students have met the criteria ≤ enough. These increases were due to the application of the think pair share (TPS) learning model which could improve the communication of fifth grade students at SD Negeri 101744 Klambir Village. Based on the results of the research above, it proves that the TPS (Think Pair Share) cooperative model can improve student communication. The thing that distinguishes this research from previous researchers is that this research only focuses on student communication which aims to improve fifth grade student communication at SD Negeri 101744 Klambir Village which is still low by using the TPS (Think Pair Share) model. According to Devito (Maulana and Gumelar, 2013: 75) interpersonal communication is conveying a message by one person to the recipient of the message or a group of people by providing feedback, meaning that in communicating, you must give answers to each other so that communication runs and is not passive if there is no feedback. There are five components of interpersonal or interpersonal communication skills according to (Devinto, 2011), namely,

This is in line with the objectives of implementing the learning model. The application of the Think Pair Share (TPS) Cooperative Learning Model according to Huda (2013: 206) states that the TPS (Think Pair Share) cooperative model allows students to work alone and collaborate with others, optimize participation and student communication, Provide opportunities for students to show their participation to others. This research is supported by previous research conducted by several researchers: (1) Research conducted by Dewi Rianingsih, et al. 2019 with the title "Application of the TPS (Think Pair Share) Learning Model in the Context of Improving the Communication Skills of Grade 3 Students at SDN Ledok 05 Salatiga." The results showed that the high category I cycle had a frequency of 18 with a percentage of 62%, the medium category had a frequency of 6 and a percentage of 21%, and the low category 5 with a percentage of 17%. Whereas for cycle II the high frequency category is 20

with a percentage of 69%, the medium category is 8 with a percentage of 28%, and the low category 1 is with a percentage of 3%. Thus the communication skills of class 3 at SDN Ledok 05 Salatiga increased after using the TPS (Think Pair Share) model (2) Research conducted by Maiyuliani. 2023. With the title "Implementation of the Think Pair Share Learning Model to Improve Students' Communication Skills in Class V Social Science Lessons at Babussalam Elementary School Pekanbaru." This study aims to describe the process of improving students' communication skills in Social Sciences subject matter through the application of the fifth grade think pair share learning model at Babussalam Elementary School Pekanbaru. The results of the research and data analysis showed that before corrective action was taken, the average score of students' communication skills only reached 55.88 in the less category. After taking action to improve learning in cycle I, the average value increased to 63.79 in the less category. Then in cycle II (3) Research conducted by Sri Ariana (2018) entitled "Application of the Think Pair Share (TPS) Cooperative Learning Model on the Mathematical Communication Skills of Class VIII Students of SMP Negeri 1 Darussalam." If viewed from each indicator of students' mathematical communication skills, it shows that 80.46% of students have achieved a very good category in the aspect of expressing everyday events in language or mathematical symbols, 61.87% of students are in a good category in the aspect of making mathematical situations by providing ideas and information in written form, 59.95% of students have reached the good category in the aspect of describing the problem situation and stating algebraic problem solutions, 39.86% of students have reached the sufficient category for the aspect of explaining and making questions about the math problems being studied.

Conclusion

Based on observation, research, discussion and data analysis that has been described previously it can be concluded thatthe Think Pair And Share learning model in PKN subjects on rights, obligations and responsibilities in class V SD 101744 Klambir Village shows that there is an increase in each cycle. Based on research findings where the application of the Think Pair And Share learning model has experienced a maximum increase. It can be seen from the observation of teacher teaching activities, namely that in cycle I there were still many aspects that were not implemented while in cycle II there was only one aspect that was not implemented. This means that the application made by the teacher in implementing a learning model can be said to be good. Because the learning carried out makes student communication look active during the lesson. The communication of Class V students at SD 101744 Klambir Village has increased after the implementation of the Think Pair and Share learning model. This can be seen from the results of the analysis of the average value of teacher activity in teaching based on the observation sheet in the first cycle, which was 46.15% and in the second cycle, it was 92.31%, which means that there was a significant increase, namely 46.16%. The results of the analysis of the average value of student communication based on the observation sheet in the first cycle is 52.42% and in the second cycle is 83.03%, which means there is a good increase of 30.61%.

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