Improving Indonesian History Learning Outcomes by Applying the Think Pair And Share Model

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Abstract. The cooperative learning model of the Think Pair and Share (TPS) type is a "cooperative learning model" that was first developed by Professor Frank Lyman and his colleagues at the University of Maryland in 1981. This research is a class action research. The research subjects were students of class X OTKP 4 SMK Negeri 2 Palu, a total of 18 people. While the research procedure consists of 4 stages, namely: planning, implementation, observation and reflection. Furthermore, data analysis was carried out through three stages, namely data reduction, data presentation, and data/conclusion verification. The results showed that the Think Pair and Share Model can improve learning outcomes. The Think Pair and Share Model can improve Indonesian History learning outcomes in class X OTKP 4 SMK Negeri 2 Palu, even semester of the 2021/2022 academic year.

Keywords: Learning outcomes, Think Pair and Share model, Indonesian history;

1. Introduction

Omicron is a highly divergent variant with a high number of mutations, including 26–32 variants in the spike, some of which are worrisome and could be related to immune escape potential and higher transmissibility. However, there are still many uncertainties (Amalia, 2021; Susilawati et al., 2022). The main uncertainties include (1) how easily this variant is spread and whether there is increased immune evasion, increased intrinsic transmissibility, or both; (2) how well the vaccine protects against infection, transmission, clinical disease of varying severity, and death; and (3) whether these variants have different disease severity profiles. Public health advice is based on available information and will be adjusted as evidence becomes available around the main questions above.

In dealing with the above, the government of the Republic of Indonesia, in this case the Government, issued the latest 4 Ministerial Joint Decrees concerning Guidelines for Implementation of Learning During the 2019 Coronavirus Disease (Covid-19) Pandemic. In the latest SKB, educational units are required to hold limited Face-to-Face Learning (Suprianto et al., 2022). The central government, local governments, regional offices of the provincial Ministry of Religion, district or city Ministry of Religion offices in accordance with their authority require all early childhood education units, basic education, secondary education, and higher education in their areas to carry out limited PTM starting from the even semester of the school year and academic year 2021/2022 (Suryani et al., 2022; Widyasanti et al., 2022).

At school we follow the rule: Alternate each day; The number of students is 50 percent of the classroom capacity; The maximum length of study is 6 hours of lessons per day. Learning during the Covid-19 pandemic had such a low impact on student learning outcomes in Indonesian History subjects (Dewi, 2020; Schneider & Council, 2020; Suprianto et al., 2020). As subject teachers, it is necessary to take an action to improve their learning outcomes by trying to apply the Think Pair and Share model (Elhefni, 2011; Nurpadillah & Nuryanto, 2020).

2. Method

This research is a class action research, this research was conducted at SMK Negeri 2 Palu, which is located at Jl. Setia Budi No. 58 Palu, Palu City, Central Sulawesi. The implementation time is in the even semester of the 2021/2022 school year. The research subjects were students of class X OTKP 4 of SMK Negeri 2 Palu even semester
of the 2021/2022 academic year. Actually, the number of students was 35 people, but because the PPKM learning rules were only 50 percent, 18 people were used as samples/research subjects. The research design follows the Kemmis & Mc Taggart model (Kemmis & MC Taggart, 1998) as in figure 1.

The research procedures are planning, implementation, observation and reflection. Data analysis was carried out through three stages, namely data reduction, data presentation, and data/conclusion verification (Miles et al., 2020).

3. Results and Discussion

As stated in the previous section, each cycle in this study consists of several stages, namely: Initial Reflection, Planning, Implementation, Observation, and Reflection. The results obtained at each stage in each cycle are explained as follows:

3.1 Cycle I/Initial Reflection

The activity carried out at this stage is to determine learning materials that are considered urgent for the problem to be handled by the teacher. The teaching material in question is Indonesian History material, especially the basic competence "Analyzing the strategies and forms of struggle of the Indonesian people in an effort to defend independence from the threats of the Allies and the Netherlands."

3.1.1 Planning

A number of activities that have been carried out at this stage include preparing: a) Lesson plans by presenting basic competencies: Analyzing the strategies and forms of struggle of the Indonesian nation in an effort to defend independence from the threats of the Allies and the Netherlands; b) Learning scenarios; c) Package book, LKS; d) Observation sheet for observation while the teacher/researcher is carrying out learning activities; e) The format of the assessment of learning outcomes is in accordance with predetermined indicators.
3.1.2 Implementation

The implementation of the actions in cycle 1 was carried out 1 face-to-face in learning activities outside of the end-of-cycle test activities. The number of lesson hours is 3 hours of lessons (3 x 45 minutes), while the final cycle test takes 45 minutes. The face-to-face meetings were held on Monday, January 10 2022 and the main material taught was Indonesia's role in creating world peace.

In this first cycle, the teacher/researcher presents learning in accordance with the plan, namely applying the Think Pair Share model. The learning steps are as follows: 1) The preliminary stage, namely; a) the teacher explains the rules of the game and time limits for activities; b) Motivate students to engage in problem solving activities; c) The teacher explains the competencies that must be achieved by students. 2) The Think stage, namely: a) The teacher explores students' prior knowledge by providing a number of questions or problems related to the material being studied; b) The teacher gives time for students to think for themselves the answer to the question or problem. 3) Pair Stage, namely: a) Students are grouped with their peers to express the results of each student's thoughts; b) The teacher combines groups so that there are 4 people to discuss and share the results of thoughts and answers to assignments that have been done. 4) Share stage, namely: a) The teacher asks a group representative to present the results of the discussion. During the discussion process, the teacher monitors and supervises the work of students in groups and ensures that the learning process goes well; b) At the end of the lesson the teacher and students conclude the results of learning.

In the next meeting, a week after the implementation of learning, a final test for cycle I was held on Monday, January 17 2022 in the form of 10 multiple choice questions with a duration of 45 minutes for completion. The results can be seen in table 1. below.

Table 1: Recap of Assessment Results of Cycle I Final Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Acquisition Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of students</td>
<td>18 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>15 people</td>
</tr>
<tr>
<td>3</td>
<td>Classical mastery</td>
<td>83.33%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (1 person)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 (20 people)</td>
</tr>
</tbody>
</table>

Of the 18 students, 15 students (83.33%) completed, 1 student achieved the highest score of 100 while 2 students received the lowest score of 50. More detailed results can be seen in the appendix.

3.1.3 Observation

The activities carried out in this stage are observers observing the implementation of learning carried out by research colleagues to assess the suitability of the implementation of learning with the learning plan.

The results of the observations show that the researcher has basically carried out the learning process well, in accordance with the lesson plan. It's just that there is still something that needs to be addressed in terms of timing. The students were very enthusiastic in participating in learning.

3.1.4 Reflection

Based on the results of the end of the cycle test which of the 18 students, there were 15 people (883.33%) who passed, the highest score of 100 was achieved by 1 student while 2 students who got the lowest score of 50. Although the results of observations showed that students were very enthusiastic about participating in learning, but there is still something that needs to be optimized, namely time management. The
results mentioned above are a reference that the research is continued to cycle II because the achievement of classical completeness is only 83.33% which has not yet reached an indicator of success.

3.2 Cycle II

The basic competencies presented in cycle II are still the same as cycle I, only the indicators are different. As in cycle I, in cycle II several activities were carried out at each stage.

3.2.1 Planning

A number of activities that have been carried out at this stage include preparing:

a) Learning plans by presenting basic competencies: “Analyzing the strategies and forms of struggle of the Indonesian nation in an effort to defend independence from the threats of the Allies and the Netherlands.

b) Scenario learning.

c) Package book, LKS.

d) Observation sheet for observation while the teacher/researcher is carrying out learning activities.

e) The format of the assessment of learning outcomes is in accordance with predetermined indicators.

3.2.2 Implementation

The implementation of the actions in cycle II was carried out 1 face-to-face in learning activities outside of the end-of-cycle test activities. The number of lesson hours is 3 hours of lessons (3 x 45 minutes), while the final cycle test takes 45 minutes. The first face-to-face meeting in cycle II was held on January 24 2022. The main material taught was forms of cooperation developed by Indonesia in International Relations.

At this stage, according to the plan, we still apply the Think Pair Share model. The learning steps are as follows: 1) The preliminary stage, namely: a) the teacher explains the rules of the game and time limits for activities; b) Motivate students to engage in problem solving activities; c) The teacher explains the competencies that must be achieved by students.

2) The Think stage, namely: a) The teacher explores students’ prior knowledge by providing a number of questions or problems related to the material being studied; b) The teacher gives time for students to think for themselves the answer to the question or problem.

3) Pair stage, namely: a) Students are grouped with their peers to express the results of each student’s thoughts; b) The teacher combines groups so that there are 4 people to discuss and share the results of thoughts and answers to assignments that have been done.

4) Share stage, namely: a) The teacher asks a group representative to present the results of the discussion. During the discussion process, the teacher monitors and supervises the work of students in groups and ensures that the learning process goes well; b) At the end of the lesson the teacher and students conclude the results of learning.

The following week, Monday 31 January 2022, an assessment of the end of cycle II test was carried out in the form of 10 multiple choice questions with a duration of 45 minutes for completion. As for has the results can be seen in Table 2:

**Table 2:** Recapitulation of Final Test Assessment Results cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Acquisition Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of students</td>
<td>18 people</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>17 people</td>
</tr>
<tr>
<td>3</td>
<td>Classical mastery</td>
<td>94.44%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (3 people)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>60 (10 people)</td>
</tr>
</tbody>
</table>
Of the 18 students, 17 (94.44%) completed, the highest score of 100 was achieved by 3 students while 1 student got the lowest score of 60. More detailed results can be seen in the appendix.

### 3.2.3 Observation

The activities carried out in this stage are observers observing the implementation of learning carried out by research colleagues to assess the suitability of the implementation of learning with the learning plan.

The observation results show that the researcher has carried out the learning process well, all aspects of the assessment are of good value according to the lesson plan. Complete observation results can be seen in the appendix.

### 3.2.4 Reflection

Based on the results of Cycle II where the classical completeness was 94.44%. This figure shows that the individual absorption indicator of at least 70% and the classical absorption capacity of 85% has been achieved. For this reason, this research only reached cycle II.

### Discussion

#### 3.1 Completeness of student learning outcomes

After observing and comparing the results obtained by students in cycle I with the scores/results achieved by students in cycle II, it turned out that there were differences in the results achieved by students. The difference in the values referred to is that the results/values from cycle I to cycle II experienced an increase in classical mastery, namely from 18 classical mastery students in cycle I as many as 15 people (83.33%) in cycle II it increased to 17 people (94.44%). The highest score was 100 for 1 person in cycle I but in cycle II it increased to 3 people who got a score of 100. The lowest score also experienced a positive change where in cycle I the lowest score was 50 for 2 people and in cycle II the lowest score was 60 for 1 person. Comparison of the two cycles can be seen in Table 3:

<table>
<thead>
<tr>
<th>No.</th>
<th>Acquisition Aspect</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of students</td>
<td>18 People</td>
<td>18 People</td>
</tr>
<tr>
<td>2</td>
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<td>The highest score</td>
<td>100 (1 person)</td>
<td>100 (3 people)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 (2 people)</td>
<td>60 (1 person)</td>
</tr>
</tbody>
</table>

#### 3.2 Teacher’s Ability to Process Learning

Based on the results of observations, the teacher/researcher is able to manage learning well because he does all aspects of learning well. In the first cycle, learning management generally went well, but the time management still needed to be improved. However, in cycle II the management of learning has increased, and this has a positive impact on student learning completeness.
4. Conclusion

Based on the results of the class action research above, the researcher can draw conclusions, namely: "The Think Pair and Share Model can improve learning outcomes of Indonesian History in class X OTKP 4 SMK Negeri 2 Palu even semester of the 2021/2022 academic year."

References


