

The Effect of the Think Pair Share (TPS) Cooperative Learning Model Assisted with the Sociodrama Method on IPS Learning Outcomes

Desak Ketut Eni Sapitri^{1*}, Made Sumantri¹, Ni Wayan Rati¹

¹Primary School Teacher Education Study Program, Universitas Pendidikan Ganesha, Singaraja, Indonesia

*Corresponding author. Email: desakenisapitri.idd@gmail.com

ABSTRACT

This research intended to obtain the significant effect of the learning model Think Pair Share assisted by the Sociodrama Method on learning outcomes IPS grade students V Cluster VI, Seririt District, 2019/2020 academic year. This research is a research quasi experiment by design post test only control group design. The population in this study are all fifth grade students of SD Cluster VI, Seririt District, 2019/2020 academic year which totaled 137 students. Samples were taken by technique Random Sampling. The sample in this study, namely fifth grade students of SD Negeri 4 Patemon as an experimental group totaling 26 students and grade V SD Negeri 1 Unggahan, totaling 26 students as the control group. The learning outcome data were collected using the test method, namely a multiple choice objective test with four answer choices (a, b, c, d). The data obtained were analyzed using descriptive statistical analysis techniques and inferential statistical analysis (t-test). Obtaining an average post-test score of the experiment is 23.96 which is in the high category, while the average post-test control was 20.12 which is in the medium category. The results of t-test analysis obtained $t_{count} = 4.52$ and t_{table} (at the 5% significance level) = 2.01. This shows that $t_{count} > t_{table}$ so that H_0 is rejected and H_1 is accepted. Thus it can be concluded that there is significant effect of the learning model Think Pair Share assisted by the Sociodrama Method on learning outcomes IPS grade students V Cluster VI, Seririt District, 2019/2020 academic year.

Keywords: Social Studies Learning Outcomes, Think Pair Share, Sociodrama Method

1. INTRODUCTION

To form a society with integrity, a forum is needed that can equip knowledge and hone the potential of society. One form of realizing this is through primary school education. At the primary and secondary education levels, the reason for the need for social studies is mainly because students who come to school come from communities with environmental colors, where the students themselves are members [1]. In primary schools, it is the social studies subject that provides provisions for students to become responsible and integrated societies.

IPS is taught in elementary schools, intended for students to become good human beings and citizens, as expected by themselves, their parents, society, and religion (Ginting, 2013). The essence of social studies learning in schools is the presentation of a number of facts, concepts and generalizations to form an understanding that is useful for survival (Pada, 2015). From this opinion, it can be concluded that IPS is a

learning that begins to be taught in elementary schools which contains a number of facts, concepts and generalizations to form a good citizen identity that is useful for their survival and in society.

The application of learning strategies also needs to be implemented in social studies learning, because the social studies subject is a science that discusses social problems that students always encounter in their daily life (Ana, 2015). By being able to study the problems faced in society through education starting from elementary schools, especially in social studies lessons, it will be able to form the seeds of a youthful generation of integrity.

The determinant of the success of the achievement of a social studies learning is the learning outcome. "In general, learning outcomes can be grouped into three aspects, namely: the cognitive domain, the affective domain, and the psychomotor domain, and explicitly these three aspects cannot be separated from one another" [2]. From this opinion, it can be concluded that social

studies learning outcomes have 3 defining aspects, namely aspects in the cognitive realm obtained through learning activities that have been carried out by students, then aspects in the affective domain, namely through changes in attitudes experienced and finally in the psychomotor realm there is a change in behavior. which leads to the change in student skills. "The characteristics of learning outcomes put forward by Dimiyati and Moedjiono are that 1) cognitive results are intellectual progress obtained by students through learning activities with the characteristics of changes in knowledge, understanding, application, analysis, synthesis, and evaluation, 2) Attitude (affective) . Effective learning outcomes are changes in attitudes experienced by students in the form of recipients or attention, responses and responses and appreciation, 3) Skills (psychomotor)" [3].

One solution that can be offered to overcome this problem is to apply the Think Pair Share Model. By applying the Think Pair Share model, students will be more active and can better understand the material discussed. Students will be able to provide solutions through critical thinking from the model. Therefore, it is necessary to provide a Think Pair Share model "So that students are always active and use their thinking skills critically, teachers can use the TPS (Think Pair Share) type of cooperative learning model" [4]. That way, the Think Pair Share model is used to achieve predetermined learning goals. By offering a Think Pair Share model, of course, will make students get a broader assumption so that students can be more critical in choosing and determining whose assumptions they will use or choose.

Learning TPS model is very beneficial in learning because it makes the learning atmosphere more lively, active and cooperative. In addition, several assumptions say about "TPS learning model or thinking in pairs sharing is a type of cooperative learning designed to influence student interaction patterns" [5]. Paryanata [6] states that the TPS learning model "The interaction pattern that is meant is the interaction between one student and another student". Based on the above opinion, it can be concluded that the TPS learning model is a way that can be applied in teaching that allows students to work together in pairs to solve the problems that have been given.

In this study, the Think Pair Share learning model will be modified with the help of the Sociodrama method. With the help of the sociodrama method, it will create a varied, innovative way of teaching and make students active and can make students interact with each other. This method is suitable for making students active in class and is also very suitable for developing student creativity in expressing ideas and ideas into movement, the teacher only directs with the assignments the teacher gives (Nurkholiq, 2017). That way it will make it easier for teachers to direct students to be more active and be

able to realize student ideas so that it makes it easier for teachers to deliver students to be able to improve learning outcomes.

Based on this description, a research was carried out on the Sociodrama Assisted Think Pair Share (TPS) Learning Model which is expected to be able to optimize the learning process in elementary schools, especially in social studies subjects, so a study was conducted on "The Effect of Assisted Think Pair Share (TPS) Type Cooperative Learning Model Sociodrama Against Social Studies Learning Outcomes of Class V Cluster VI Seririt Subdistrict, Academic Year 2019/2020 ".

2. METHOD

This type of research is an experiment. According to Dantes [7] "Experimental research is a study that seeks to find the effect of certain variables on other variables under tightly controlled conditions". Considering that not all variables and experimental conditions can be strictly regulated and controlled, this research is categorized as a quasi-experimental research.

The research design used in this experimental research was "post test only control group design". This study will compare the social studies learning outcomes of students whose learning uses the TPS-type cooperative model assisted by the sociodrama method. There were two groups that became the research sample, namely the experimental group and the control group. The experimental group was treated in the form of a cooperative model type TPS assisted by the sociodrama method and the control group was treated using conventional learning models.

In this study, the presence of a population is indispensable in sampling. According to Agung [8], "population is the entire object of research". Sudjana (in Agung[8] states that "population is the totality of all possible values, the results of counting or measurement, quantitative or qualitative from certain characteristics regarding a complete and clear set of objects whose properties want to be studied". The subjects in this study were all class V Cluster VI students, Seririt District, Buleleng Regency, Academic Year 2019/2020. The total number of students is 137 students spread across 7 schools, namely SD Negeri 1 Patemon, SD Negeri 2 Patemon, SD Negeri 3 Patemon, SD Negeri 4 Patemon, SD Negeri 5 Patemon, SD Negeri 1 Unggahan and SD Negeri 2 Unggahan.

The total population is 137 people. The total population was obtained from all grade V students at SD Gugus VI, Seririt District. To determine the equivalence of academic ability of grade V students at SD Gugus VI, Seririt District, researchers used odd semester learning outcomes to test their equivalence by using one-way ANOVA. One-way ANOVA is intended to determine whether there is a difference in the average score of the

end-of-semester tests on the IPS content material. Previously, the data was assumed to come from a normally distributed population [8].

The sample is the entire population, then only partially taken to be representative of the population [8]. Meanwhile, according to Sudjana (in Agung [8]) states that "the sample is part of the population".

The sample was selected randomly from 7 schools, 2 schools were taken to be the research sample. To avoid mistakes in the selection of research samples, the technique used to select the experimental and control classes is the random sampling technique (by drawing). The entire class was drawn to determine the experimental class and the control class. The raffle was carried out by all fifth graders in SD Gugus VI, Seririt District in small paper, then rolled up. Then the first roll of paper is taken which will be used as the experimental class and the second roll of paper which will be used as the control class. Based on the lottery, the experimental class and the control class in SD Gugus VI, Seririt District, were all fifth grade students at SD Negeri 4 Patemon as the experimental group and all class V at SD Negeri 1 Unggahan as the control group. Based on the lottery conducted, SD Negeri 4 Patemon appeared first and was made into an experimental group, while SD Negeri 2 Patemon appeared second and was made into the Control class.

The data collected in this study are data about social studies learning outcomes. The data were collected using the test method. [9] uses that the test method is, "a way of obtaining data in the form of a task that must be done by a person or group of people being tested (taste), and from the test it can produce a score (interval)". Furthermore, Koyan [10] states that, "a test is a systematic instrument or tool or procedure consisting of a set of questions or tasks to measure a certain behavior in students using the help of a numeric scale or certain categories". Referring to this opinion, it can be concluded that the test method is a tool used to collect data provided to students to measure a certain behavior in order to produce a score.

Social studies learning outcomes are one of the competencies that students get during and after the learning process regarding understanding a number of information and ideas about various social science disciplines and deep understanding of students, which is obtained from the learning process in accordance with the learning objectives and obtained by students after the teacher applies the Think Pair Share learning model assisted by the Sociodrama method of social studies learning process. These indicators of mastery of social studies learning outcomes are measured by a multiple choice objective test of 4 alternative answers, and the measurement result data with the objective test is interval (score) [6].

The methods and techniques used to analyze the data obtained are descriptive statistical analysis techniques [8] and inferential statistical analysis.

3. RESULTS AND DISCUSSION

The data obtained in this study were grouped into two groups, namely post-test data on social studies learning outcomes of students in the experimental group and post-test data on student learning outcomes in the control group. The social studies learning outcomes of the experimental group obtained through post-test on 26 students showed that the highest score was 28 and the lowest score was 19.

Table 1. Description of the Learning Outcomes of the Experiment Group and the Control Group

Statistics	Experiment Group	Control Group
Mean	23,96	20,12
Mode	25,83	21,84
Median	23,74	19,12
Varians	7,44	10,69
Standar Deviasi	2,73	3,27

To determine the quality of the variable learning outcomes in the experimental class, the average score of the social studies learning outcomes of the experimental group students was converted into a five-scale category to determine the classification of the students' social studies learning outcomes. Based on calculations carried out by following the five-scale category, the average score of social studies learning outcomes in the experimental group was 23.96. Based on the scale of the assessment of social studies learning outcomes in table 4.2, it is known that the social studies learning outcomes score of the experimental group is in the score range $22.5 \leq 30$ in the "very good" category.

Social studies learning outcomes data obtained through post-test on 26 students indicated that the highest score was 25 and the lowest score was 15. Social studies learning outcomes data from the control group. To present the data in a frequency distribution table, first we determine the number of classes, the range of scores, and the length of the interval classes.

Before testing the hypothesis, prerequisite testing is first carried out on the distribution of data which includes normality and homogeneity tests on student social studies learning outcomes data. Before testing the hypothesis, the data normality and homogeneity of the variance were tested first and then tested the hypothesis with the t-test.

The normality test of data distribution in this study used chi squared. The first normality test was conducted using posttest data from the experimental class. Before

the data normality test is carried out, the F (Z) value is calculated first.

The homogeneity test was carried out using the F test. In this study, the homogeneity test was carried out using post test data for the experimental class and the control class. Before doing the homogeneity test, first look for the variance of each class.

Hypothesis testing is done using the t test. The test criterion is that H_0 is accepted if $t_{count} \leq t_{table}$. Conversely, if $t_{count} > t_{table}$ then H_0 is rejected.

Table 2. Research Hypothesis Test Results

Social Studies Learning Outcomes			n	\bar{x}
db	t_{hitung}	t_{tabel}	Kesimpulan	
Experiment Group			26	23.96
50	4,52	2,01	$t_{hitung} > t_{tabel}$	maka H_0 ditolak
Control Group			26	20.12

The findings of the study indicate that the Think Pair Sharebase Learning Model assisted by the sociodrama method has an effect on students' social studies learning outcomes with the tendency of most student scores to be high due to several stages.

Think / Thinking Stage, students are given a problem related to social studies learning material. In the given problems, students are given time individually to think of solutions or answers to be able to solve these problems. In line with Aryani [11] opinion, at the Think stage, (students are given problems then think individually), problems can be in the form of worksheets or questions, depending on the material being taught.

Pair / Pair stage, Students look for pairs to discuss the results of their thoughts on the solutions / answers they think about at the Think stage then share, discuss and exchange the answers to their thoughts on their discussion pairs. In line with the opinion of Aryani [11] pair (pairing with peers), students discuss problems given by the teacher with their classmates.

Share / Share stage, after students finish discussing with their respective discussion pairs then each discussion pair shares the results of the discussion decisions in pairs to the class so that the other pairs of friends can get and find out the solution to the discussion results from the other discussion partners. In line with Aryani's [11] opinion, share (sharing answers with other pairs or the whole class), after all the pairs have resolved

the problems given, then each pair reads the results of their discussion in front of the class.

The Think, Pair and Share stages provide opportunities for students to be more active and motivate students to be more critical to be able to solve problems. At each stage, each student produces pure thoughts, creates an attitude of tolerance of opinion and increases mutual communication interactions during discussions so that it affects the understanding of learning that is obtained into meaningful learning. This opinion is in line with Aryani [11], the Think Pair Share (TPS) learning model is very useful for students to provide a more meaningful learning experience so that students do not only learn by memorizing the material but really understand the subject matter because the students themselves find it. answer itself so that students' memories will last longer, which in turn will affect student achievement.

5. CONCLUSION

Based on data analysis and t-test calculation results, obtained $t_{count} = 4.52$, while the t-table value at a significant level of 5% with degrees of freedom $(n_1 + n_2 - 2) = 26 + 26 - 2 = 50$ is 2.01. Thus $t_{count} = 4.52 > t_{table} = 2.01$ then H_0 is rejected or there is an influence of the think pair share type of cooperative learning model assisted by the sociodrama method in class V students at SD Gugus VI, Seririt District, Academic Year 2019/2020.

Suggestions that can be conveyed based on the research that has been done are as follows:

First, the principal can apply the think pair share cooperative learning model assisted by the sociodrama method as an alternative in school learning to improve student learning outcomes. Second, teachers in elementary schools should innovate in managing learning through the application of innovative learning models and the use of relevant learning media in order to improve student learning outcomes. Third, researchers who want to conduct further research on the cooperative learning model of the think pair share type assisted by the sociodrama method in improving social studies learning outcomes and other learning in order to take advantage of this research as additional information in conducting similar research.

ACKNOWLEDGMENT

This work was supported by Universitas Pendidikan Ganesha (Undiksha) Singaraja, Fakultas Ilmu Pendidikan, and Program Studi PGSD FIP Undiksha.

REFERENCES

- [1] I. K. Yuliati, Penanaman sikap dan nilai pada pembelajaran IPS di sekolah dasar. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 1(2), 2009.
- [2] I. Nurbudiyani, Pelaksanaan Pengukuran Ranah Kognitif, Afektif, dan Psikomotor Pada Mata Pelajaran IPS Kelas III SD Muhammadiyah Palangkaraya, *Anterior Jurnal* 13(1) (2013) 88-93.
- [3] G. Suharianta, S. P. Syahrudin, and N. T. Renda, Pengaruh Metode Pembelajaran Simulasi Berbasis Budaya Lokal terhadap Hasil Belajar IPS. *MIMBAR PGSD Undiksha*, vol. 2(1), 2014.
- [4] A. Purnomo, Peningkatan Kemampuan Berpikir Kritis Siswa Dengan Penerapan Model Pembelajaran Kooperatif Tipe TPS (Think Pair Share) Dalam Pembelajaran IPS di Sekolah Dasar, *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 1(2) (2013) 1-9.
- [5] A. P. Lestari, Peningkatan Motivasi Belajar Siswa Dengan Penerapan Model Pembelajaran Kooperatif Tipe TPS (Think Pair Share) dalam Pembelajaran IPS Kelas IV Sekolah Dasar, *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 1(2) (2013) 1-9.
- [6] I. M. R. Paryanata, A. A. G. Agung, and I. M. Suarjana, Pengaruh Model Pembelajaran Think Pair Share Berbasis Tri Kaya Parisudha Terhadap Hasil Belajar IPS, *Jurnal Pendidikan Multikultural Indonesia* 2(1) (2019) 22-31.
- [7] N. Dantes, *Desain Eksperimen dan Analisis Data*, Depok, Rajawali Press, 2017.
- [8] A. A. G. Agung, *Statistika Inferensial*, Singaraja: FIP Undiksha, 2017.
- [9] A. A. G. Agung, *Metodologi Penelitian Pendidikan*, Singaraja: Aditya Media Publishing, 2014.
- [10] I W. Koyan, *Statistik Pendidikan: Teknik Analisis Data Kuantitatif*, Singaraja: Universitas Pendidikan Ganesha Press, 2012.
- [11] N. A. Aryani, I N. Jampel, and I K. Suartama, Pengaruh Model Pembelajaran Think Pair Share (TPS) Terhadap Prestasi Belajar Pada Pembelajaran IPS Siswa Kelas V SD di Gugus III Kecamatan Seririt Kabupaten Buleleng Tahun Pelajaran 2013/2014, *MIMBAR PGSD Undiksha*, vol. 2(1), 2014.