

THE EFFECTIVENESS OF THE THINK PAIR SHARE MODEL BASED ON CULTURAL HERITAGE ON THE RESULTS OF IPS LEARNING

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Abstract

Based on the result of observation, interview, and data on learning outcomes conducted in 4th grade students at Elementary School of Cakra Cluster Semarang City, it was found that the social studies learning outcomes were not optimal because the learning model used by teacher was not appropriate. The purpose of this study was to test the effectiveness of Think Pair Share type of cooperative learning model based on cultural heritage on social studies learning outcomes of social, economic, cultural, ethnic, and religious diversity in the local provinces as the identity of Indonesia; and its relation to the characteristics of space. This was experimental research used a quasi experimental research design in the form of nonequivalent control group design. The data collection techniques used tests, observation, and documentation. The hypothesis test result showed that the t-test was 5.455, while the t-table value was 1.994. So that the tcount was greater than ttable ($5.455 > 1.994$) which means that think pair share model based on cultural heritage was more effective on social studies learning outcomes. The experimental class n-gain test result was higher than the control class. The value of n-gain control class was 0.3231 which was included in the low category and n-gain of the experimental class was 0.542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City. So that the tcount was greater than ttable ($5.455 > 1.994$) which means that think pair share model based on cultural heritage was more effective on social studies learning outcomes. The experimental class n-gain test result was higher than the control class. The value of n-gain control class was 0.3231 which was included in the low category and n-gain of the experimental class was 0.542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City. So that the tcount was greater than ttable ($5.455 > 1.994$) which means that think pair share model based on cultural heritage was more effective on social studies learning outcomes. The experimental class n-gain test result was higher than the control class. The value of n-gain control class was 0.3231 which was included in the low category and n-gain of the experimental class was 0.542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City. 994) which means that think pair share model based on cultural heritage was more effective on social studies learning outcomes. The experimental class n-gain test result was higher than the control class. The value of n-gain control class was 0.3231 which was included in the low category and n-gain of the experimental class was 0.542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City. 994) which means that think pair share model based on cultural heritage was more effective on social studies learning outcomes. The experimental class n-gain test result was higher than the control class. The value of n-gain control class was 0.3231 which was included in the low category and n-gain of the experimental class was 0.542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City. 542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City. 542 included in the medium category. The conclusion of this research was that think pair share model based on cultural heritage was effective to be used in social studies learning and could improve the learning outcomes of 4th grade students at Elementary School of Cakra Cluster Semarang City.

Keywords: Learning outcomes; social studies; effectiveness; *think pair share*; cultural heritage.

1. PRELIMINARY

Social Science is one of the lessons learned at the elementary school level. Susanto (2016) said that social science is a science that studies various social and humanities disciplines as well as basic

human activities that are scientifically wrapped to provide insight and deep understanding to students, especially at the elementary and middle levels. Sapriya (2012) states that IPS is an independent subject matter and is an integration of the concepts

of social sciences, science and humanities disciplines to social issues and problems in life.

The objectives of social studies learning are so that students can have abilities such as: (1) recognizing concepts related to community life and the environment; (2) have the basic ability to think logically, critically, curiosity, inquiry, and solve problems in everyday life; (3) committed and aware of social and human values; (4) can live in a pluralistic society at various local, national and global levels with good communication and cooperation skills. (Hardini and Puspitasari 2017).

Based on the results identification of problems conducted by researchers at SDN Gugus Cakra Kota Semarang through observation, interviews, and documentation data in the form of student learning outcomes, found several problems in learning. Teachers have not used innovative models. Monotonous learning lowers student interest in learning, plays a less active role, is critical, and is less motivated in learning. In addition, students also do not know the local culture that is the cultural heritage of their ancestors.

This condition is indicated by the learning outcomes of the fourth grade students' social studies content of SDN Gugus Cakra Kota Semarang in 2018 from 145 students, 90 students (62.1%) have not reached the minimum completeness criteria and the remaining 55 students (37.9%) have achieve the minimum completeness criteria. The KKM for social studies at SDN Cakra Cluster in Semarang City are SDN Tambakaji 01 KKM 65, SDN Tambakaji 02 KKM 75, SDN Tambakaji 03 KKM 65, and SDN Wonosari 03 KKM 62. This condition was also shown in the previous year. In 2017, the achievement of student social studies learning outcomes was still low. From the number of students as many as 141 students, 89 students (63.12%) had not reached the Minimum Completion Criteria and the remaining 52 students (36.87%) had reached the Minimum Completion Criteria. In this condition,

Based on this background, the researcher will conduct research with the title "The Effectiveness of Type Cooperative Learning Model *Think Pair Share* Cultural Heritage Based on Social Studies Learning Outcomes for Class IV SDN Gugus Cakra Semarang City.

Think Pair Share is a learning strategy developed for the first time by Professor Frank Lyman at the University of Maryland in 1981. This strategy introduces the idea of waiting time or thinking about the elements of cooperative learning interaction which is currently one of the most powerful factors in increasing student responses to questions (Huda, 2013). Shoimin (2014) states that the think pair share model is a cooperative model that gives students the opportunity to think and respond and help each other. Sa'dijah (in Y Tembang, 2017) explains that the cooperative

learning model of the think pair share type is a cooperative model that gives students to think, talk, and respond and help each other. by Lie (in Indriani,

According to Kristin (2015), culture-based learning is a strategy for creating a learning environment and learning experience which integrates culture as part of the learning process. Tyler (in Supriadi, 2016) also explains that culture is a complex whole that includes knowledge, belief, art, law, morals, customs, and every other ability and habit that humans have as members of society.

Research that is relevant in solving this problem is the research conducted by Aji Tulus Prasetyo, et al. (2018) entitled *The Influence of Think Pair Share Learning Model Assisted by Chain Puzzle Games on Thematic Learning Outcomes of Class V SDN Gayamsari 01 Semarang*. The study concluded that the cooperative learning model type think pair share has an effect on improving student learning outcomes. Research conducted by A. Bamiro entitled "Effects of Guided Discovery and Think-Pair-Share Strategies on Secondary School Students' Achievement in Chemistry". Based on the research results, it can be concluded that by using the cooperative learning model think pair share type can improve students' skills in solving problems. In addition, students can interact with other students who are heterogeneous. research conducted by M. Murtako (2015) entitled "Culture-Based Character Education in Modernity Era". Based on this research, it is explained that education cannot be separated from culture because culture is part of human life and becomes the basis for education. With cultural values, there will be changes for the better. Therefore, culture-based learning is suitable for use in learning, as in this study that the implementation of culture-based character education will emphasize several objects or parts that will provide examples or values. S. Rutherford in his research entitled "E pluribus unum: the potential of collaborative learning to enhance Microbiology teaching in higher education". Based on this research, expected effective in encourage students to challenge and understand each other about something the subject, students learn to assess and balance information, and then understand yourself.

The formulation of the problem of this research is: Is the cultural heritage-based think pair share cooperative model effectively applied in social studies learning for grade IV students at SDN Gugus Cakra Semarang City?

Based on the formulation of the problem, the purpose of this study was to test the effectiveness of the cultural heritage-based think pair share type of learning on social studies learning outcomes of the fourth grade students of SDN Gugus Cakra Semarang City.

2. RESEARCH METHODS

This research is an experimental research with a Quasi Experimental Design research design in the form of Nonequivalent Control Group Design. The population in this study were the fourth grade students of SDN Gugus Cakra Semarang City, with a total of 145 people. The sample in this study were fourth grade students of SDN Tambakaji 02 as the experimental class and SDN Tambakaji 01 as the control class. The sampling technique used in this study was cluster random sampling. The independent variable in this study is the Learning Model. The learning model used is the Think Pair Share cooperative learning model based on cultural heritage and the dependent variable is social studies learning outcomes. Data collection techniques using tests, observation, and documentation. The researcher analyzed the test items with the validity test, reliability, level of difficulty, and distinguishing power of questions to determine the feasibility of questions to be used for data collection. The data analysis technique consists of preliminary data analysis and final data analysis. Initial data analysis includes normality test and homogeneity test, while the final data analysis includes normality test, homogeneity test, hypothesis test, and n-gain test.

3. RESULTS AND DISCUSSION

Table 1 Student Cognitive Learning Outcomes

No.	Information	Pretest		Posttest	
		Experiment	Control	Experiment	Control
1	The number of students	38	33	38	33
2	Average	57.36	50.06	82.26	69.37
3	The highest score	88	72	100	92
4	Lowest Value	24	16	64	48
5	Total Students Completed	7	3	32	17
6	Mastery learning	18.42%	9.09%	84.21%	51.51%

Based on table 1, it can be seen that the learning outcomes of the experimental class students using the cooperative learning model type *think pair share* based Cultural heritage shows higher results than the control class student learning outcomes using the basic cooperative model.

Data Normality Test Pretest

Test normality in this study using the test *Liliefors* with the help of SPSS21. Based on the results of the calculation of the pretest data normality test for the control class and the experimental class using the *Liliefors* test using SPSS21 with the Kolmogorov Smirnov test, it can be seen that the significance value of the experimental data is 0.172 and the control class is 0.200. Both classes have a significance value greater than 0.05 so that the control and experimental class pretest are normally distributed.

Pretest Data Homogeneity Test

In this study, the pretest data homogeneity test used the Levene test with the help of SPSS21. Based on the calculation results, a significance value of 0.987 is obtained which has a value greater than 0.05 so that H_0 is accepted. Thus, it can be concluded that the pretest data for the control class and experimental class are homogeneous.

Posttest Data Normality Test

Result The calculation of the posttest data normality test in the control class obtained a significance value of 0.200 and the experimental class of 0.154. Both classes have a significance value greater than 0.05 so that the pretest data for the control class and experimental class are normally distributed.

Posttest Data Homogeneity Test

Based on the results of the homogeneity test calculation, a significance value of 0.972 was obtained. The significance value obtained shows a value greater than 0.05 so that H_0 is accepted. Thus, it can be concluded that the posttest data between the control class and the experimental class have the same variants.

Hypothesis testing

The researcher tested the hypothesis to determine the effectiveness of the Cultural Heritage-based *Think Pair Share* type of cooperative learning model on the social studies learning outcomes of the fourth grade students of SDN Gugus Cakra Semarang City. The calculation of the hypothesis test uses the independent sample t-test with the help of SPSS21. In this study, there were 71 students in the control class and the experimental class, then the value of the degrees of freedom (df) was $71-2 = 69$ and the significance level was 0.05 so that the t table was 1.994. The calculation of the posttest data hypothesis test using the independent sample t-test is presented in the following table.

Table 2 Hypothesis Test for Control Class and Experiment Class

Independent Samples Test									
Levene's Test for Equality of Variances									
		t	Df	Sig.	Mean	Std. Error	95% Confidence Interval of the Difference	Lower	Upper
Realistic	Equal variances assumed	.90	54	.690	12,900	2,382	8,174	17,741	
	Unequal variances assumed		5,48	.000	12,900	2,382	8,174	17,741	

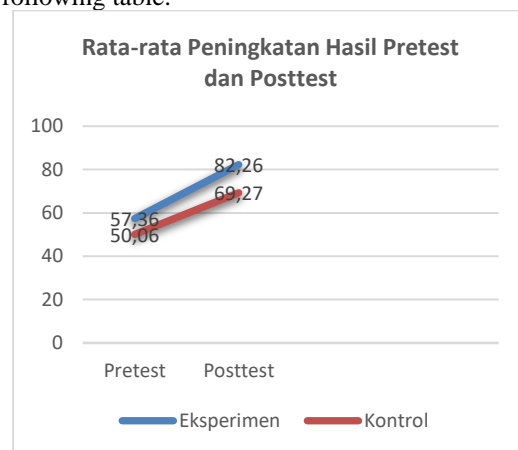
Based on table 2, the calculation results show that tcount is greater than ttable so that H0 is rejected and Ha is accepted, which means that the cultural heritage-based Think Pair Share type of cooperative learning model is effective on social studies learning outcomes in class IV SDN Gugus Cakra Semarang City compared to the cooperative model.

Supported by research conducted by Ni Luh Harumini (2017) entitled "The Effect of Think Pair Share Learning Model on Learning Motivation and Social Studies Learning Outcomes of Class V Elementary School Students in Cluster VII, Sukasada District". The results showed that 1) there was a significant difference in learning motivation between grade V students who were taught using the Think Pair Share learning model and grade V students who were taught with teacher-centered learning (F counted at 143.323; sig = <0.05) ; 2) there is a significant difference in social studies learning outcomes between grade V students who are taught with the Think Pair Share

model and grade V students who are taught with teacher-centered learning (F count is 11.227, df; sig = <0.05); 3) the significance of learning motivation and social studies learning outcomes together between grade V students who are taught using the Think Pair Share model and grade V students who are taught with teacher-centered learning (F count = 75,438; sig = <0.05) . Based on the above findings, it can be concluded that the Think Pair Share learning model is positive for student learning motivation and social studies learning outcomes.

N-Gain test

The n-gain test was carried out after knowing the difference in learning outcomes between students in the control class and the experimental class. Researchers used the n-gain formula to determine the average increase between the pretest and posttest scores of the control class and the experimental class. The overall data on the increase in the pretest and posttest scores of the fourth grade students of SDN Gugus Cakra Semarang City are presented in the following table.



Picture 1 Diagram of the Average Improvement of Social Studies Learning Outcomes

Based on this diagram, it can be seen that the initial abilities possessed by students in the control class and the experimental class are almost the same. It is shown by the results of the pretest mean score which is almost the same, namely the control class has an average and 50.06 the experimental class has 57.36. After being treated in the form of a think pair share type of cooperative learning model based on cultural heritage, the results of the fourth grade students' social studies learning material on social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation; and the relationship with the space characteristics in the experimental class is more increased than the control class.

Research conducted by Novi Setyasto (2017) entitled "Application of Think Pair Share Model (TPS) IPS Learning Tools with Video

Media to Improve Student Character, Activities, and Learning Outcomes". The TPS model of social studies learning tools with video media were developed in accordance with the Process Standards consisting of syllabus, lesson plans, student worksheets (LKPD), video media, learning outcome assessment tools, and teacher manuals. The application of learning tools in grade V SDN Sadeng 03 is effective for increasing the character values of students, namely discipline, respect, responsibility, and love for the country. Student activity has also increased as evidenced by the increase in student involvement in learning through the think pair share model. Student learning outcomes have increased from an initial average of 55 to 81. So it can be concluded that the application of social studies learning tools with the think pair share model and video media is effective in increasing character values, student activities, and learning outcomes for fifth grade students at SDN Sadeng 03. Research conducted by Dewi Mutia Anggraeni, et al (2018) entitled "The Effectiveness of the Application of Think Pair Share Learning Model Through the Inquiry Approach in terms of Learning Independence on Mathematics Learning Achievement". The results showed that the mathematics learning achievement of students who were taught using the think pair share learning model through the inquiry approach was better than students who were taught using the expository learning model in terms of student independence.

Research conducted by Oktaviastuti Awalia Fajrin, et al (2019) with the title "The Effect of Think Pair Share (S-TPS) Scientific Learning on Student Interest in Grade 5 Elementary School". The results showed that there was an effect of TPS scientific learning on students' learning interest in grade 5 SD Negeri Cebongan 02 Salatiga on Theme 7 Sub-theme 2 Learning 1. Evidenced by the posttest average score of interest in learning in experimental class 75.38 and control class 72.50. The mean difference between the experimental class and the control class is 2.88. A classroom action research conducted by Dewi Rianingsih, et al (2019) entitled "The Application of the TPS (think pair share) Learning Model in order to Improve the Communication Skills of Class 3 Students". Based on the results of this study, It is concluded that the think pair share learning model can improve the communication skills of grade 3 SDN Ledok 05 Salatiga. Evidenced by the results of the increase in the percentage of reading skills from pre-cycle to cycle II. At the pre-cycle stage the percentage is 31%. Then in the first cycle it increased to 62% and in the second cycle it increased to 69%. Research conducted by Wahyu Hardiyanto, et al. (2018) entitled "The effectiveness of PBL setting TTW and TPS in terms of Learning Achievement, Critical Thinking and Student Self-Efficacy". Based on the research that

has been done, both the problem based learning setting think talk walk and problem based learning setting think pair share are effective in terms of learning achievement, critical thinking skills, and self-efficacy. Evidenced by the results of the increase in the percentage of reading skills from pre-cycle to cycle II. At the pre-cycle stage the percentage is 31%. Then in the first cycle it increased to 62% and in the second cycle it increased to 69%. Research conducted by Wahyu Hardiyanto, et al. (2018) entitled "The effectiveness of PBL setting TTW and TPS in terms of Learning Achievement, Critical Thinking and Student Self-Efficacy". Based on the research that has been done, both the problem based learning setting think talk walk and problem based learning setting think pair share are effective in terms of learning achievement, critical thinking skills, and self-efficacy. Evidenced by the results of the increase in the percentage of reading skills from pre-cycle to cycle II. At the pre-cycle stage the percentage is 31%. Then in the first cycle it increased to 62% and in the second cycle it increased to 69%. Research conducted by Wahyu Hardiyanto, et al. (2018) entitled "The effectiveness of PBL setting TTW and TPS in terms of Learning Achievement, Critical Thinking and Student Self-Efficacy". Based on the research that has been done, both the problem based learning setting think talk walk and problem based learning setting think pair share are effective in terms of learning achievement, critical thinking skills, and self-efficacy. Research conducted by Wahyu Hardiyanto, et al. (2018) entitled "The effectiveness of PBL setting TTW and TPS in terms of Learning Achievement, Critical Thinking and Student Self-Efficacy". Based on the research that has been done, both the problem based learning setting think talk walk and problem based learning setting think pair share are effective in terms of learning achievement, critical thinking skills, and self-efficacy. Research conducted by Wahyu Hardiyanto, et al. (2018) entitled "The effectiveness of PBL setting TTW and TPS in terms of Learning Achievement, Critical Thinking and Student Self-Efficacy". Based on the research that has been done, both the problem based learning setting think talk walk and problem based learning setting think pair share are effective in terms of learning achievement, critical thinking skills, and self-efficacy.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that the model of cooperative learning type Think pair share based on cultural heritage is more effective than the basic cooperative model for social studies learning outcomes on social, economic, cultural, ethnic and

religious diversity in the local provinces as the identity of the Indonesian nation; and its relationship with the spatial characteristics of the fourth grade students of SDN Gugus Cakra Semarang City. The effectiveness of the Cultural Heritage-based Think pair share type cooperative learning model is based on the results of the calculation of the hypothesis test using the independent sample t-test, the t-test value is greater than the t-table. Thus it can be concluded that H₀ is rejected and H_a is accepted.

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