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Increasing Social Studies Interest And Learning Achievement Through The TPSPC Learning Model

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Abstract

The background of this research is the low interest of children learning social studies, meanwhile, the purpose of this study was to increase interest and social studies learning achievement with the subject of growth and development of the national spirit with the Think Pair Share Pedagogic Criticle (TPSPC) learning model in class VIII students. This study used a class action research approach (classroom action research). The research was conducted at Kasihan 1 Public Middle School, Yogyakarta, with 34 students in class VIII A as the subjects. The data analysis technique in this study was to examine all available data, both qualitative and quantitative data from various sources, namely from observations, questionnaires, field notes, practice questions, quizzes, interviews, achievement tests, and documentation. The results of the study show that the TPSPC learning model can improve; (1) Students' interest in learning material grows and develops the national spirit of class VIII students from the percentage of students' initial interest before the action of 56% in the moderate category to 71.30% in the high category in cycle I, and increases to 74.70% in the middle category high in cycle II; (2) Student achievement in the matter of growing and developing the national spirit of class VIII students from the pre-action achievement average score of 63.5 with completeness reaching 44.12% (low category). After conducting research in cycle I, the average value of students became 72.66 with completeness reaching 65.62% (high category). In cycle II the average score of students was 89.35 with completeness reaching 94.12% (very high category); (3) The implementation of learning from observations of teacher activities was 88.88% in the very high category in cycle I to 97.22% in very high category in cycle II.
Keywords: IPS; cooperative learning; interest to learn; learning achievement.

Introduction

Social Sciences (IPS) is one of the important subjects in the success of educational programs because IPS is part of academic education and is a basic science for other disciplines as well as a means for students to be able to think logically, critically, and humanely. The role of IPS is so important, but IPS material is often considered second class so students are less interested which impacts the value of IPS material is always below the KKM.

In the learning process in the classroom, the teacher is inseparable from the problems experienced by students, this can be caused by learning strategies that lack motivation so that student interest in learning is lacking, and the learning model applied in the teaching and learning process is less attractive, therefore students looking at IPS is boring and difficult to understand. As a result, social studies student achievement is low.

Based on the results of observations at National Junior High School 1st Kasihan Yogyakarta, shows that teachers still use direct learning methods so student involvement in the learning process is still lacking. Students are rarely allowed to work together with friends in groups. It also appears that there are students who are introverted and embarrassed to ask the teacher about subject matter that they have not understood, besides that the teacher still rarely gives time or asks students to solve/discuss a problem so students are less interested in learning and thinking critically and independently.

The results of interviews with Social Studies subject teachers for class VIII A, students' interest in learning Social Sciences is still low at approximately 56% of the total number of students, this results in students having difficulty understanding the material presented by the teacher. Difficulty in understanding the material causes low student achievement in class VIII A SMP Negeri 1 Kasihan, Yogyakarta. The average final exam result for the odd semester

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of the 2019/2020 semester I IPS class VIII A only reached 63.5. While students get scores above the average value of 44.12%. The average results achieved by students are still relatively low when compared to the minimum completeness criteria of 70.0.

Researchers feel interested in applying one of the learning models as an alternative solution to improve social studies learning achievements. The learning model in question is the cooperative learning model, one of which is the Think Pair Share Pedagogic Criticicle (TPSPC) cooperative learning model where this learning model provides more time for students to think, discuss, and help each other. In addition, students are required to think more critically for a while and prioritize cooperation between partners. This is in line with previous research which showed that there was an increase in critical thinking in students who received learning methods with TPSPC. The cooperative learning model has a learning theory view constructivism where students are expected to be able to think about solving problems, looking for ideas and make decisions and this is in accordance with social studies learning. The success of the teaching-learning process besides being influenced by the teaching model is also influenced by students' interests. Students who have a high interest in learning are expected to have good social studies learning achievements.

According to B. Jadhavar and T. Sontakke (2011) that learning achievement can be increased through the cooperative learning model because this model has a broader concept covering all types of groups including forms that are more led by the teacher or directed by the teacher. In the implementation of cooperative learning usually, the teacher gives assignments or questions and provides materials and information about the material being studied to students to help solve the problems in question.

Bade Sai K umar and Dr.CLVRSV Prasa d (2019) define cooperative learning has many types, one of which is the Think Pair Share Pedagogic Criticle (TPSPC) type developed by Permana. The implementation of the TSPSPC model is divided into small groups that work together in a team to solve a problem, complete a task, or achieve a common goal. Students are given the freedom to think critically and be actively involved in their groups, students must become active participants through their groups, can build learning communities that help each other.

C. Rajanandhini, Dr. SPK. Babu, and Dr. S. Leonard Gibson Moses (2019) state that cooperative learning of the Think Pair, Share Pedagogic Criticle (TPSPC) type is a group learning activity organized by a principle that learning must be based on changes in information socially among groups of learners in which each learner is responsible. on their learning and are encouraged to enhance the learning of other members.

Based on the things above, the researcher wants to apply the Think Pair, Share Pedagogic Criticle (TPSPC) cooperative learning model, whether it can increase students' interest and social studies learning achievement by conducting research in the form of the class action on Class VIII A Students of SMP Negeri 1 Kasihan , Yogyakarta.

Methodology

This study used a classroom action research approach which was carried out collaboratively between the teacher and the researcher, in this case, the the 2nd grade of teacher at National Junior High School 1st Kasihan Yogyakarta. The subjects of this study were students of the 2nd grade, even semester of the 2019/2020 academic year,at National Junior High School 1st Kasihan Yogyakarta . The number of students is 34 students. The object of research is the implementation of IPS learning by using the Think Pair Share Pedagogic Criticicle (TPSPC) cooperative learning model on the subject matter of growing and developing a national spirit (Figure 1)..

The process of implementing Classroom Action Research is carried out in the form of a cycle which is guided by the spiral model, namely: Planning, Acting, Observing, Reflecting, Revised planning, Implementation action (Acting), observation (Observing), reflection (Reflecting).

Data collection techniques using documentation, achievement tests, observations, interviews, field notes, and questionnaires. The instruments used include observation sheets, documentation, interview guides, quizzes, field notes,

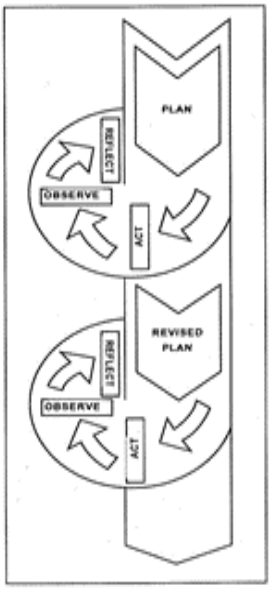

Fig. 1: PTK Sepal Model

questionnaires, and tests. The data analysis technique in this study was to examine all available data, both qualitative and quantitative data from various sources, namely from observations, questionnaires, field notes, practice questions, quizzes, interviews, achievement tests, and documentation.

Reserrch Findings

Based on the results of interviews with social studies teachers for the eighth grade, that motivation is require in learning so that it can increase students learning interest. Students are still less interested, causing low student achievement with a percentage of 56% of the total number of students. The low learning achievement of Social Sciences subjects can be seen from the final exam results in the odd semester first academic year which is also used as a pre-action value in this study. The results of the final exam value data are as follows (Table 1):

Prior to the implementation of the action, the teacher had informed the students that social studies learning on the subject grew and developed a national spirit with the Think Pair Share Pedagogic Criticle (TPSPC) learning model. The next activity is the teacher makes a list of group names. The division of study groups was carried out before the action in cycle I began, this was done with the consideration that it would not take up students' learning time in the learning process, so that when cycle I began students could immediately condition themselves with their respective groups. In group division, teachers and researchers divide students into heterogeneous groups.

The average percentage of student learning interest in cycle I increased to 71.30% compared to the percentage before the action which was 56%, the average percentage of student interest in cycle I was included in the high category and achieved the expected indicator of 65%. Based on the tabulation of student interest questionnaire data, the results of the questionnaire percentage are as follows (Table 2);

The class average value in cycle I was 72.66. The student's score increased from the average odd semester final exam score which was only 63.5. The percentage of students who achieved completeness in this cycle was 65.62% and increased compared to the percentage before the action, which was 44.12% (Table 3).

Table l : Pre-action value

No	*Student's name*	*Mark*	*Completeness*
1	AKW	75	complete
2	FENNEL	83	complete
3	ATNF	46	Not Completed
4	BTP	36	Not Completed
5	DWS	45	Not Completed
6	DAP	48	Not Completed
7	DNY	82	complete
8	DAPS	94	complete
9	EKN	47	Not Completed
10	EFN	95	complete
11	FYT	29	Not Completed
12	HAU	74	complete
13	IAF	58	Not Completed
14	IIA	80	complete
15	IPH	63	Not Completed
16	KSL	56	Not Completed
17	LSD	43	Not Completed
18	LWK	47	Not Completed
19	min	57	Not Completed
20	MIR	61	Not Completed
21	MTA	68	Not Completed
22	NASD	62	Not Completed
23	PSAN	72	complete
24	RIE	72	complete

Table 2: Results of the Study Interest Questionnaire

No	*Indicator*	*grain*	*Percentage*	*Category*
1	Follow the lessons well	1,2	81.44%	Very high
2	Demonstrate awareness of the importance of IPS	3	61.36%	Currently
3	Demonstrate the use of IPS in problem solving	4	68.94%	Tall
4	Does not discriminate between friends in working groups	5,6,7	76.52%	Tall
5	Complete tasks in a complete, timely and neat manner	8,9	74.62%	Tall
6	Follow the established rules and regulations	10	68.94%	Tall
7	Active in discussions	11, 12, 13	71.97%	Tall
8	Enthusiastic in doing practice	14	70.45%	Tall
9	Want additional assignments	15	56.82%	Currently
10	Show enthusiasm in solving problems	16, 17,1 8	65.40%	Tall

No	*Indicator*	*grain*	*Percentage*	*Category*
11	Willing to help friends who are in trouble	19, 20	79.92%	Tall
12	Shows disappointment when IPS is abolished or reduced hours	21	76.52%	Tall
13	Respect people's opinion about IPS development	22	81.82%	VERY HIGH
14	Appreciate the role of IPS in other fields	23	71.21%	Tall
15	Appreciate the role of IPS in life	24	67.42%	Tall
16	Loves messing with numbers	25	67.42%	Tall
AVERAGE			71.30%	TALL

Table 3: Pre-Cycle and Cycle I presentation data

		Pre Cycle		*Cycle I*	
No	*Student's name*	*Mark*	*Completed/ Not yet*	*Mark*	*Completed/ Not yet*
1	AKW	75	Complete	96,67	complete
2	FENNEL	83	complete	98,70	complete
3	ATNF	46	Not yet	91.67	complete
4	BTP	36	Not yet	53,33	Not yet
5	DWS	45	Not yet	33,33	Not yet
6	DAP	48	Not yet	25	Not yet
7	DNY	82	complete	98,70	complete
8	DAPS	94	complete	100	complete
9	EKN	47	Not yet	50	Not yet
10	EFN	95	complete	95	complete
11	FYT	29	Not yet	100	complete
12	HAU	74	complete	100	complete
13	IAF	58	Not yet	86,67	complete
14	IIA	80	complete	95	complete
15	IPH	63	Not yet	71,67	complete
16	KSL	56	Not yet	58,33	Not yet
17	LSD	43	Not yet	33,33	Not yet
18	LWK	47	Not yet	53,33	Not yet
19	min	57	Not yet	100	complete
20	MIR	61	Not yet	40	Not yet
21	MTA	68	Not yet	75	complete
22	NASD	62	Not yet	73,33	complete

Implementation of the research as a whole went well. In each cycle, at the action stage social studies learning activities with the Think Pair Share Pedagogic Criticicle (TPSPC) type of cooperative learning model have been carried out correctly by the teacher. However, the implementation of IPS learning in cycle I still have deficiencies that need to be corrected, namely:

1. Teachers have not used props to attract students' attention.
2. There are still groups/pairs that have not had a good discussion, some group members have not participated in discussion activities and entrusted them to their partners.
3. The dominance of the teacher in guiding groups during discussions is still large.
4. Students are still embarrassed to present in front of the class.

The learning process in cycle I was not maximized and had to be improved, so the research was continued in cycle II. The things that were lacking in cycle I were corrected in cycle II. At the end of cycle II, the action has improved, namely;

1. The teacher makes good use of teaching aids.
2. All groups/pairs discuss well.
3. There are groups/pairs that have finished discussing, and helping other groups so that the teacher's domination in discussion activities is reduced.
4. Students are enthusiastic about presenting in front of the class.

Based on the results of observation and reflection, students' interest in learning increased from the initial percentage before the action of 56% to 71.30% in cycle I and increased to 74.70% in cycle II. The increase in student learning interest can be seen in the following graph (Figure 2);

The average value of quiz questions in cycle 1 has increased from the value of quiz question 1 reaching 82.42 with 75.76% completeness and quiz question 2 reaching 83.64

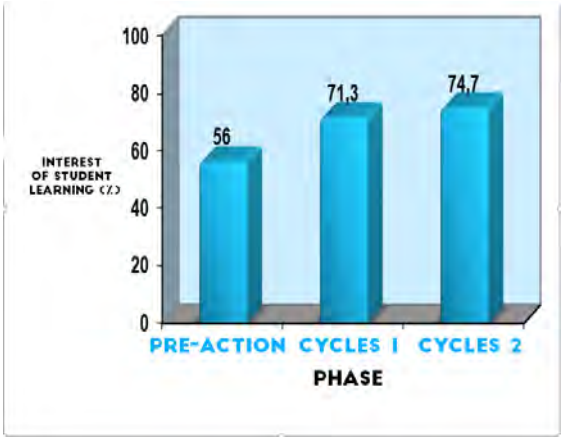

Fig. 2: Graph of Increasing Learning Interest

with 87.88% completeness. In cycle II, the average score of quiz questions in cycle II also increased from the score of quiz question 3 reaching 95.15 with 93.94% completeness, and quiz question 4 reaching 96.03 with 97.06% completeness.

Feelings of pleasure and displeasure are the basis of interest. Someone's interest will be known from the statements of likes and dislikes or likes or dislikes of a particular object. Student interest in learning is a force that will encourage students to learn. Students who are interested (happy or happy attitude) to the lesson will appear to be constantly motivated to study diligently, in contrast to students whose attitude is only to accept the lesson. They are only moved to want to learn but it is difficult to be able to continue diligently because there is no encouragement from themselves (Boukour and S. Baranowski, O. Cohin, 2019) (Figure 3)..

Scores of students also experienced an increase from the average score of the first semester social studies class VIII A class which reached 63.5 with class learning completeness reaching 44.12%. In cycle, I the average grade achievement test score increased to 72.66 with class learning completeness reaching 65.62%. And in cycle II the average grade achievement test became 89.35 with a grade learning completeness of 94.12%. There are still 2 students whose learning achievement scores have not reached the KKM after cycle II. This is because students are less thorough and their preparation is less than optimal so in working on achievement test questions it is not optimal.

The increase in the average value of student achievement tests can be seen in the following graph (Figure 4):

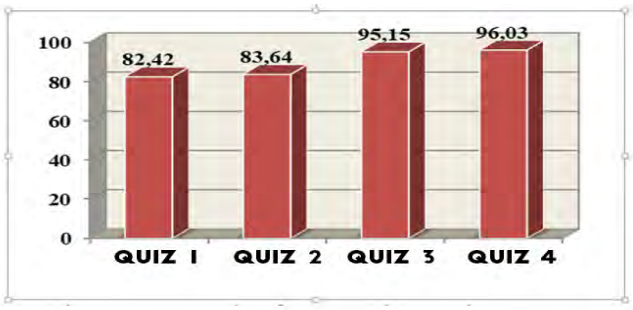

Fig. 3: Graph of Increasing Quiz Scores

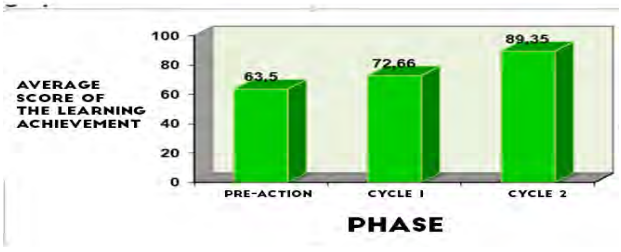

Fig. 4: Graph of Increasing the Average Score of the Learning Achievement Test

Share Pedagogic Criticicle (TPSPC) cooperative learning model, the teacher's role needs to be considered, especially the role as a motivator so that it can increase student interest.

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