

EFFECT OF COOPERATIVE LEARNING MODEL TYPE THINK PAIR AND SHARE (TPS) ON STUDENT COOPERATION

(Quasi Experiments on Social Studies Learning Class VII in 1 Cikajang Junior High School)

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Abstract-This study aims to test how much influence the model of cooperative learning type think pair and share (tps) on student cooperation (quasi experiment on social studies learning class VII in Cikajang Junior High School). The design used in this research is non-equevalent controlgroup with "before" and "after" pattern and treatment done on class VII-A as experiment class group. While VII-B as a control class group that made a comparison. Sampling used is purposive sample technique. Student cooperation data collection using closed questionnaire. After data collection, quantitative analysis is done through hypothesis or T-test. The results of differences between "before" and "after" in the experimental class given treatment showed significant improvement. In control classes between "before" and "after" that are not given treatment there is also a difference, but not an improvement but rather a decrease. So it can be concluded that there is influence of model cooperative learning type think pair and share (tps) to student's cooperation in social studies learning.

Keywords: Student Cooperation, Cooperative Learning Type Think Pair and Share (TPS), Social Studies Learning

I. INTRODUCE

One of the elements for the purpose of learning can be achieved is the existence of cooperation. Cooperation will make a person able to do more than work alone. Lie (in Huda, 2012, p. 73) cooperation is one of the elements that was very essential for living, because without the cooperation, because As the only recognized recreational cooperation, but there will be no individual so they can be , the family , the rest of the organization , or school do not even there will be a the life of. Cooperative learning model is a small learning group strategy where students learn and work together to achieve learning objectives. In particular Nurwnawati, et al, (2012, p.5) states that cooperative learning type think pair and share impact on the ability of student cooperation. In line with Nurwanti's research above, (Efendi, et al., Pp 7) concluded that cooperative learning model of TPS type has better impact compared to conventional model, and there is interaction between learning model with creativity level to speech ability.

Law no. 20 of 2003; Government Rule number 19 of 2009 (in Asih, 2014, p.50) states that 'normatively, the curriculum

is defined as a set of plans and arrangements concerning objectives, content, lesson materials and methods used as guidelines for the implementation of learning activities to achieve specific educational goals'.

The findings of researchers in the field that the ability of cooperation among students look low. This is seen from field observations and reinforced by the statement of Mrs. Ina Komalasari's. M.Pd as a teacher of class VII in 1 Cikajang Junior High School stated that Social Studies learning tend to be inactive, Teacher Center, and less of cooperation due to still adjustment from high school to junior high school, often students do not understand the material, too fast and less conducive class conditions. This is because by still using conventional learning. Djamarah (in Susanti 2014, pp. 258) conventional learning is a traditional method of learning or also called lecturing method, since this method has always been used as an oral communication tool between teachers and students in the learning and learning process. Especially in Social Studies.

Sapriya (2015, pp. 48) a comprehensive Social Studies education program is a four-dimensional program covering as following.

- 1) Dimensions of Knowledge Everyone has insight into different social knowledge. Some argue that social knowledge includes events occurring in a particular society. Others argue that social knowledge includes students' learning beliefs and experiences. Conceptually, knowledge should include: (1) facts, (2) concepts, and (3) generalizations understood by students.
- 2) Skills Dimension. Skill dimension is a dimension of one's skill within completing the task. The skills to process and apply information is a very important skill to prepare students to become citizens who are able to participate intelligently in a democratic society. Skills required in Social Studies learning process is as follows.

a. Research Skills

These skills are needed to collect and process data. In general, the activities of research ability in social studies, (1) identify and reveal problems or issues, (2) collect and process data, (3) interpret data, (4) analyze data, (5) assess the evidence found , (6) to conclude, (7) apply the findings

in different contexts, (8) make value judgments, and (9) thinking skills.

b. Social Participation Skills

In Social Studies learning, students need to be taught how to interact and cooperate with others. Some social participation skills that need to be taught in Social Studies are: (1) identifying the consequences of deeds and the influence of speech on others, (2) showing respect and concern for others, (3) sharing tasks and jobs with (4) acting effectively as a member of the group, (5) accepting criticism and suggestions, (6) taking various roles of the group, and (7) adjusting ability with tasks to be completed.

c. Communication Skills

Learning is an effort to mature a person. One of the characteristics of an adult is that they are in good communication with others. Therefore, the development of communication skills is an important aspect of the Social Studies learning approach especially in social inquiry.

3) Value and Attitudes Dimensions

The value dimension is closely related to the affective domain because of its value is the embodiment of this realm. Values are a set of beliefs or behavioral principles that have personified within a person or certain groups of people are exposed when thinking or act. The values contained in the community vary widely accordingly with a diversity of community groups. Through learning Social Studies, students can express, reflect, and articulate the values it embraces.

Cooperative Learning can not only make students more active as spoken by Isjoni (2007, p. 13) this Cooperative Learning can help student for understanding the concept, developing the critical thinking skill, the team work, and helping the others. According to Hasan's statement (in Komalasari, 2013, p. 62) describes that Cooperative Learning is cooperation of small group (2-5) in learning that enables the student work together to maximize their learning and learn the other board members in a group.

Cooperative Learning is a model of learning which is centered on students. This model can be divided to any types. Think Pair and Share type is one of them. According to Komalasari (2013, p. 62) The models of Cooperative Learning consist of Number Heads Together type, Think Pair and Share, Jigsaw, Snowball Throwing, TGT team, and Two Stay Two Stray. Think Pair and Share is one of the methods that was found in Cooperative Learning developed by Frank Lenin would in 1981 at the University of Maryland.

Lyman (in Novita 2014, p. 132) Think Pair and Share is way to replace pattern discussion class effectively. It was according the statement that all resitusi and discussion need the setting for control class as a whole. Then the procedure employed in Think Pair and Share can provide the opportunity for students thinking for more time, also respond to and help each other.

Certainly, every model had steps or procedure of the implementation of the learning. Model of Think Pair Share has the steps of implementation in the class. Lyman F (in Orlich 2013, p. 235) said that the steps of Think Pair Share model includes :

Step 1: Think. You ask a question to the whole class and allow them a short time to "think" about the response. Step 2: Pair. Designate partners (desk mates. Buddies) to pair up and discuss the best answers, or even the most novel possibilities. In some cases you could even have them write their team responses. Step 3: share. You Now call on the pairs to share their thinking with the class. Responses can be recorded on the chalkboard'.

Lie (in Yulian, 2015, p. 25) describes there 5 strength and 3 weakness of Think Pair and Share model which following : 1) Students increase participation in learning. 2) Literally used to simple task. 3) Giving more skill for each members. 4) interaction among the pair more easier. 5) The formation groups it is much easier.

As for 3 weakness of Think Pair and Share which following : 1) monitoring group would be take more time. 2) reduced the ide and 3) If there was a problem then there is no witness belonging to their own.

From the above research, cooperative model of TPS has an effect on student cooperation ability. Therefore it should be used as a consideration to be investigated in comprehensive. The relationship between cooperative learning type think pair and share on the ability of student cooperation in learning social studies. By taking the title about the effect of cooperative learning model type think pair and share (TPS) on student cooperation (quasi experiments on social studies learning class VII in 1 Cikajang Junior High School)

The formulation of problem in this research is, how big difference of ability of student cooperation before and after experiment class that received treatment using cooperative learning model of think pair and share (TPS) type? How big is the difference between students' ability before and after the control class that did not receive treatment? Is there a significant difference between the ability of student cooperation before and after the experimental class receiving treatment using cooperative learning model type think pair and share (TPS) with the ability of student cooperation before and after control class that did not receive treatment.

II. METHODS

The research used is quantitative approach with quasi method of experiment. According to Dantes (in Lestari, et al., 2014 p.4), "the quasi-experimental design is usually used not because the researcher is less knowledgeable in researching, but forced, due to a reason a real experiment can not be done". In this study, quasi experiments were formed in two groups that would be the research samples, namely the experimental group and the control group.

The design used in this research is non-equevalent control group design. This design uses two classes as two

groups of subjects namely the experimental group and the control group. The quasi experiment uses non-equevalent control group design (Sugiyono, 2014, pp. 116).

Table. 1
Non-equevalent Control Group Design

0 ₁	X	0 ₂
0 ₃		0 ₄

Information :

O₁ = Measurement of initial ability of experimental group

O₂ = Final experimental group capability measurement

X = Provision of treatment

O₃ = Measurement of initial ability of control group

O₄ = Measurement of final ability of the control group

After the implementation of the initial ability in the experimental class and control class, the next meeting was held in the process of treatment in the form of learning by using cooperative learning type (TPS) model for the experimental class. While in the control class using conventional learning. After the experimental class is given treatment, then the final capability measurement for the experimental class and control class.

According to Sugiyono (2013, p. 117) generalization areas which consists of: Objects / subject with the quality and specific characteristics that was set by researcher to be studied and then pulled in conclusion. The population in this research is all of students of class VII SMP Negeri 1 Cikajang. The determination of samples to this research is using a technique sample aimed at (purposive sample). Arikunto (2013, p. 183) said that purposive sample, it is all done with way to the subject is not based on strata random or area but based on the a particular purpose. Meanwhile the sample of the research were 2 class there were class VII A and class VII-B.

The number of men in class VII-A 15 students, while female students amounted to 18 people, with a total of 33 students. Furthermore, in class VII-B male participants amounted to 12 people, and female students amounted to 27 people, with a total of 32 students.

The main data collection in this research using questionnaires with Likert scale. Questionnaire, is a list of questions given to others willing to respond (respondent) in accordance with user requests Riduwan (2012 p.38). While supporting data and amplifier in this research that is observation and documentation. After collecting the data, the researchers then process the data quantitatively. First look at the questionnaire data with validity test and reliability test. Second, process the data by using normality test technique, homogeneity test and hypothesis test / t-test. Everything is processed with SPSS version 21 and Microsoft excel.

III. RESULTS AND DISCUSSION

Researchers will describe the research results at 1 Cikajang Junior High School in Garut. Broadly speaking in

Inte	Frequency				Qua
	Be	Percent	A	Percent	
61-	3	9,09%	1	3,03%	Low
74-	23	69,70%	1	51,52%	Med
86-	7	21,21%	1	45,45%	Hig
Tota	33		33		

this chapter will describe the results of research in looking at differences in student cooperation before and after the implementation of research by applying the method of learning Think pair and share (TPS) in Social Studis learning.

Results and discussion in this study to describe and see the difference of student cooperation before and after the implementation of research by applying the model of thinking pair and share (TPS) in the experimental class and control class using conventional learning in Social Studies learning.

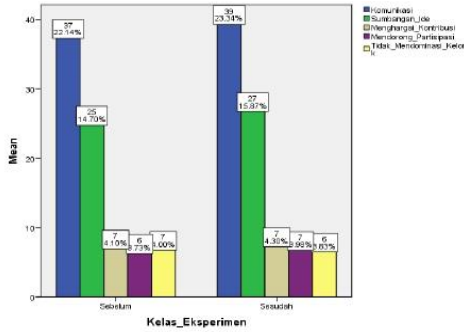
The results of normality test data analysis showed that the data before and after the treatment is normally distributed with 95% confidence level. After looking at normalized normality test, homogeneity test also showed homogenous data variance with 95% confidence level.

Ability of Student Cooperation This experimental class is the result of measurement of student cooperation ability before and after Treatment in Experiment class. To facilitate the classification of quality, the researcher previously decided the class interval. The quality of students' cooperation skills is low, medium and high. After calculation then the data can be distributed as table below:

The table above shows the distribution of scores on quality assessment of students' cooperation ability consisting of 33 students. In the measurement of the students' experimental classroom capability before the treatment of the total students involved, 3 students included in the ability of student cooperation with low quality. The 23 students included on medium quality cooperation ability. While the remaining 7 students have high quality in the ability of student cooperation. On the unemployment ability of student cooperation after treatment of total students involved, 1 student including on ability of cooperation with low quality. While 17 included in the ability of student cooperation with medium quality. While the remaining 15 students have a high quality in the ability of student cooperation. When viewed from the difference of the overall percentage of quality of student cooperation skills before treatment as much as 3 students included into low quality level or approximately (9.09%).

If seen from the percentage after treatment as much as 1 student belonging to low quality or (3.03%). As for the students who are included in the medium quality before treatment as many as 23 students with percentage (69.70%) and after treatment the number of students included into the medium quality as many as 17 people with percentage

(51.52%). Likewise with students who belong to the high quality with the category before treatment with the number of students as many as 7 people with percentage (21.21%) while the percentage of treatment already is 45.45% with the number of 15 students. The data above also shows that the students of grade VII of 1 Cikajang Junior High School have average quality in the ability of student cooperation. An overall picture of the collaborative skills of experimental class students before and after Treatment can be seen in the figure below.



This ability of Student Cooperation in Control Class is a result of the measurement of student cooperation skills before and after treatment in the control class. To facilitate the classification of quality, the researcher previously decided the class interval. The quality of students' cooperation skills is low, medium and high. After the calculation then the data can be distributed as the table below:

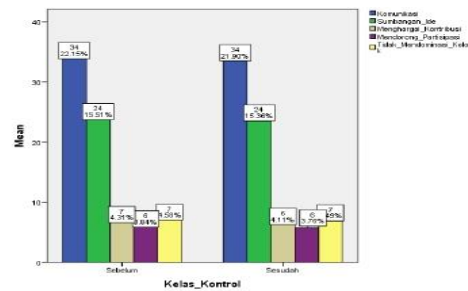
The table above shows the distribution of scores on quality assessment of students' cooperation ability consisting of 32 students. In the measurement of the students' control class ability before the treatment of the total students

Interval	Frequency				Quality
	Before	Percentage	After	Percentage	
61-73	5	15,6%	1	43,75%	Low
74-85	26	81,25%	1	50,00%	Medium
86-100	1	3,13%	2	6,25%	High
Total	32				

involved, 5 students included in the ability of student cooperation with the quality of cooperation is low. The 26 students included on the ability of quality cooperation is. While the remaining 1 students have a high quality in the ability of student cooperation. In evaluating the ability of student cooperation after the treatment of the total students involved, 14 students included in the ability of cooperation with low quality. While 16 included on the ability of student cooperation with medium quality. While the remaining 2 students have high quality in the ability of student cooperation.

If it is seen from the difference overall percentage of the quality of students' cooperation skills before treatment as

many as 5 students belonging to the low quality level or approximately (15.63%) when viewed from the percentage after the treatment of 26 students who belong to low quality or (81.25%). As for the students who were included in the high quality before treatment as much as 1 student with percentage (3,13%) and after treatment the number of students included into the low quality as many as 14 students with percentage (43,75%). Likewise with students who are included in the quality of Medium with the category before treatment with the number of students as many as 16 students with percentage (50%) cultivated percentage of treatment is 6.25% with the number 2siswa. The data above also shows that the students of grade VII of 1 Cikajang Junior High School have average quality in the ability of student cooperation. The description of quality above can be explained in more detail which is divided into 5 indicators of cooperation ability. An overall picture of the ability of students in Control class before and after Treatment can be seen in the picture below.



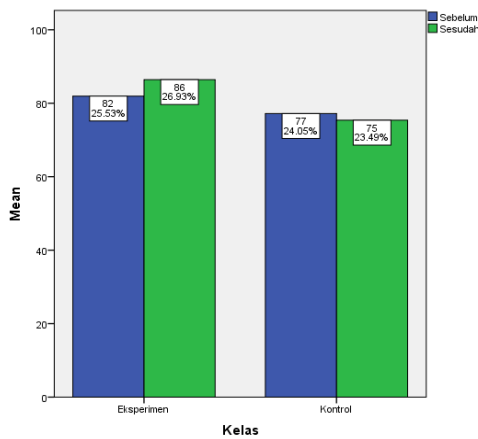
This can be concluded after normality and homogeneity tests, the data is normal and homogeneous. As for after hypothesis testing, the data show the difference between before and after experiment class given treatment and control class that accept conventional learning. This data can be seen in table form below

Table 2. Influence Data of Student Cooperation Average

Average	Experiment Classroom	Control Classroom
Before	82 (25,53%)	77 (24,05%),
After	86 (26,93%)	75 (23,49%)

Looking at the table above, student cooperation in the experimental class has increased. While in the control class showed the difference is the decrease between before and after conventional learning. The above table is reinforced with the graph below which has been classified between the experimental class and the control class.

Graph of Control Class and Experiment Class



After being viewed from the graph above in the experimental class and control class that have been processed through t-test results on SPSS version 21. If averaged and classed experimental class before the treatment has an average number (82) with a percentage of 25, 53%, while after treatment had an average increase (86) with a persistence of 26.93%.

While in the control class between before and after the conventional learning has average decrease, that is before conventional learning (77) with 24.05% and after conventional learning (75) with 23.49% persistence.

So, it can be said that the experimental class has an effect on the cooperation of the students after being given treatment using cooperative learning type (TPS) model, compared to the control class which in turn decreased the average and the percentage of student cooperation before and after conventional learning. The difference of percentage between experimental class after getting treatment using cooperative learning model type think pair and share and after the control class is 3.44%. As if seen from the control class

The results of this increase are strengthened by field findings in the experimental class. With the preparation of material on the dynamics of population of Indonesia, students look quite good. Viewed from the way of communicating with friends and with teachers, students are very participative when the group then menyum bangkan ideas and all students bersinergis not mutually dominate each other in the group.

The results of this study also supported by previous research Nurwnawati, et al, (2012, pp. 5), stated that cooperative learning type think pair and share impact on student cooperation ability. In line with Nurwanti's research, Efendi, et al. 2013 pp 7 concluded that cooperative learning model of TPS type has better impact compared with conventional model, and there is interaction between learning model with creativity level toward speech ability.

IV. CONCLUSION

First : The result of research which did before and after the giving a treatment with implementation of learning method "Think Pair and Share" for experiment class shows

that there are differences of cooperation by students between before and after treatment. From the uji-t, data shows sig (2-tailed) 0.00 greater than the $\alpha = 0,05$, it means H0 rejected. If H0 rejected means there are differences between the percentage the measurement of prior to the treatment using Think Pair and Share 48,67 % at intervals of as much as 82 are part medium category. The second measurement, after using Think Pair and Share of Cooperative Learning there is 51, 33% interval with 86 that includes to high category and it means there is increas of student cooperation skill which is 2,66%. According to that condition means there was a difference of skill cooperation student which includes to high category, because there is a difference among before and after treatment in Social Studies.

Second, the implementation of conventional learning in the class have not been able to to develop the ability of co-operation students. It showed by the result of research that describes there is a difference learning activities student among before and after measurement on control class that does not achieve the treatment by learning conventional method. From the result uji-t, data shows that sig (2-tailed) 0.67 more greater than $\alpha = 0,05$, it means H0 was valid. If H0 was valid, then there is no difference between percentage of measurement 50,59% (before) and 49,41% (after), there is a few decline of skill cooperation f student 1,18%. This means that the cooperation of students before implementation is stable with the quality of activity low since there is no distinction cooperation students from measurement before and after learning of Social Studies.

Third, developing of cooperation in learning with the implementation of Think Pair and Share can provide cooperation skill of student effectively. It showed by the result of research that there was a diference student's cooperation among before and after implication of Think Pair and Share model. From the uji-t data showed value sig (2-tailed) 0.001 for measurements variable cooperation before and after treatment that per and 0.000 for measurements variable cooperation. Both data is indicated that sig (2-tailed) smaller than the $\alpha = 0,05$, it means h0 rejected. If H0 rejected means there are differences with the first measurement before did treatment totaled 25.53 % for first measuring and 26.93 % for second measuring. Then increased 1.4 %. To that class of control and 24,05 and 23,49, each show as much as. So that it can be concluded that a method of Think Pair and Share had an impact to learning activities of student in learning of Social Studies.

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