Implementation Think Pair Share for Social Science Materials Social Problems for Fourth Grade of Elementary School

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Abstract
The purpose of this research is to know which gives better achievement between learning using Think-Pair-Share model with conventional learning which do not use Think-Pair-Share model. The type of research used is quasi experimental research, where the respondents are grouped into two groups namely groups using Think Pair Share and conventional groups without using Think Pair Share. The population in this study were all students of fourth grade of elementary school in Kanigoro Madiun. The sampling technique was done by stratified cluster random sampling. The independent variable in this study is the learning model, while the dependent variable is the learning achievement of science social knowledge. Data collection methods used in this research are: 1) method of documentation, in the form of semester test result score, 2) test, in the form of 25 items of multiple choice questions. Data analysis technique in this research are: 1) balance test: using t-test with normality test with Lilliefors method and homogeneity test with Bartlet test, 2) hypothesis test: using t-test. All analyzes of this study used a significance level of 5%. The conclusion of this research is science social knowledge learning achievement using think pair share model is better than using conventional model without think pair share model.

Keywords: Think-Pair-Share, Social Sciences, Elementary School

Introduction
Education is an attempt to change the behavior of humans both individually and in groups in an effort to mature humans through teaching and training (Sugihartono, 2007: 3). Formal education activities in Indonesia can work well and achieve the expected goals depend on the way teachers conduct learning activities. Mortorella in Etin Solihatin and Raharjo (2009: 14) says that social science emphasize more on aspects of education than concept transfer, because of the understanding of a number of concepts and develop and train attitudes, values, morals, and skills based on the concepts he
has. From that opinion is implied that social science should be aimed at aspects of their study but before students apply these aspects, students must first understand the concepts being studied.

Social science is a field of study that studies, examines, analyzes symptoms and social problems in society by reviewing various aspects of life or a combination (Sardjiyo et al, 2008: 1.26). Social science is not something that stands alone but a combination and IPS is also not separated from the daily life of society.

Teachers always apply varied teaching models so that learners can learn maximally and not experience saturation. One innovative learning model is think-pair-share.

Cooperative type think-pair-share learning has certain learning steps. According to Richard Arends (2008: 11) step of think-pair-share among others; Step 1: Thinking, Teacher asks a question or problem related to the material to be submitted, then ask for the student time for a few minutes to think for themselves the answer or problem. Students need an explanation that speaking or doing is not a thinking part; Step 2 Pairs. The teacher asks the students to discuss in pairs to discuss what they have gained. Interactions during the time provided can unify the answer if a question is asked or unite the idea if a specific problem is identified. The time given by teachers between 4-5 minutes for discussion; Step 3: Sharing. The teacher asks the couples to share with the whole class they have been talking about. It is effective to get around the room from couple to couple and continue until about some couples get a chance to report. In line with that opinion, Miftahul Huda (2011: 136) mentions the procedure of think-pair-share, among others: (1) Students are placed in groups. Each group consists of four members / students; (2) The teacher assigns tasks to each group. (3) Each member thinks and does the task individually first. (4) Groups form members in pairs. Each pair discusses the results of individual workmanship. (5) Both past then meet again in their respective groups to share the results of the discussion.

From the think-pair-share steps put forward by the above opinion it can be concluded the cooperative learning steps of type think-pair-share consists of: (1) Teachers prepare learning media; (2) The student listens to the teacher's explanation of the taught material, (3) The teacher divides the students into groups, each group consists of 4-6 members to discuss issues to be given by the teacher. (4) Students listen to the teacher's explanation of how the group works, each group
The implementation of think-pair-share has certain advantages compared to other cooperative learning types. According to Anita Lie (2005: 57) the think-pair-share technique: (1) Give students the opportunity to work alone and cooperate with others; (2) Optimizing student participation, (3) Providing at least eight times more opportunities for each student to be identified and showing their participation to others. (4) Can be used in all subjects and for all ages of students. In addition to the advantages, the type of think-pair-share also has a weakness that is in the implementation of think-pair-share takes a long time is because students only discuss in pairs so that the time to share with classmates takes a long time.

Methods
The type of research used is quasi experimental research, where the respondents are grouped into two groups namely learning groups using conventional models and learning groups using think pair share. The population in this study were all students of fourth grade of elementary school in Kanigoro Madiun. The sampling technique was done by stratified cluster random sampling. The independent variable in this research is think pair share learning model, while the dependent variable is social science achievement. Data collection methods used in this research are: 1) method of documentation, in the form of semester test result score, 2) test, in the form of 25 items of multiple choice questions. Data analysis technique in this research are: 1) balance test: using t-test with normality test test with Lilliefors method and homogeneity test with Bartlet test, 2) hypothesis test: using t-test. All analyzes of this study used a significance level of 5%.

Research Result and Discussion
The balance test is performed using the t-test. The prerequisite test for the t-test performed showed that each treatment group came from a normally distributed population having the same variance, whereas
the t-test performed showed that the average initial ability of both treatment groups was equal. Thus it can be concluded that each treatment group is feasible to be given treatment. The mean of social science achievement test is obtained as in Table 1.

Table 1. Summary of Average Achievement of social science

<table>
<thead>
<tr>
<th>Learning Model</th>
<th>Number of Students</th>
<th>Value</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lowest</td>
<td>Highest</td>
<td>Average</td>
</tr>
<tr>
<td>Think Share</td>
<td>18</td>
<td>62.50</td>
<td>90.00</td>
<td>79.38</td>
</tr>
<tr>
<td>Conventional</td>
<td>22</td>
<td>50.00</td>
<td>77.50</td>
<td>64.00</td>
</tr>
</tbody>
</table>

Further testing of the research hypotheses using a t-test that previously had a prerequisite test indicating that the sample came from a normally distributed population and had the same variance shown in Table 2.

Table 2. Summary Test Prerequisites

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Result</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normality Control</td>
<td>Lilliefors</td>
<td>$L_{o} = 0.156$</td>
<td>$H_{0}$ accepted</td>
</tr>
<tr>
<td>Normality Experiment</td>
<td>Lilliefors</td>
<td>$L_{o} = 0.126$</td>
<td>$H_{0}$ accepted</td>
</tr>
<tr>
<td>Homogeneity</td>
<td>Bartlett</td>
<td>$\chi^2 = 13.17$</td>
<td>$H_{0}$ accepted</td>
</tr>
</tbody>
</table>

The t-test hypothesis is as follows:

$H_{0}$: $\mu_1 \leq \mu_2$ (social science achievement using the think pair share model is no better than using conventional models)

$H_{1}$: $\mu_1 > \mu_2$ (social science learning achievement using the think pair share model is better than using conventional models)

Hypothesis test obtained results $t_{obs} = 2.799$ and $t_{table} = 1.960$. This means $H_{0}$ is rejected, so it is concluded that IPS learning achievement
using TPS model is better than using Conventional model. This is in accordance with the hypothesis being compiled. Think pair share model is more effective than Conventional model in learning process to improve social science learning achievement. The effectiveness of think pair share shows that the efforts of the learners to learn are well realized. The success of the learning process can be obtained if the problems in the process can be minimized.

Conclusion
The conclusion of this research is IPS learning achievement using TPS model is better than using conventional model. Based on these results, the researcher suggests the implementation of think pair share model to be a reference in developing innovative and creative learning, lecturers are more active and motivated to apply other learning models according to their learning objectives.

References