

# APPLICATION OF COOPERATIVE LEARNING LEARNING MODEL TYPE THINK PAIR SHARE IN GEOGRAPHIC LEARNING

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**Abstract**— This study aims to find out how the implementation of Cooperative Learning learning models of Think Pair Share type is to increase interest in learning Geography and to determine the effect of the application of Cooperative Learning learning models of Think Pair Share on the interest in learning Geography in class XI IPS SMA Negeri 1 Talaga District of Talaga, Majalengka District. The research method used is Quasi Experiment (Quasi Experiment) with Post-Test only control group design research design. Data collection techniques include observation, interview, documentation, questionnaire distribution, and literature study while data analysis is done by descriptive analysis and t-test. The study population consisted of 181 students of class XI IPS, with a total sample of 68 students divided into two classes, namely 33 students in the control class and 35 students in the experimental class. Determination of the sample is done by using a random sampling technique. The results of the study with descriptive analysis techniques illustrate that the application of Think Pair Share type learning models is carried out in three stages: thinking, pairing and ending with sharing. The effect of the application of Think Pair Share learning model on the interest in Geography learning is done by using the t-test analysis technique to produce a significance value of 0.375 meaning that the hypothesis is proven. The application of the Think Pair Share learning model has a significant influence on the excellent category of students 'learning interest in the XI IPS class of SMA Negeri 1 Talaga, Talaga Subdistrict, Majalengka District, as seen from the indicators: feelings of excitement, interest, student involvement and students' attention to geography subjects.

**Keywords**—*Cooperative Learning, Think Pair Share, Interest in Learning Geography*

## I. INTRODUCTION

There are many ways that can be done in improving the quality of education by starting to improve educational infrastructure, improving teacher competency with upgrading, certification up to curriculum development, in various ways it is hoped that education can experience a better change. The effectiveness of a learning can be seen from those who not only passively receive information provided by the teacher, but students are involved in organizing the relationship of the information provided [1]. Another opinion that is aligned is the opinion expressed by

[2] who says that "Effective teaching is a teaching that can bring an effective learning atmosphere, where students are able to develop their abilities in finding problems, seeing problems and being able to solve problems". The use of appropriate learning methods and models is also expected to improve the response to the material presented, the learning methods that can be used include: lectures, discussions, demonstrations, Study Tours, Cooperative Learning and much more.

Learning models have now begun to be used in almost every school, although basically every school applies different learning models. The skill-based learning model is a learning model that is carried out in groups, which has the potential to build student learning competencies, the type of skill-based learning model one of which is the Cooperative Learning learning model. [3] states that "Cooperative Learning is learning done by mutual cooperation."

Cooperative Learning is a learning model in which students learn in small groups collaboratively whose members consist of 2 to 6 people with heterogeneous group structures [4]. By using this model, besides being able to improve students' ability to absorb material, it is also able to motivate students to participate more in learning, develop social traits, train students' self-confidence, think critically, develop ideas based on students' thinking, and train students' sense of responsibility. and between group members can also add to the pleasant atmosphere of learning.

Based on field observations at SMA Negeri 1 Talaga, Talaga Subdistrict, Majalengka District, there were problems faced by teachers, especially in Geography Subjects, such as the lack of learning interest of students in Geography subjects because of the lack of teacher variation in using learning models which made the learning atmosphere tend to be boring and it was suspected be the cause of the lack of interest in learning of students. It becomes important and interesting to analyze how the implementation of Cooperative Learning learning models of Think Pair Share type is to increase interest in learning Geography and to determine the effect of the application of Cooperative Learning learning models Think Pair Share on the interest in learning Geography in class XI IPS SMA Negeri 1 Talaga District Talaga Majalengka District.

The problem in this study is how is the implementation of Cooperative Learning Learning Model type Think Pair Share on the interest in learning Geography in the sub-material of the Distribution of Cultural Diversity in Indonesia in class XI IPS SMA Negeri 1 Talaga, Talaga District, Majalengka District? This study aims to determine the application of Cooperative Learning Learning Model type Think Pair Share to the interest in learning Geography in the sub-material of the Distribution of Cultural Diversity in Indonesia in class XI IPS SMA Negeri 1 Talaga, Talaga District, Majalengka District.

## II. METHOD

The method used by the authors in this study is a quantitative descriptive research method using the percentage with the Quasi Experimental Design research design, which is a research method that is done by making a design that seems to resemble the actual situation [5]. Descriptive method is used to find out the effectiveness of the implementation of Cooperative Learning Learning Model type Think Pair Share on the interest in learning Geography in the sub-material of the Distribution of Cultural Diversity in Indonesia in class XI IPS SMA Negeri 1 Talaga, Talaga District, Majalengka District.

The population in this study were all students of class XI IPS 1 through class XI IPS 5 in SMAN 1 Talaga as many as 181 people, the sample was taken using a random sampling technique, namely how to take subjects randomly with the principle of providing opportunities or opportunities the same for every individual selected [6]. In this study selected 68 research samples. 33 people from class XI IPS 2 as a control class and 35 people from class XI IPS 4 as an experimental class. Data collection techniques through observation, interviews, documentation, literature studies and questionnaires. Data processing was carried out using SPSS 16.0 and quantitative descriptive analysis with the following steps:

1. Collecting data on interest in learning Geography from each class, both experimental and control classes.
2. Search for ranges for each category with formulas

$$c = \frac{X_n - X_1}{k}$$

Information :

- c = Large Class
- xn = Biggest Score
- x1 = Smallest Score
- k = Category

3. Make a range of scores based on the value of the range of respondents.
4. Make a conclusion of the respondent's value.
5. The summarized interest scale data is then converted into percent form with the following percentage formula:

$$P = \frac{F}{N} \times 100 \%$$

Information:

- P = Percentage of Interests
- F = Answer Frequency
- N = Number of Respondents
- 100 = Constant Number

6. Determine the level of achievement of interest scale  
To determine the level of achievement of interest in learning the author uses the formula:

$$I = \frac{100}{\text{Highest Likert Score}}$$

Information :

- I = interval
- 100 = Ideal Score

The provisions used to determine the achievement value of the data processing scale of interest learning.

- 0 - 19.99% = Not good
- 20 - 39.99% = Poor
- 40 - 59.99% = Good enough
- 60 - 79.99% = Good
- 80 - 100% = Very Good

## III. FINDING AND DISCUSSION

- A. *Application of Cooperative Learning Learning Models of Think Pair Share type towards the interest in learning Geography in the Sub Material Distribution of Cultural Diversity in Indonesia in class XI IPS SMA Negeri 1 Talaga, Talaga District, Majalengka District.*

Think Pair Share learning model is a cooperative learning model that is used to change the pattern of discussion in the classroom [7], while according to [8] steps of activities in the implementation of Cooperative Learning Learning Model type Think Pair Share seen from learning activities which is carried out with three main stages, namely:

### 1) Stage I : Think

At the think stage, it is effective in increasing the intensity of learning in order to build students' motivation in learning and train students to learn to observe and find problems they want to solve.

At this stage students are required to be able to think critically in addressing a problem by trying to find, or find ways to solve problems independently, in this stage of thinking will stimulate students 'curiosity and raise students' interest in learning.

### 2) Stage II : Pair II

In pairing activities or pairing makes students active in utilizing the existing media to learn one of them utilizing textbooks, modules, and even mobile phones as a tool in finding information needed to find ways to solve problems.

At this pairing stage can train students to be able to communicate with their partners and create a feeling of pleasure because students are involved in the learning process and feel comfortable when discussing with their discussion partners.

### 3) Stage III : Share

The sharing phase is effective in building students' communication skills, both in communicating with group partners or communicating the knowledge they have with the entire class. At this stage this learning model is effective in improving students' ability to increase motivation or encouragement to students. Think Pair Share model is effective towards learning interest because at each stage of the Cooperative Learning

Learning Model implementation, Think Pair Share will create a fun learning atmosphere because in the pairing stage students tend to choose a partner who is their peer, so that communication can work well.

**B. Effect of Application of Cooperative Learning Learning Model Type Think Pair Share on Interest in Geography Learning in Sub Material Distribution of Cultural Diversity in Indonesia Class XI IPS SMA Negeri 1 Talaga District of Talaga Majalengka District**

Control class (XI IPS 2) SMA Negeri 1 Talaga is a class that is not given special treatment (treatment) in the learning process. This control class Learning Model used is using Conventional Learning Model with lecture method while experimental class applies Cooperative Learning Learning Model Think Pair Share.

After conducting research activities, the data obtained in the form of an average score of interest in learning Geography students both in the control class and experimental class are measured based on the scale of interest and based on indicators of interest in learning.

Based on the results of the study, a score of learning interest in the control class was obtained using the lecture method as follows:

TABLE I. OUTPUT DATA ON SCORE OF INTEREST IN LEARNING CONTROL CLASSES

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Control Class	33	106	146	4154	125.88	10.398
Valid N (listwise)	33					

Table 1 shows the data on overall learning interest scores from respondents in the control class. The highest value that can be achieved is 146 and the lowest value is 106, with an average score of 125.88 and a standard deviation value of 10.398.

To analyze the scale of learning interest, five categories are made from "Very High" to "Very Low" values based on the maximum and minimum values.

The results of the calculation show that the score range or interval of the 5 class categories is 8, so that the five categories of learning interest in the control class are obtained: very low with a score between 106 -113, low with a score of 114 - 121, with a score of 122 - 129, high with score 130 - 137, and very high with a score of 138 - 146.

Achievement of interest in learning Geography in the control class appears in the following fig 1.

Based on the diagram above, it can be seen that the control class interest scale score (XI IPS 2) in the "Very High" learning interest category is 18.19%, "High" category is 21.21%, "Medium" category 24.24%, category "Low" 24.24%, and "Very Low" category 12.12%.

For the experimental class, the value of the questionnaire answers to students' learning interests using the Think Pair Share method can be seen in table 2.

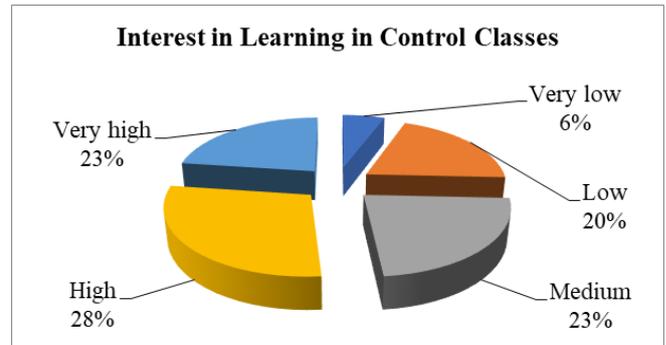


Fig. 1. Diagram of the Achievement of Learning Control Class Interests

TABLE II. OUTPUT DATA ON SCORE OF INTEREST IN LEARNING EXPERIMENTAL CLASSES

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experimental Class	35	106	146	4484	128.11	10.238
Valid N (listwise)	35					

Table 2 shows that the number of respondents (N) is 35 students, with the highest score is 146 and the lowest value is 106. The average answer is 128.11 with a standard deviation of 10,238. By using the same formula as in the control class, the interval for each interest learning category in the experimental class is obtained as follows: a score between 106 - 113 (very low), a score of 114 - 121 (low), a score of 122 - 129 (moderate), a score 130 - 137 (high), and a score of 138 - 146 (very high).

Achievement of interest in learning Geography in the Experimental class appears in the following fig 2.

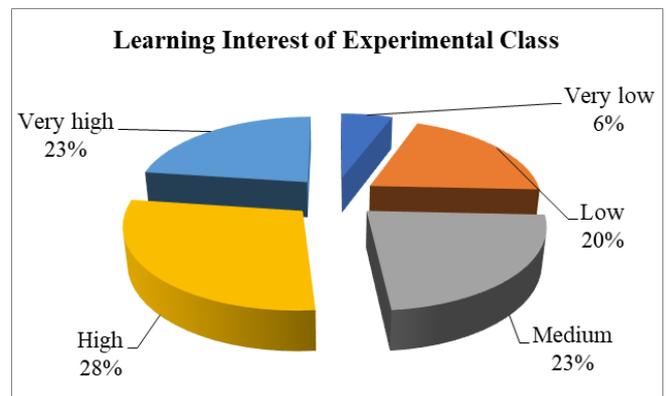


Fig. 2. Diagram Learning Interest of Experimental Class

Based on the diagram above it can be seen that the number of interest scale scores in the experimental class (XI IPS 4) is in the category of "Very High" by 22.85%, the category "High" 28.57%, the category "Medium" 22.85%, category "Low" 20% and "Very Low" category at 5.71%.

When viewed simultaneously, the score of students' interest in learning in geography subjects in the control class and experimental class is shown in the following fig 3.

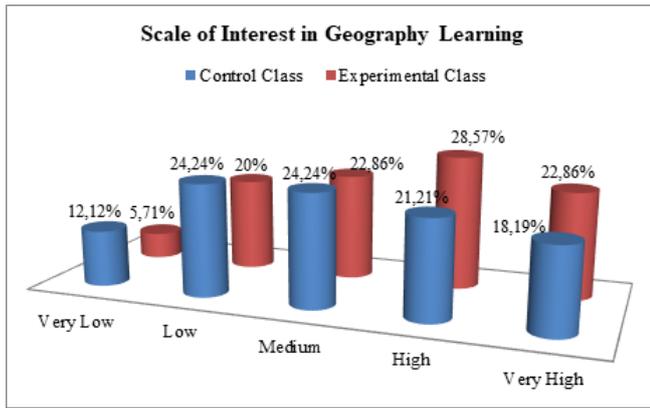


Fig. 3. Comparison of Interests in Learning Geography Control and Experiment Classes Based on Interest Scale

From the data above it can be concluded that interest in Geography learning based on the scale of interest in the experimental class is better than the control class. it can be seen from the acquisition of learning interest scores in the class of experiment majority is in the high category that is equal to 28.57%, while in the majority control class is in the medium category and the average is 24.24% respectively.

There are four indicators of interest in learning, namely: feelings of pleasure, interest, involvement, and attention [2]. Achievement of learning interests of students in the control class and experimental class can be calculated based on the Likert index.

From the predetermined likert index, the maximum score is calculated by the formula:

$$X = \text{high likert index} \times \text{number of respondents}$$

$$Y = \text{likert index is low} \times \text{respondent}$$

In this study the highest likert index value for the control class (XI IPS 2) is 165 and the liket index for the experimental class (XI IPS4) is 175. After the maximum score of each question is known then the percentage of achievemem. After knowing the percentage of achievement, the next step is to determine the achievement category from the respondent's answer.

Achievement score data between control and experimental classes results from the achievement of interest in learning Geography each can be seen in the following table 3.

TABLE III. ACHIEVEMENT OF INDICATOR-BASED LEARNING INTERESTS INTEREST IN LEARNING IN CONTROL CLASSES

No	Indicator	Achievement	Category
1	Feeling happy	79,74 %	Good
2	Interest	81,66%	Very Good
3	Involvement	81,74 %	Very Good
4	Attention	82,72 %	Very Good
	Average	81,46 %	Very Good

Based on the table above, it can be seen that the achievement of interest in Geography learning for each indicator in the control class is: Feeling of pleasure at 79.74%, interest at 81.66%, student involvement at 81.74%, and student attention 82.72%.

TABLE IV. ACHIEVEMENT OF INDICATOR BASED LEARNING INTERESTS INTEREST IN LEARNING IN EXPERIMENT CLASSES

No	Indicator	Achievement	Category
1	Feeling happy	83,34%	Very Good
2	Interest	84,28 %	Very Good
3	Involvement	83,00 %	Very Good
4	Attention	84,50 %	Very Good
	Average	83,78 %	Sangat Baik

Based on the table above, it can be seen that the achievement of interest in Geography learning in the experimental class for indicators of happiness is 83.34%, interest is 84.28%, student involvement is (83.00%, and student attention is 84.5%.

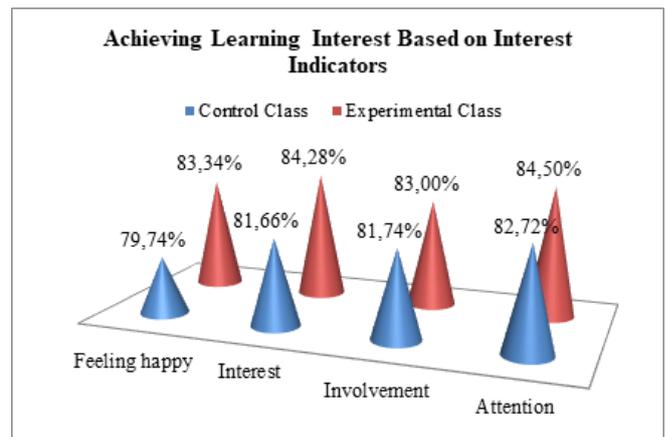


Fig. 4. Diagram of achievement of Interest in Learning Interest Based on Interest Indicators in the Control and xperiment Classes

If the accumulated average amount for the overall level of achievement of the indicator of interest in learning for the control class is equal to (81.46%) and the experimental class is (83.78%) it means the interest in learning experimental class by applying cooperative learning learning type Think Pair Share (XI IPS 4) is greater than the control class (XI IPS 2) which uses conventional learning models with lecture methods.

#### IV. CONCLUSION

In the learning process in class XI IPS SMA Negeri 1 Talaga consists of three main stages; (1) Stage I (Think), effective in increasing the intensity of learning in order to build students' motivation in learning and train students to learn to observe and find problems to be solved, (2) Stage II (Pair), the stage where students learn to communicate with their peers or other people who become partners so as to train students 'communication skills, improve students' sense of trust, and develop collaboration in groups, and (3) Stage III (Sharing), effectively train communication skills Students with class groups, train students to be able to develop their knowledge based on experience or reading results.

Based on the results of the scale analysis of the interest in learning the overall value of the achievement results obtained by the experimental class (XI IPS 4) and control class (XI IPS 2) are in the category "Very Good" for indicators of feeling happy, indicators of interest, indicators of involvement and indicators of attention. But when viewed

from the value of its achievement the difference is quite significant where the achievement value of the experimental class is greater than the control class.

Thus it can be concluded that the results of the study by giving a different treatment will cause an influence from the application of Cooperative Learning learning model type Think Pair Share on the interest in learning Geography in the sub-material of the Distribution of Cultural Diversity in Indonesia in class XI IPS SMA 1 Talaga.

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