



THE EFFECT OF THE THINK PAIR AND SHARE LEARNING MODEL ON STUDENTS' ABILITY TO EXPRESS OPINIONS IN ECOSYSTEM LEARNING FOR GRADE V STUDENTS

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Abstract

The purpose of this study is to determine the ability to express students' opinions by applying the think pair and share learning model to ecosystem learning, to determine the ability to express students' opinions with conventional learning in ecosystem learning, and to determine the influence of students' ability to express opinions by applying the think pair and share learning model to ecosystem learning. This research was carried out at SD Negeri 101771 Tembung, Percut Sei Tuan District. From the results of the study, it can be concluded that the average score of students who use the think pair and share learning model is higher than the average score of students without using think pair and share learning, which is 85.76 compared to 54.48. The highest score obtained by students who used the think pair and share learning model was 92. The highest score obtained by students without using think pair and share learning is 60. From the study, it was obtained that there was a difference in the use of the think pair and share learning strategy and without using the think pair and share learning model, as evidenced by the results of a significant value (2-tailed) of $0.000 < \alpha 0.05$. Then the calculation was $26.732 >$ the table was 1.674 Then H_a was accepted and H_o was rejected. There is an influence of think pair and share learning on students' ability to express their opinions in the learning of the ecosystem in grade V of SD Negeri 101771 Tembung, Percut Sei Tuan District.

Keywords: Think Pair And Share Model, Students' Opinion Ability.

1. INTRODUCTION

According to Al-Tabany (2014:130). The think pair and share learning model is a type of cooperative learning that is made to influence student interaction patterns. That way, students are given the opportunity to think in solving a problem and collaborate with peers or give each other their knowledge in the form of small group discussions, so that all students can be active in learning.

The ability to express opinions is very necessary for students to master. According to Fatimah (2016:34), the ability to express opinions is the ability to convey ideas or thoughts orally in a logical manner without imposing one's own will and using good language. The ability to express opinions mastered by students will help students obtain optimal learning outcomes.

If students do not have the ability to express their opinions, then the students will experience disorders and obstacles in achieving their learning success.

According to Romdiyaton (2012:13) The indicators of the ability to express opinions are as follows: Clarity of opinion expression, Ability to communicate opinions, Ideas conveyed, and Clarity of ideas/gagagsan. However, in reality, there are still many students who tend to be passive in speaking in the learning process in class. The motives are diverse, some are afraid, nervous, confused, and some even do not understand how to express their opinions.

Based on observations and interviews on January 5, 2022 conducted on grade V teachers at SDN 101771 Tembung, Percut Sei Tuan District, the

score of class VA is 63, class VB is 68 and teachers state that there are some students who lack their opinions during learning so that their curiosity is very low, this can be seen when learning activities tend to be passive. At the time of learning, students are not able to give opinions in class, lack of confidence in students, students tend to be silent and fixated by instructions from the teacher without asking questions and providing solutions. Therefore, teachers have a very difficult time knowing whether their students have understood in learning or not.

There are several factors that affect students' opinions on scientific issues, including:

1. Lack of students who dare to ask questions about ecosystem materials.
2. Students feel afraid of getting a negative impression from others when expressing their opinions in public.
3. Less interesting learning (monotonous).
4. The think pair and share learning model has never been used in the classroom.

In order for the discussion in this study to be clear and measurable, it is necessary to limit the problem in this study is the influence of the think pair and share learning model on the ability to express students' opinions in the learning of the ecosystem of grade V students of SD Negeri 101771 Tembung, Percut Sei Tuan District, T.A 2021-2022.

How is the ability to express students' opinions by applying the think pair and share learning model to class V ecosystem learning?

- a. How is the ability to express students' opinions with conventional learning in class V ecosystem learning?
- b. What is the effect of students' ability to express opinions by applying the think pair and share learning model to class V ecosystem learning?

Based on the problems and objectives of the research above, the expected benefits of the results of this research are

For schools

- a. Improving school achievement and

productivity through learning can be seen from the increase in student learning outcomes and becoming a reference material for teacher improvement in teaching.

For Teachers

- b. Assist teachers in improving the ability to express students' opinions and increase knowledge or can be used as a guide for teachers on the use of the think pair and share learning model in learning.

For Students

- c. To improve students' ability to express opinions and learning outcomes in ecosystem learning in class V of 101771 Tembung State Elementary School, Percut Sei Tuan District,

For Research

This research is to deepen the author's knowledge and an effort to find out the virtues of the think pair and share model on students' opinion ability.

To complete the duties and qualify in achieving a bachelor's degree in education.

2. RESEARCH METHODS

The sample in this study is the VA class as a control class with 27 students and the VB class as an experimental class with 25 students at SDN 101771 Tembung, Percut Sei Tuan District. So the number of samples in this study is as many as 52 students using the sampling method. According to Sugiyono (2017:82), random sampling is the taking of sample members from a population that is carried out randomly without paying attention to the strata in the population.

3. RESULTS

After conducting research procedures such as validity tests, reliability tests, normality tests, homogeneity tests and hypothesis tests, the results of the research were obtained. Based on the results of this study, it is known that the influence of the think pair and share learning model on the ability to express students' opinions in the learning of the VA class ecosystem of SD Negeri 101771 Tembung, Percut Sei Tuan District without using the think pair and share learning model, the percentage of final grades shows that 4 students are in the enough

category with a percentage of 14.81% and 23 people are categorized as less with a percentage of 85.18%. No student is categorized as very good and good.

There are differences from classes that use the think pair and share learning model. This can be seen in the ability of students to express their opinions in the VB class of SD Negeri 101771 Tembung sub-district percut sei tuan. The percentage of final grades showed that 5 students were categorized as very good with a percentage of 20%, and 20 people were categorized as good with a percentage of 80%. No student is categorized as sufficient and lacking. This is because learning using the think pair and share learning model makes students more enthusiastic about learning in groups and students' ideas become broader when expressing opinions according to observation information.

4. DISCUSSION

Based on observations and interviews on January 5, 2022 conducted on grade V teachers at SDN 101771 Tembung, Percut Sei Tuan District, the score of class VA is 63, class VB is 68 and teachers state that there are some students who lack their opinions during learning so that their curiosity is very low, this can be seen when learning activities tend to be passive.

According to Novianawati (2015), the ability to express opinions can be honed or trained through how to speak in giving their opinions, how to behave before and after expressing their opinions, as well as the courage to give their own opinions.

According to Yuni, et al. (2013) revealed that through the strategy of changing thinking patterns in reducing students' anxiety in expressing opinions, it shows that there is a positive difference, namely a decrease in the level of anxiety in expressing opinions to students after being given treatment.

According to Usman (2015:37), think pair and share is one of the approaches to the group learning model that can encourage children to think about a problem, find answers based on the results of their own thinking, and share what they find with other friends.

According to Veronika, et al. (2020:1374) the benefits of Think Pair and Share can give students more time to think so that they can inadvertently hone students' critical and creative skills, and this think pair and share also provides students with the opportunity to solve problems in pairs and take responsibility for whether or not the members in the couple are able to solve problems. the score of the ability to express the opinions of students in the experimental class was twenty-seven students, the X1 score was 2144 and 85.7, the value of the ability to express the opinions of students in the control class was twenty-seven students, the X1 score was 1468 and the average score was 54.4

Basis for taking the validity test of value comparison r_{hitung} dengan r_{tabel} :

If the value r_{hitung} more than r_{tabel} then it is said to be valid.

If the value r_{hitung} less than r_{tabel} then it is said to be invalid.

How to find value r_{tabel} with $N=27$ Pada signifikansi 5% In the distribution of statistical table values, the table value of 0.381 was obtained. Looking at the significance value (Sig.) of the students of the experimental class with a total of 25 students and there are 7 assessments that must be achieved by students. 7 values were declared valid. If the value of the calculation is more than the table, it is said to be valid. The students of the control class with a total of 27 students and there are 7 assessments that must be achieved by students. There were 6 valid values of the calculation more than the table and 1 invalid value was significantly greater than the calculation.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .607 | 7 |

The Reliability Test of the control class students with a total of 27 students and there are 7 assessments that must be achieved by students with a Cronbach alpha score of 0.607, then the reliability test score in the control class is said to be reliable.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .768 | 7 |

Reliability Test Students in the experimental class with a total of 25 students and there are 7 assessments that must be achieved by students with a Cronbach alpha score of 0.768, then the reliability test score in the experimental class is said to be reliable.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Kontrol | ,219 | 27 | ,075 | ,828 | 27 | ,078 |
| Eksperimen | ,315 | 25 | ,135 | ,923 | 25 | ,153 |

Normality Test, Based on the table above for students in the control class with a total of 27 students, the sig value of 0.078 is more than 0.05, then the normality test score in the control class is said to be normal. Students in the experimental class with a total of 27 students with a sig score of 0.159 are more than 0.05, then the normality test in the experimental class is said to be normal.

| | | Levene | df1 | df2 | Sig. |
|-----------|-------------|-----------|-----|------|------|
| | | Statistic | | | |
| hasil | Based on | 1,228 | 1 | 52 | ,273 |
| observasi | Mean | | | | |
| | Based on | ,858 | 1 | 52 | ,359 |
| | Median | | | | |
| | Based on | ,856 | 1 | 48,9 | ,360 |
| | Median and | | | 46 | |
| | with | | | | |
| | adjusted df | | | | |
| | Based on | 1,175 | 1 | 52 | ,264 |
| | trimmed | | | | |
| | mean | | | | |

Homogeneity Test, Based on the table above, the sig value of the control class and experimental class students is 0.273, then the homogeneity test value is said to be homogeneous.

Hypothesis Test, Significant value

(2-tailed) $0.000 < \alpha 0.05$ then H_a is accepted and H_o is rejected. Then calculate $26.732 > \text{table } 1.674$ Then the conclusion of hypothesis testing is that H_a is accepted and H_o is rejected. The influence of think pair and share learning on students' ability to express opinions in the ecosystem learning of SD Negeri 101771 Tembung, Percut Sei Tuan District.

Therefore, it can be concluded that the think pair and share learning model has a significant influence on students' ability to express their opinions in the learning of the ecosystem in grade V of SD Negeri 101771 Tembung, Percut Sei Tuan District, T.A 2021-2022.

5. CONCLUSION

The effect of students' ability to express opinions by applying the think pair and share learning model in the learning ecosystem of class V of 101771 Tembung State Elementary School, Percut Sei Tuan District, thus it can be concluded that the significant value (2-tailed) is $0.000 < 0.05$, calculated $26.732 > 1.674$ Then H_a is accepted and H_o is rejected. There is an influence of think pair and share learning on students' ability to express opinions in the ecosystem learning of SD Negeri 101771 Tembung, Percut Sei Tuan District.

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