

ABSTRAK

PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *THINK PAIR SHARE* TERHADAP KEMAMPUAN MENGEKSPLANASI DAN MEREGLASI DIRI SISWA KELAS V SEKOLAH DASAR

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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya tingkat mutu pendidikan di Indonesia dalam penelitian PISA pada tahun 2012 dan 2015. Pelaksanaan pembelajaran masih menggunakan model pembelajaran konvensional. Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Think Pair Share* (TPS) terhadap kemampuan mengeksplanasi dan meregulasi diri pada siswa kelas V Sekolah Dasar.

Penelitian ini menggunakan penelitian *quasi experimental* tipe *pretest-posttest non-equivalent group desain*. Populasi penelitian ini adalah seluruh siswa kelas V salah satu Sekolah Dasar negeri di Yogyakarta sebanyak 59 siswa. Sampel penelitiannya terdiri dari 30 siswa kelas V A sebagai kelompok eksperimen dan 29 siswa kelas V B sebagai kelompok kontrol. *Treatment* yang diterapkan di kelompok eksperimen adalah model pembelajaran kooperatif tipe *Think Pair Share* (TPS). Ada empat langkah dalam pembelajaran kooperatif tipe TPS yaitu langkah 1 mencari solusi secara individu (*think*), langkah 2 bertukar pikiran kepada pasangan (*pair*), langkah 3 memecahkan masalah bersama, langkah 4 kelompok besar (*share I*), dan berbagi ide dengan kelas (*share II/ conclusion*).

Hasil penelitian menunjukkan bahwa (1) Model pembelajaran kooperatif tipe TPS berpengaruh terhadap kemampuan mengeksplanasi. Selisih skor yang dimiliki kelompok eksperimen ($M = 0,5787$, $SE = 0,12266$) lebih tinggi dari kelompok kontrol ($M = 0,2645$, $SE = 0,09712$). Perbedaan tersebut signifikan dengan $t(57) = -2,00$ dan $p = 0,05$ ($p > 0,05$). Besarnya pengaruh sebesar $r = 0,254$ atau setara dengan 6,4% yang termasuk dalam kategori efek kecil. 2) Model pembelajaran kooperatif tipe TPS tidak berpengaruh terhadap kemampuan meregulasi diri. Selisih skor yang dimiliki kelompok eksperimen ($M = 0,2557$, $SE = 0,10294$) lebih tinggi dari kelompok kontrol ($M = 0,0797$, $SE = 0,11916$). Meskipun demikian, perbedaan tersebut tidak signifikan dengan $t(57) = -1,115$ dan $p = 0,27$ ($p > 0,05$) Besarnya pengaruh sebesar $r = 0,146$ atau setara dengan 2,1% yang termasuk dalam kategori efek kecil.

Kata kunci: Model pembelajaran kooperatif tipe *Think Pair Share*, kemampuan mengeksplanasi, kemampuan meregulasi diri.

ABSTRACT

THE EFFECT OF THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TYPE THINK PAIR SHARE ON THE ABILITY TO EXPLAIN AND SELF REGULATE FOR THE FIFTH GRADE STUDENTS OF ELEMENTARY SCHOOL

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This research was based on a concern of the low quality of education in Indonesia according to PISA researches in 2013 and 2016. The learning process still uses conventional learning models. The research aimed at finding out the effect in the implementation of Think Pair Share (TPS) on the ability to explain and to do self regulation of grade V elementary school students.

The research was quasi experimental research with nonequivalent pretest-posttest non-equivalent group design. The subjects of this study were 59 grade V students of a public elementary school in Yogyakarta. The sample included 30 students of V A class as the experimental group and 29 students of V B class as the control group. The treatment for the experiment group was Think Pair Share model. There were four steps in cooperative learning using this type that included: (1) finding solutions individually (think), (2) exchanging the result with a pair (pair), (3) solving problems in small groups, (4) sharing the result with large groups (share I), and lastly sharing with the class (share II/conclusion).

The results of the study showed that (1) cooperative learning using TPS type affected students' ability to explain. There was a significant difference between the score from the experimental group ($M = 0,5787$, $SE = 0,12266$) as it was significantly higher compared to that from the control group ($M = 0,2645$, $SE = 0,09712$). Distinction showed by $t(57) = -2,00$ and p of $0,05$ ($p > 0,05$) means that H_{null} is rejected and H_i is accepted. There was significant difference between the score of the two groups. The effect showed by $r = 0,254$ equivalent to $6,4\%$ was categorized as having a small effect. (2) cooperative learning using TPS type did not affect the ability to self regulate. There was a difference between score from the experimental group ($M = 0,2557$, $SE = 0,10294$) which is higher than the control group ($M = 0,0797$, $SE = 0,11916$). However, the difference was insignificant. Distinction indicated by $t(57) = -1,115$ and p of $0,27$ ($p < 0,05$) means that H_{null} is accepted and H_i is rejected. There was no significant difference between the score of the two groups. The effect showed by $r = 0,146$ equivalent to $2,1\%$ was categorized as having small effect.

Keyword: Cooperative learning model type Think Pair Share, ability to explain, ability to self regulate.