THE EFFECTIVENESS OF COOPERATIVE LEARNING TYPE OF THINK PAIR SHARE FOR IMPROVING ELEMENTARY STUDENTS’ ACHIEVEMENT MOTIVATION

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Abstract

The aim of this study is to investigate the effectiveness of cooperative learning type of think pair share to improve achievement motivation of primary students. The research was conducted to determine whether or not there is a differences in the increase of achievement motivation among students who received cooperative learning model and those with direct instruction. Samples of this research were fifth grade primary students in Kerinci Kanan subdistrict, Siak regency, Riau province. This research is quasi experiment within nonequivalent control group design. Technique of collecting data are using questionnaire of achievement motivation consist of four options. Therefore, the data were analyzed by t-test. The results of data analyses showed that: there was significant difference of achievement motivation improvement of students who received model of cooperative learning and direct instruction. It was obtained that \( t = 2,77 \) with the degree of freedom is 22 and p-value (1-tailed) = 0,17 is greater than \( \alpha = 0,05 \).

Keywords: cooperative learning, think pair share, achievement motivation

INTRODUCTION

In the learning process, achievement motivation is absolutely necessary because it is the most important element in education process, that is when students strives to achieve success or choose an activity oriented for the purpose of success (Schmakel, 2008; Kulwinder 2011). Mc.Clelland (1987) defined achievement motivation as a constant impetus to improve a level of performance in achieving business success and succeed in competition with a measure of excellence. The measure of excellence can be either his own previous achievements or the achievements of others.

Achievement motivation of students can be observed from behavioral trends that appear in learning activities. Winkel (1996) mentioned several characteristics of students who have achievement motivation, they are: a) the tendency to solve challenging problems, b). The desire to work alone, finding a solution to the problem without expecting the help of others. c). Having strong determination to move forward and achieve a better level of success than has been achieved before. d). Orienting to the future, learning is seen as a bridge to the realization of ideals. e). Selecting of co-workers on the basis of his ability to solve problems, not based on sympathy or feelings of pleasure. f). Tenacity in learning despite facing obstacles.

Achievement motivation has an important role in case of strengthening learning and clarifying learning goals (Muhibin, 2008), meaningfulness and diligence of learning (Aji, 2013), as well as having a positive influence on achievement and is one of many important factors that determine the academic ability of students (Uno, 2011; Hasan & Khalid, 2012).

However, not all learners have strong achievement motivation in their learning process. (Mulyani, 2010). Some research results showed that learners still have low achievement motivation in learning activities caused by several internal and ekonternal factors such as physical and mental health condition (Supriyanti et al, 2013), family condition (Iswanti, 2015, Hastuti, 2016), relationship (Fakhiruddiana & Fatwati, 2014), the sense of humor of teachers.
(Hafzah, 2013), the student environment (Hofer, 2010, Apranadyanti, 2010), and the learning atmosphere that the students are able to learn from (Fauziatun 2013; Wahyuningsih 2015).

The low of achievement motivation of learners is also felt by elementary school teachers in Social Science lesson which is characterized by the symptoms of learners who are less active, less attention to the teacher, sleepy, and speak for themselves when the process of learning activities is underway (Fitrianingrum, 2014, Lutfiah, 2014; Nurvita, et al., 2015). This problems should be addressed immediately because IPS learning in primary school has a very important purpose. The purpose of IPS learning in elementary school is to enhance learners developing knowledge, thinking ability, attitude, and value of learners as individual and social and cultural and basic skill which is useful for him in everyday life (Depdiknas, 2006; Hasan, 2008; Sapriya, 2009; Maftuh, 2013). In addition, the purpose of IPS education is also to help learners develop their ability to make wise decisions as part of citizens in a democratic life in a world of interdependence so that they are able to solve individual problems and form public policies in a way to participate in social activities (NCSS, 1994; Sapriya, 2009).

To solve the problem of low motivation of achievement of learners is needed a creative educator. The role of schools is also needed in order to increase achievement motivation because the school is a place to form a character, talent, and interest that can be realized if there is a role of achievement motivation in it (Muchtar, 2005). Therefore, learning needs to empower all potential learners to master the expected competencies. The level of attainment of basic competencies is largely determined by the student's interest in the subject.

Therefore, it is important for educators to understand the characteristics of the material, learners and learning methodology so that they can increase the activity, creativity, and achievement motivation of learners (Prayitno, 2008). Teachers as facilitators have a very important role in learning, in this case the teacher should improve the quality of learning not merely aspects of methodological and technical, but must be studied in anticipation of the development of social skills skills and can build student motivation in learning (Mulyasa, 2008).

One of the important factors in quality learning to improve students' achievement motivation is the use of cooperative learning method, which is constructivist learning paradigm that is able to maximize the role of students in learning the subject matter to achieve the goal (Sagala, 2011; Komalasari, 2014). Cooperative learning is a learning strategy whereby students learn and work in small, collaborative groups whose members consist of 2 to 5 people, with their heterogeneous group structure (Huda, 2014; Komalasari, 2014).

Through cooperative learning, the role of teachers as centers and learning resources shifts to the role of teachers as managers of student activities in small groups. So the existence of teachers who tend to be monotonous will decrease and learners will be more trained to solve various problems, even problems that are considered difficult.

After conducting literature studies, the learning method that the researcher believes to be effective to improve student achievement motivation is by applying cooperative learning model of think pair share type. This due to the reasons that the think phare share learning strategy is introducing the idea of "wait or think" on learning interaction elements that become one of the powerful factors to improve students' response to the question (Huda (2014).

**RESEARCH OBJECTIVE**

This research is aimed to explore the effectiveness of cooperative learning model type of Think Pair Share to improve achievement motivation of elementary school students. This study is expected to obtain a scientific data about the effectiveness of a cooperative learning
model of cooperative learning type think pair and share in improving achievement motivation of elementary school students.

METHODOLOGY

This research is a quantitative research approach and the method used in this research is experimental method. This research uses nonequivalent control group design with two variables they are: cooperative learning type think pair share as independent variable (X) and achievement motivation of learners as dependent variable (Y).

Research begins by giving a preliminary test to both class groups. After that, the two class groups were given different treatment in the form of learning with conventional learning method for control class group, and learning by using Think Pair Share method for experiment class group. After both classes were treated differently, the classroom study ended with a posttest of both classes. Pretest and posttest used the same test device that is the measurement test of achievement motivation. For more details about the research design used, can be seen in the table below.

<table>
<thead>
<tr>
<th>Table 1. Research Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
</tr>
<tr>
<td>Group B</td>
</tr>
</tbody>
</table>

Explanation

X : Treatment uses experimental learning model
O₁ : Pretest on experimental group
O₂ : Posttest on experimental group
O₃ : Pretest on control group
O₄ : Posttest on control group

The research was held in SDN 02 Seminai, Kerinci Kanan sub-district, Siak Regency. The population of this research is the 5th grade students. The sample of this research is all 5th graders consisting of two classes containing 60 students. The samples were then grouped into two groups: the experimental group and the control group. Sampling research will be done by using purposive sampling technique.

Non-test techniques is used in this study. The research instrument used in this study used a measuring instrument of achievement motivation in the form of questionnaire with Likert scale of 4 choices that can be quantified both on pretest and posttest. Question items are positive and vice versa. Simply stated, each alternative response option and scores value are listed in the following table:

<table>
<thead>
<tr>
<th>Table 2. Response Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Favorable (+)</td>
</tr>
<tr>
<td>UnFavorable (−)</td>
</tr>
</tbody>
</table>

Data analysis in the study is using t test to test the research hypothesis with α= 0.05. Hypothesis testing is done by entering the n-gain data for normality. If the test result is normally distributed then it is continued with homogeneity test. If the test results show homogeneous data then continued with t-test or independent sample test. Meanwhile, if the
normality test results state that the data is not normally distributed then the next step is to use nonparametric mann-whitney test.

DISCUSSION
This study aims to test the effectiveness of the cooperative learning model toward the achievement motivation of fifth grade students of elementary school. Hypothesis of this research as follows:

H_{0}: There is no significant differences of students achievement motivation between experiential and control groups.

H_{1}: There is no significant differences of students achievement motivation between experiential and control groups.

Hypothesis testing is done based on the acquisition of n-gain. The gain value obtained in this study is 0.55 and it is in the medium category. Then, the researchers tested normality against n-gain. The result of n-gain normality test can be seen in table 1 below:

**Table 3. N-gain Tests of Normality**

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Shapiro-Wilk Statistic</th>
<th>Df</th>
<th>Sig.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>eksp</td>
<td>.901</td>
<td>28</td>
<td>.067</td>
<td>H_{0} accepted</td>
</tr>
<tr>
<td>kontrol</td>
<td>.586</td>
<td>28</td>
<td>.056</td>
<td>H_{0} accepted</td>
</tr>
</tbody>
</table>

Based on table 1 it can be seen that the n-gain normality test obtained a result of 0.067 for the experimental class and 0.056 for the control class. The scores are smaller than 0.05 so the data is normally distributed. Because the data is normally distributed, the next step is using independent t test. This test is to know wether or not there is a difference of effectiveness toward students' achievement motivation. The result could be claimed significant if t value is higher than t table in the significance of 0.05 % and the value of sig (1-tailed) is smaller than 0.05 %. The independent t test result is as follows:

**Table 4. Independent t test**

<table>
<thead>
<tr>
<th>Data</th>
<th>Average score</th>
<th>t value</th>
<th>t table</th>
<th>Sig (1 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>1.94</td>
<td>2.777</td>
<td>2.0003</td>
<td>0.17</td>
</tr>
<tr>
<td>control</td>
<td>0.67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of t test is obtained that t value of 2.777 and the value of sig. 0.017, whereas t table value with db = 60 at significance level of 0.05 is 2.0003. Because the value t value of 2.777 is greater than t table 2.0003 and the sig value. 0.017 is smaller than 0.05, so it can be stated that the model of coopertaive learning type of think pair share is significantly more effective than the lecture of direct instruction in increasing students achievement motivation of elementary school.

SUGGESTION
This research investigates the effectiveness of cooperative learning type of think pair share in increasing the elementary school students achievement motivation. The results shows that this type of coopertaive learning is significantly increase the students' achievement motitvation. Further researches are recomend to study another aspect of studying need such as students’ social skills.
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