PENINGKATAN HASIL BELAJAR SISWA DALAM PEMBELAJARAN PKN DENGAN MODEL KOPERATIF TIPE TPS DI KELAS IV

Resca Corrina Sarie¹ Kukuh Vandriani² dan Farida Mayar³
Pendidikan Dasar FIP Universitas Negeri Padang¹²³
E-mail: rescacsarie@gmail.com¹, kukuhaveandriani30@gmail.com², mayarfarida@gmail.com³

Abstrak
Penelitian ini dilatarbelakangi oleh pembelajaran PKN yang kurang bervariasi metode dan model pembelajaran PKN yang digunakan, kurang menggali pengetahuan siswa yang mengajukan pertanyaan yang terkait dengan materi pembelajaran yang diajarkan, belum membentuk kelompok belajar secara berpasangan, belum menciptakan diskusi kelompok. Tujuan penelitian ini adalah mendeskripsikan perencanaan, pelaksanaan dan hasil belajar siswa dalam pembelajaran PKN dengan model kooperatif tipe TPS. Jenis penelitian ini adalah Penelitian Tindakan Kelas pendekatan yang digunakan adalah kualitatif dan kuantitatif. Subjek dalam penelitian adalah guru dan siswa kelas IV. Hasil penelitian menunjukkan peningkatan hasil belajar siswa yaitu siklus I adalah 67% dan pada siklus II 90%.

Keywords : Hasil belajar, Koperatif tipe TPS

Abstract
This research is motivated by Civics learning which is less varied. Civics learning methods and models are used, lacking in exploring the knowledge of students who ask questions related to the learning material being taught, have not formed study groups in pairs, have not created group discussions. The purpose of this study was to describe the planning, implementation and learning outcomes of students in Civics learning with cooperative type TPS models. This type of research is Classroom Action Research, the approach used is qualitative and quantitative. Subjects in the study were teachers and fourth grade students. The results showed an increase in student learning outcomes, namely the first cycle was 67% and in the second cycle 90%.

Keywords: TPS Type Cooperative Model

Corresponding author :
Address : Padang, Sumatera Barat
Email : rescacsarie@gmail.com
Phone : 0812765561773

@ Jurnal Basicedu Prodi PGSD FIP UPTT 2019

ISSN 2580-3735 (Media Cetak)
ISSN 2580-1147 (Media Online)
PRELIMINARY

Citizenship education (PKn) is one of the subjects used as a vehicle to develop and preserve noble values and morals rooted in Indonesian national culture. This is in accordance with what was explained by Aziz, et al (2002: 1.1) mentioning "Pancasila education and citizenship or Civics can be interpreted as educational programs that are contradictory and focus on concepts, values, morals, norms and behaviors according to the Pancasila and the 1945 Constitution and rights and obligations including defending the country ".

Civics have goals in elementary schools to form good character or characteristics of citizens and are expected to prepare students to become citizens who have a strong and consistent commitment to defend the Unitary State of the Republic of Indonesia.

Based on observations conducted by the researcher in grade IV of SDN 20 Indarung, Padang City on October 16, 2018 at 2.00 WIB in class IV, there were problems from the aspects of the teacher in PKndiantaranya, namely: ) The teacher does not explore the knowledge of students by asking questions related to the subject matter to be taught, (3) The teacher has not formed a study group in pairs, (4) The teacher has not created group discussions, so students have not shared knowledge among them in understanding the material.

The problems above have an impact on students, including: (1) Students are more silent and listen to the material presented, (2) Students appear to study on their own without meaningful interaction with other friends, (3) The lack of collaboration student one with other students about learning that is being studied.

From the problems that have been raised, to be able to improve student learning outcomes in learning To be able to improve student learning outcomes in PKn learning the teacher can use learning models that are in accordance with the material taught, one of the learning models suitable for Civics learning is cooperative learning models. The cooperative learning model tells Slavin (in, Nurasma 2008: 2) "in cooperative learning students learn together, connect to each other's thoughts and are responsible for achieving learning outcomes individually or in groups". In addition, cooperative learning can also eliminate prejudice against peers, cause student motivation and are not competitive.

Furthermore, one type of cooperative learning is the type of polling station, developed by Frank Lyman, et al of the University of Maryland in 1985 (in Miftahul 2011: 81), "This learning model is one of the affective ways to vary the atmosphere of the pattern of paired discussions followed by plenary discussions that give students the opportunity to work alone and cooperate with others ".

Furthermore, one type of cooperative learning is the type of polling station, developed by Frank Lyman, et al of the University of Maryland in 1985 (in Miftahul 2011: 81), "This learning model is one of the affective ways to vary the atmosphere of the pattern of paired discussions followed by plenary discussions that give students the opportunity to work alone and cooperate with others ".

METHODOLOGY

The type of research carried out is Classroom Action Research (CAR). PTK is research conducted by people involved in it, and aims to make improvements in various aspects. As explained by Hamzah (2011: 40) "Classroom Action Research is research conducted by teachers in their own class through self reflection, with the aim of improving their performance as teachers, so that the learning process can run well, and student learning outcomes increase" The approach used in
this research is qualitative and quantitative approaches. Qualitative approaches are used because the research method aims to gain an understanding of reality through an inductive thinking process. As stated by Bogdan (in Basrowi, 2008: 21) states that "Qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing and behavior of the people observed". Meanwhile, the quantitative approach according to Nanang (2011: 20) "The quantitative approach to research is done by collecting data in the form of numbers. The research was carried out in the fourth grade of SD Negeri 20 Indarung, Padang City, which was registered in the 2018/2019 school year with a total of 18 students consisting of 14 students, women and 4 men (Data from SDN 20 Indarung registered in the second semester of the 2018/2019 school year) .This research was conducted for 6 (six) months in the January-June semester of 2018/2019. Data sources used in the study this is the process of learning social studies using cooperative type TPS learning models in class IV students consisting of planning, implementation, and learning outcomes.

The research data was collected using observations and test results. In this study, the instruments used were in the form of RPP observation sheets, observation sheets from teacher aspects and student aspects and test results. Data that has been collected is analyzed by stages: (1) Examining the collected data through observation, documentation, (2) Presenting data (3) Concluding the results of this action research is the final conclusion of the study.

RESEARCH RESULT
Cycle I
Planning
Learning planning is compiled and developed based on the Education Unit Level Curriculum (KTSP) in class II Civics class IV semester II. Arrange the RPP which includes: competency standards, basic competencies, indicators, setting learning materials, compiling learning activities, establishing media, learning resources and assessment. The competency standards in this study are 3. Showing attitudes towards globalization in their environment. KD 4.1 Mentioning a simple example of the influence of globalization in their environment. The media used are images of internet cafes, telephones, clothes.

Assessment of lesson plans is carried out through RPP assessment sheets with assessment aspects consisting of: (a) clarity of formulation of learning objectives, (b) selection of teaching materials, (c) organizing teaching materials, (d) selection of learning resources / media, (e) Clarity learning process, (f) learning techniques, (g) Assessment format.

Implementation
The implementation in the first cycle of this study was adjusted to the steps developed According to Trianto (2012: 81-82) (1) teacher thinking posed a question or problem associated with the lesson, and asked students to use a few minutes to think own answers or problems, students need an explanation that speaking or teaching is not part of thinking, (2) pairing (pairing) then the teacher asks students to pair up and discuss what they have obtained, interactions during the time provided can unite the answers if a question is asked or bringing together ideas if a specific problem is identified, the teacher normally gives the member no more than 4-5 minutes to pair up, (3) sharing (sharing) the final step, the teacher asks pairs to share with the whole class they have talked about , this is effective for walking around the room from couple to partner and continuing until around some couples get the opportunity to report.
Observation

Observation activities are carried out by observers to observe the teacher’s activities and student activities during the learning process. Based on the results of observations of the first cycle of meeting I the percentage of teacher activity is 85% and the percentage of student activities is 85%.

Reflection

Based on the results of the discussion with the observers at the reflection stage, the shortcomings that occur in the aspects of the teacher and students in the first cycle are the lack of reverence of students about the objects that are favored in making the writing framework and writing descriptions. The fastest in completing his writing will be a class star and allowed to read his writing in front of the class so that the student’s writing is not clean and neat, and students pay less attention to spelling, capital letters, and correct punctuation. Based on the reflection made, then in the next cycle the researcher will change the topic to be the object that students like because the object that is preferred is more flexible than the object that is favored, as well as increasing the reference of students in writing by increasing the variety of media, such as media images, and writing media examples of descriptions using spelling, punctuation capital letters, with clean and neat paragraph arrangements. With this reflection it is expected that the implementation of writing descriptions using the constructivism approach can be done well, so that students experience an increase in their writing skills.

Cycle I

Planning

To correct the deficiencies that exist in the first cycle, corrective actions are taken in the second cycle. The integrated thematic learning action planning is guided by the 2006 curriculum (KTSP) manifested in the form of RPP. The RPP contains (1) identity, (2) core competencies, (3) basic competencies and indicators, (4) learning objectives, (5) learning material (6) models, learning approaches and methods, (7) media and sources of learning, (8) steps in learning activities and (9) Learning outcomes assessment.

Implementation

The implementation in the second cycle of this research was adjusted to the steps developed according to Trianto (2012: 81-82) (1) thinking (thinking) the teacher posed a question or problem associated with the lesson, and asked students to use a few minutes to think own answers or problems, students need an explanation that speaking or teaching is not part of thinking, (2) pairing (pairing) then the teacher asks students to pair up and discuss what they have obtained, interactions during the time provided can unite the answers if a question is asked or bringing together ideas if a specific problem is identified, the teacher normally gives the member no more than 4-5 minutes to pair up, (3) sharing (sharing) the final step, the teacher asks pairs to share with the whole class they have talked about, this is effective for walking around the room from couple to partner and continuing until around some couples get the opportunity to report.
was 67% and the percentage average score of student activity was 67%.

Reflection

Based on the results of observations and the results of the tests conducted, it can be concluded that the learning outcomes have not reached the expected success category and the completeness criteria set. Thus the increase in PKn learning outcomes will be continued by the researcher in the second cycle better according to the design of learning implementation with the problem-based learning model prepared.

Cycle II

The results of the research in the second cycle consisted of the process of implementing the Cooperative type TPS learning model and student activities during the learning process took place in accordance with the components available in the observation sheet and the results of student learning tests conducted at the meeting. The study was conducted in 2 x meetings, namely on Friday, April 1, 2019 and Friday, April 8, 2019.

Planning

Learning planning is compiled and developed based on the Education Unit Level Curriculum (KTSP) in class II Civics class IV semester II. Arrange the RPP which includes: competency standards, basic competencies, indicators, setting learning materials, compiling learning activities, establishing media, learning resources and assessment. The competency standards in this study are 3. Showing attitudes towards globalization in their environment. KD 4.1 Mentioning a simple example of the influence of globalization in their environment. With a cooperative model of TPS type.

Assessment of lesson plans is carried out through RPP assessment sheets with assessment aspects consisting of: (a) clarity of formulation of learning objectives, (b) selection of teaching materials, (c) organizing teaching material, (d) selection of learning resources / media, (e) Clarity learning process, (f) learning techniques, (g) Assessment format.

Implementation

The implementation in the second cycle of this research was adjusted to the steps developed According to Trianto (2012: 81-82) (1) thinking (thinking) the teacher posed a question or problem associated with the lesson, and asked students to use a few minutes to think own answers or problems, students need an explanation that speaking or teaching is not part of thinking, (2) pairing (pairing) then the teacher asks students to pair up and discuss what they have obtained, interactions during the time provided can unite the answers if a question is asked or bringing together ideas if a specific problem is identified, the teacher normally gives the member no more than 4-5 minutes to pair up, (3) sharing (sharing) the final step, the teacher asks pairs to share with the whole class they have talked about, this is effective for walking around the room from couple to partner and continuing until around some couples get the opportunity to report.

To make observations on student learning outcomes, carried out through an assessment of two domains, namely cognitive, affective assessment.

Observation

Observation activities are carried out by observers to observe the teacher's activities and student activities during the learning process. In the second cycle the study was conducted in 2 x meetings. Based on observations made by observers on the implementation of learning in the second cycle of the first meeting, the percentage of teacher activity was 77% in the second cycle of the second meeting 90% and the percentage of student
activities in the second cycle of meeting I was 77% and the second cycle of meeting II was 90%.

Reflection

Based on the results of observations and the results of the tests conducted, it can be concluded that the learning outcomes have reached the expected success category and the completeness criteria set. Thus the increase in social studies learning outcomes with the cooperative type TPS learning model has been successful.

DISCUSSION

Cycle I

The results achieved in the first cycle both from the implementation and activities of teachers and students and the results of the tests have not been as optimal as expected, there are still many students who do not understand it well so there are still some students who have not yet finished. Researchers want students to be more active and interested, ask questions more, and can answer teacher questions well. In planning the teacher must be able to design the lesson plan by paying attention to the activities to be achieved and implement them well so that the learning goals that are expected beforehand are achieved. So, in this plan it contains a series of activities that must be carried out well in order to achieve the expected learning objectives.

The implementation of classroom action research on Civics learning refers to the Cooperative TPS learning model put forward by Trianto (2012: 81-82) "1) thinking, 2) pairing (combining), 3) shering (sharing)."

Judging from the learning outcomes obtained by students both cognitive, affective, the value obtained by students is still under the desired mastery of learning. From the analysis of the first cycle of research, learning outcomes obtained by students with an average score of 73.1 While the learning completeness is 75%. Thus it can be concluded that Civics learning by using the Cooperative learning model of the TPS type in this first cycle has not been successful. Based on the exposure to data from observations in the first cycle, it is planned to make improvements to learning in cycle II.

Cycle II

Planning in cycle II achieved success very well. The research in the second cycle was carried out according to the stages of Cooperative Learning of the TPS type proposed by Trianto (2012: 81-82) "1) thinking, 2) pairing (combining), 3) shering (sharing)."

In general, in the second cycle, learning has taken place as expected. This indicates that PKn learning with Cooperative type TPS learning model conducted is already effective, because many students are able to think actively, creatively and innovatively in learning so that the learning objectives and competencies expected can be achieved.

Civics learning using TPS type cooperative learning in cycle II has been going well, this can be proved by the value obtained by students has increased, namely the second cycle of meeting I with an average of 81.8. Second cycle of the second meeting with an average of 92.7% This is evidenced by the increase in student learning outcomes compared to the first cycle.

Through this PTK the researcher succeeded in proving that the use of TPS type cooperative learning in Civics learning can improve student learning outcomes, can develop the ability to think critically, responsively and innovatively. Thus, the application of the TPS cooperative learning model in learning can make students active, interested and motivated in their groups to learn.
CONCLUSION AND SUGGESTIONS

Conclusion

The conclusions that can be drawn from this study are as follows:

1. Plans for implementing learning to improve student learning outcomes by using cooperative learning model type TPS on PKn learning is done well, starting from Think activities. Pair (pair) and Share (share). In accordance with the learning steps of the TPS type cooperative model. this can be seen from the first cycle of meeting I a success rate of 64% (enough) and at the second meeting the success rate was 67% (enough), and in the second cycle it increased with the success rate at the first meeting 75% (good) and the second meeting 89% (very good). It can be seen that the results of RPP observations have increased from cycle I to cycle II.

2. The implementation of learning with cooperative type TPS models, carried out in accordance with the TPS learning design framework, namely: Think (thinking) where students are asked to think about the topic of the material or the problem presented by the teacher individually. In the Pair stage (in pairs) students pair up to discuss what has been thought. In the Share (sharing) stage students and their partners share ideas with the whole class about what they have discussed. Students are able to appear in front of the class in turn pair by pair to discuss what they have discussed. The learning process with the cooperative type TPS model, has succeeded in increasing the activity of students in learning, and aspects of students in the first cycle is 67% with sufficient qualifications, while in the second cycle is 90% with very good qualifications.

Student learning outcomes with cooperative type TPS models in PKn learning in Class IV SDN 20 Indarung, Padang City, can improve student learning outcomes. This can be seen from the recapitulation of the assessment of student learning outcomes in cycle II is higher when compared with the recapitulation of student learning outcomes in the first cycle, which is 73% increased to 87.2% or increased by around 14.2%. And it can also be seen in the completeness of student learning outcomes in cycle II is higher when compared to the percentage of completeness of student learning outcomes in cycle I. The percentage of completeness in the first cycle is 38.8% with less qualifications while in cycle II 94.4% with very qualified well. It can be seen that learning outcomes and the percentage of student learning completeness have increased from cycle I to cycle II.

Suggestion

With regard to the results of the study, the researcher presented several suggestions that could provide input to be able to improve student learning outcomes, as for suggestions that the researchers put forward namely:

1. Planning learning should the teacher have to prepare sources that are in accordance with the material for approximately 4 books so that the teacher can plan learning well. The teacher must also pay attention to the practice questions given to fit the learning objectives, so that the learning process runs optimally.

2. The implementation of learning by using cooperative type TPS models, teachers should be able to master classroom management so that the classroom atmosphere is more pleasant.

   Learning outcomes should pay attention to the assessment of cognitive, affective aspects. This is because in assessing students must be in accordance with the material provided during learning.
Peningkatan hasil belajar siswa dalam pembelajaran PKn dengan model kooperatif tipe TPS di kelas IV SD—Resca Corrina Sarie Kukuh Vandrian, Farida Mayar

REFERENCES
Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan*: Depdiknas