

## **Application of *Think Pair Share (TPS)* Cooperative Learning Model Assisted by Ludo Media in History Learning Class XI Social Science at Senior High School**

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### **ABSTRACT**

This study aims to determine how the application of the TPS learning model assisted by ludo media history learning, the obstacles faced by teachers and the responses of class XI IPS 1 student at SMA Negeri 6 Banda Aceh in applying the TPS learning model assisted by ludo media in history learning. This study uses a qualitative approach with descriptive research type, while the technique used was a purposive sampling technique. The data collection in this study was carried out by interview, observations, questionnaires and documentation. Based on the results of the study, it is known that (1) The application of the TPS learning model assisted by ludo media in history learning for Class XI IPS 1 SMA Negeri 6 Banda Aceh is included in good criteria. (2) Obstacles faced by teachers in applying the TPS learning model assisted by ludo media in history learning, namely from the aspect of time, student and the Covid-19 national disaster. (3) Student responses to the TPS learning model assisted by ludo media were enthusiastic and enthusiastic even though they had never experienced it before. Learn to use the TPS learning model assisted by ludo media. There are also some who have difficulty in understanding the learning material. It is proven by the percentage of student responses on the questionnaire sheet which shows an average value of 76,5% which is in good criteria.

**Keywords:** Learning Model Think Pair Share (TPS), Ludo Media, History Learning

### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan model pembelajaran TPS berbantuan media ludo pada pembelajaran sejarah, kendala-kendala yang dihadapi oleh guru dan respon siswa kelas XI IPS 1 SMA Negeri 6 Banda Aceh dalam menerapkan model pembelajaran TPS berbantuan media ludo pada pembelajaran sejarah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif, sedangkan teknik yang digunakan adalah teknik *sampling purposive*. Pengumpulan data dalam penelitian ini dilakukan dengan wawancara, observasi, angket dan dokumentasi. Berdasarkan hasil penelitian diketahui bahwa (1) Penerapan model pembelajaran TPS berbantuan media ludo pada pembelajaran sejarah Kelas XI IPS 1 SMA Negeri 6 Banda Aceh termasuk kedalam kriteria baik. (2) Kendala yang dihadapi guru dalam menerapkan model pembelajaran TPS berbantuan media ludo pada pembelajaran sejarah yaitu dari aspek waktu, siswa dan bencana nasional Covid-19. (3) Respon siswa terhadap model pembelajaran TPS berbantuan media ludo adalah antusias dan semangat meskipun belum pernah belajar menggunakan model pembelajaran TPS berbantuan media ludo. Ada juga beberapa yang mengalami kesulitan dalam memahami materi pembelajaran. Dibuktikan dengan persentase respon siswa pada lembar angket yang menunjukkan nilai rata-rata sebesar 76,5% berada pada kriteria baik.

**Kata kunci:** Model Pembelajaran *Think Pair Share* (TPS), Media Ludo, Pembelajaran Sejarah

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## PENDAHULUAN

School is a place for teachers to educate and provide learning to students as a preparation for students at the next level of education. Learning models and media are one of the most important factors in a fun teaching and learning process. The selection of inappropriate models and media makes students more concerned with their individualistic sense, so that models and learning like this will make students more selfish, difficult to socialize and tend to be inactive in the learning process. When students become inactive, learning will be more focused on the teacher.

the learning process in Indonesia still adheres to the conventional learning model, namely the teacher-centered learning process and during that time the ability of students to be active in the learning process and independent learning will not appear. Conventional learning assumes that the teacher is the only source of learning that is considered all-knowing. It is proven that when learning begins, many students talk to themselves and it is very clear that students feel bored with the type of learning carried out by the Social Sciences (Social Science) subject teacher. This will also affect student learning activities (Yunita, Husaini, & Ajeng, 2020:8) .

According to Parker, cooperative small groups are a learning atmosphere in which students communicate with each other in groups to do academic tasks in order to achieve common goals (Huda, 2017:29) . Learning media is a tool used by teachers in delivering learning materials (Sumiharsono, 2017:1) . Effective learning is learning that succeeds in achieving the direction of student learning as has been applied by the teacher. The effective learning model includes 4 main things, namely 1) learning quality, 2) learning level, 3) rewards, 4) time (Setyosari, 2014:20) .

Based on the results of interviews conducted at SMA Negeri 6 Banda Aceh,

the history teacher explained that the methods and learning models used when learning took place were lectures, *talking sticks* , and also discussions. The media used are books and *infocus* . The models and media used are less innovative, students are passive when learning history so that learning is one-way and the hours of history lessons are at noon. So it is necessary to develop a learning model so that learning becomes effective.

One of the learning models that are considered capable of overcoming the above problems is by applying the TPS learning model assisted by Ludo media. The TPS learning model is a learning model for thinking, pairing, and sharing the results of the discussion, the TPS learning model is a type of cooperative learning designed to influence student interaction patterns. TPS is also an effective way to create a variety of atmosphere in class discussion patterns that make students think together with their group friends to solve problems given by the teacher (Istarani, 2014: 213) . In this TPS learning model also assisted with Ludo media, Ludo media is a flexible media and also easy to play, even not infrequently all ages can also play Ludo games, Ludo games are also very fun when played and combined into learning materials, so that students can play and learn at the same time. Therefore, researchers are very interested in conducting a research entitled "Application of the *Think Pair Share* (TPS) Cooperative Learning Model Assisted by Ludo Media in History Learning for Class XI IPS SMA Negeri 6 Banda Aceh".

## Literature Review

Learning is an attempt to influence students so that learning changes occur. Learning is a system consisting of various components that are mutually sustainable with one another, the various components include: objectives, materials, methods, and also evaluation of learning. The four learning components must be considered by

the teacher in carrying out learning activities (Rusman, 2017:2) .

Cooperative learning model ( *cooperative learning* ) is a learning model whose learning method requires students to learn and also work together in small collaborative groups in which there are 4-5 members with a heterogeneous group structure, the meaning of heterogeneous is the background from different students, be it academically, gender differences, racial differences and maybe even differences between their ethnicities (Nurdyansyah & Eni, 2016: 53) .

TPS learning begins with *thinking* , namely with the teacher asking questions or issues related to the lesson which students then think about. The teacher gives them the opportunity to think about the answers to these questions. *Pairing* , at this stage the teacher asks students to pair up. Give the pair the opportunity to discuss. The hope of this discussion is that it can increase the mastery of the meaning of the answers that have been thought through intersubjectively with their partners. The results of intersubjective discussions in each pair, the results are discussed with the whole class. At this stage, it is known as *sharing*. In this activity, it is hoped that there will be questions and answers that encourage the construction of knowledge in an integrative way. Students can find the structure of the knowledge they have learned (Suprijono, 2012: 91) .

There are several opinions regarding the steps of the TP S TPS learning model, including the following:

Table 1

| Teacher Activities                                                                                 |
|----------------------------------------------------------------------------------------------------|
| The teacher makes a presentation and then asks questions                                           |
| The teacher guides a small plenary discussion, each group presents the results of their discussion |
| The teacher provides reinforcement about what principles should be                                 |

discussed, adding knowledge or concepts that escape the attention of students when discussing with their partners

#### Student Activities

Students sit in pairs and students are given the opportunity to think independently

Students then share ( *share* ) exchange ideas with their partners to answer the teacher's questions

Conclusion and reflection

(Warsono & Hariyanto, 2016:203)

Ludo game media is media that has been modified and adapted to learning needs. Ludo media is modified to increase students' understanding and concepts in history subjects by collaborating a little monopoly game, namely by using question cards that must be answered by students and several bonus cards whose contents are similar to general fund cards or opportunities in monopoly games (Dewi & Wawan, 2019 :280) .

The advantages of the TPS learning model include the following:

1. Can improve student understanding, students can better respond to problems given by thinking about solutions, can increase students' imagination and also students can analyze an existing problem.
2. Can improve cooperation between students with one another.
3. Can improve students' ability to accept the opinions of other students.
4. Improve students' ability to think as the application of their knowledge.
5. Teachers are more likely to add children's knowledge when the discussion is over (Istarani, 2014: 221) .

The shortcomings of the TPS learning model include the following:

1. It is difficult to find problems that match the level of students' thinking.
2. Materials related to discussing existing problems were not prepared properly by teachers and students.
3. Less accustomed to starting learning with a real or real problem.
4. Students' experience in solving problems is relatively limited (Istarani, 2014:223) .

The steps in the TPS learning model assisted by Ludo media are as follows:

#### 1. introduction

Table 2

| Teacher activity                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The teacher opens the class by greeting and checking the attendance of students                                                                                                                                                        |
| The teacher relates the learning activity material to the experiences of students and also the latest information related to the learning activity material and conveys the motivation for what was achieved in studying the material. |
| The teacher explains about the material on that day and gives students the opportunity to ask questions about the material                                                                                                             |
| Student activities                                                                                                                                                                                                                     |
| All students are ready to start learning                                                                                                                                                                                               |
| Students pay attention and listen related to the learning activity material                                                                                                                                                            |
| Students pay attention and listen to the teacher's explanation and ask things that are not understood related to the learning material                                                                                                 |

#### 2. Core

Table 3

| Teacher activity                                                                                     |
|------------------------------------------------------------------------------------------------------|
| The teacher divides the students into 4 groups and appoints one person as a note taker in each group |
| game : On the ludo board there is a black circle, if the dice child steps on the                     |

black circle then the student must answer the questions that have been provided by the teacher, which is a question paper. The minutes of the group that stepped on the circle wrote down the questions and answers that the students had discussed. If you can't answer the question, then you have to take 2 steps back

The teacher becomes the referee in the course of the game

#### Student activities

Students sit in groups that have been distributed by the teacher

Students listen to the direction of the teacher

Students play the ludo game according to the directions the teacher has conveyed

#### 3. Closing

Table 4

| Teacher activity                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------|
| The teacher and students conclude the learning outcomes that have been learned , then they are given an opportunity to explain. |
| The teacher gives assignments to students.                                                                                      |
| The teacher delivers the material at the next meeting                                                                           |
| The teacher closes the lesson by greeting/praying                                                                               |
| Student activities                                                                                                              |
| Students and teachers conclude the learning outcomes that have been studied and ask questions that are not understood           |
| Students do the assignments given by the teacher                                                                                |
| Students listen and take notes on the material to be studied at the next meeting.                                               |
| Students answer the teacher's greetings/pray                                                                                    |

Based on the explanation above, it can be concluded that TPS is a model that

requires students to think with their group of friends and then explain the results of their ideas.

## RESEARCH METHODS

In this study, the approach used is a qualitative approach. The qualitative approach is also referred to as the artistic method, because in this qualitative approach the research process is more artistic (less patterned), and is also referred to as an interpretive method, namely because the results of the research are more related to the interpretation of the data obtained in the field (Sugiyono, 2017:13). - 14) . The type of research used is a descriptive type of research, namely analyzing data by describing or describing the data that has been collected as it is with no intention of drawing conclusions that apply to the public or generalizations (Sugiyono, 2017:207-208) .

This research uses a purposive *sampling* technique, namely a sampling technique for data sources with certain considerations (Sugiyono, 2017:124) . In this study, the subjects of this study were students of class XI IPS I at SMA Negeri 6 Banda Aceh with a total of 12 students .

### Data analysis technique

The data analysis technique used is an interactive analysis model, namely the data elements and data presentation are carried out simultaneously with the data collection process. The steps taken include *data reduction* (data reduction), *data display* (data presentation) and *concluding drawing* /verification (Sugiyono, 2017:338-345) :

#### a. Data reduction

Reducing data means summarizing, choosing the main things, and focusing on the important things, then looking for themes and patterns. The data that has been reduced will then provide a clearer picture, and make it easier for researchers to collect further data, and look for it when needed.

#### b. Data display (data presentation)

The next step after the data is reduced is to display the data. Through the presentation of the data, the data is organized, arranged in a relationship pattern, so that it is easy to understand.

#### c. Conclusive drawing /verification

Qualitative data analysis is a process of drawing conclusions and verification. The conclusions raised at an early stage, supported by valid and consistent evidence when returning to the field to collect data, then the conclusions put forward are credible conclusions.

Research data on the evaluation of LKPD scores, observations and student questionnaires were analyzed using the percentage formula of Haryadi in (Rukajat, 2018:18) as follows:

$$P = \frac{f}{n} \times 100\%$$

Description :

$P$  : Percentage figures

$f$  : Frequency

$n$  : Number of frequencies

The results of the calculation of the above formula for all students in the teaching and learning process in the class will get a percentage value that can be transformed in determining the percentage scale benchmark. The criteria are as follows:

Table 7  
Criteria

| Percentage | Criteria   |
|------------|------------|
| 86 – 100%  | Very good  |
| 76 – 85%   | Good       |
| 60 – 75%   | Enough     |
| 55 – 59%   | Not enough |
| 54%        | Less once  |

Source: (Purwanto, 2004:103)

## RESULTS AND DISCUSSION

## Discussion

This research was conducted in one face-to-face meeting. The learning process includes several stages, namely:

### a. Planning

The researcher prepares everything needed when the application of the TPS model assisted by Ludo media in history learning takes place, namely : prepare lesson plans, prepare ludo media along with question cards , teacher and student observation sheets , list of interview questions and student response questionnaires.

### b. Implementation

The implementation stage is the application of learning starting from the introduction, core activities, and closing, all stages of implementation are observed by researchers and 2 observers related to activities carried out by teachers and students.

### c. Evaluation

Evaluation is carried out from the start of learning to the end of learning. The evaluation is carried out by observing the activities of teachers and students as well as the LKPD that students have done. The scores obtained by students after working on the LKPD can be seen in table 8:

Table 8  
Student LKPD Score

| No | Name | KK<br>M | LKPD<br>Value | Note:    |
|----|------|---------|---------------|----------|
| 1  | AM   | 75      | 80            | complete |
| 2  | AR   | 75      | 80            | complete |
| 3  | ice  | 75      | 80            | complete |

| No     | Name | KK<br>M | LKPD<br>Value | Note:        |
|--------|------|---------|---------------|--------------|
| 4      | MF   | 75      | 60            | complete     |
| 5      | MG   | 75      | 80            | complete     |
| 6      | Mr.  | 75      | 80            | complete     |
| 7      | MZ   | 75      | 80            | complete     |
| 8      | TR   | 75      | 80            | Complete     |
| 9      | TW   | 75      | 80            | Complete     |
| 10     | AB   | 75      | 60            | Not Complete |
| 11     | DH   | 75      | 60            | Not Complete |
| 12     | ZK   | 75      | 60            | Not Complete |
| Amount |      |         | 900           | 9            |

Source: Processed data (2021)

## Application of Ludo Media Assisted TPS Learning Model

The application of the TPS learning model assisted by Ludo media is carried out in three stages, namely planning, implementation and evaluation. The planning stage carried out by the researcher is to prepare the things needed when doing research, namely in the form of research instruments. The implementation stage is the application of learning starting from the introduction, core activities, and closing, all stages of implementation are observed by researchers and 2 observers related to activities carried out by teachers and students. The evaluation stage is the processing of data from the LKPD results that have been done by students and the results of observations of the observations of teacher and student activities.

The implementation stage that has been carried out by the teacher and students is in the preliminary activity beginning with greeting , praying, checking student attendance, explaining the material and asking things that are not understood. The core activities that have been carried out are the teacher distributes groups and students sit in the groups that have been distributed, the teacher explains the rules regarding the application of the TPS model assisted by ludo media and students listen to directions from the teacher, then students play the ludo game actively, the teacher supervises and becomes the referee and reader. in the course of the ludo game. In line with the theory that the TPS type cooperative learning model can provide more opportunities for students to think critically, creatively in responding to a question (Handayani & Yuli, 2017:109) . Closing activities are carried out together concluding the material that has been studied, students do the assignments given by the teacher, followed by listening to the teacher the material to be studied at the next meeting and also answering the closing greeting from the teacher.

However, there are some differences related to the learning steps, models, places and subjects with the research that the researchers did, namely the researchers conducted research by applying the TPS model assisted by ludo media in history learning in class XI IPS 1 SMA Negeri 6 Banda Aceh, so that in the application of the Ludo media-assisted TPS model has modified the implementation steps according to the use of ludo media.

In the evaluation stage, students work on the LKPD that has been distributed. To see the percentage of students' completeness is calculated using the following formula:

1. Percentage of students who completed

$$P = \frac{\text{Jumlah Siswa yang Tuntas}}{\text{Jumlah Siswa}} \times 100\% \\ = \frac{9}{12} \times 100\% \\ = 75\%$$

2. Percentage of students who did not complete

$$P = \frac{\text{Jumlah Siswa yang Tidak Tuntas}}{\text{Jumlah Siswa}} \times 100\% \\ = \frac{3}{12} \times 100\% \\ = 25\%$$

Based on the calculation of the percentage of students' completeness above, it can be seen that as many as 75% or 9 students get a complete score, while 25% or 3 students get an incomplete score. So it can be concluded that the majority of students have gotten good grades because they are above the KKM .

The observation sheet on teacher and student activities that have been observed by the observer is processed using the percentage formula which is transformed into the determination of the percentage scale. The results of observing teacher activities when implementing the TPS learning model assisted by Ludo media are as follows:

1. Teacher

$$P = \frac{\text{Skor Hasil Observasi Aktivitas Guru}}{\text{Skor Maksimum}} \times 100\% \text{ activity observation} \\ = \frac{33}{40} \times 100\% \\ = 82,5\%(\text{Good})$$

Based on the results of the observations above, it can be seen that the percentage of teacher activity on the teacher's observation sheet shows a value of 82.5 % which is in good criteria because the teacher has met the criteria of the steps taken in the application of the TPS model learning.

2. Student activity observation

$$P = \frac{\text{Skor Hasil Observasi Aktivitas Siswa}}{\text{Skor Maksimum}} \times 100\%$$
$$= \frac{33}{40} \times 100\%$$
$$= 82,5\%(\text{Good})$$

Based on the results of the observations above, it can be seen that the percentage of student activity on the student observation sheet shows an average value of 82.5% which is in good criteria because students carry out the directions explained by the teacher in carrying out the steps in implementing the TPS learning model.

So the application of learning TPS model assisted by ludo media in learning history of class XI IPS1 students of SMA Negeri 6 Banda Aceh has been carried out by history teachers and students in accordance with existing theories regarding TPS model learning. It can also be proven by the results of the evaluation of the LKPD scores and observations. The results of the evaluation of the LKPD scores show that 75% of students get a complete score, while 25% of students get an incomplete score. The results of the percentage of teacher activity on the teacher's observation sheet show a value of 82.5% which is in good criteria, while the percentage of student activity on the student observation sheet shows an average value of 82.5% which is also in good criteria. So it can be concluded that the results of the evaluation of the LKPD scores and the activities of teachers and students based on the results of observations are in good criteria because the teacher has met the criteria of the steps taken in the application of the TPS model learning model and because students carry out the directions explained by the teacher in carrying out the steps. steps in implementing the TPS learning model can also understand the material that has been studied.

### Obstacles Faced by Teachers

The questions asked during teacher interviews were based on 3 indicators of teacher activity in the steps of the TPS learning model , namely making presentations and asking questions, guiding small plenary (group) discussions, and providing reinforcement on what principles should be discussed, adding knowledge to concepts that escape the attention of students when discussing with their partners .

There are several obstacles faced by teachers in applying the TPS learning model assisted by Ludo media in history learning. The constraints faced are from the aspect of time, students, and national disasters. From the aspect of time, namely because in the application of this learning model it takes a relatively long time while the time you have is only 60 minutes due to time restrictions during the pandemic. The aspect of the students is that a small number of students are less active in answering the questions asked, so that when the teacher adds answers to the questions asked, the students pay attention to the teacher when explaining. In addition, there are some students who still play with their *cellphones* during the learning process, but after being reprimanded they keep their *cellphones* and return to focus on learning. Meanwhile, from the aspect of national disaster, namely the spread of the Covid-19 outbreak.

In line with the research entitled Research Implementation of *Think Pair Share Learning Model* in History Subject in Class XI IPS 1 SMA Negeri 1 Torue. Constraints faced when implementing the TPS model are time and student aspects, time aspect because in preliminary activities when praying, attending students and conveying learning objectives take quite a long time, then when presenting the results of discussions with their partners students point at each other, causing the occurrence of limited time. Aspects of students, there

are passive pairs, then there are in one class the total number of students is odd, so that there is one person who does not have a partner (Sriasih & Mutawakkil, 2019:320) .

The solution that can be given to overcome the obstacles in this research, namely from the aspect of time is to reduce the number of groups during this pandemic because there is limited time in the learning process, so it will take a relatively shorter time. From the student aspect , the teacher should be closer to students so that communication between teachers and students runs smoothly. Meanwhile, from the aspect of national disasters, teachers can look for alternative methods and models as well as other media that can be applied to the learning process without having to face to face / online.

#### **Response of class XI IPS 1 students**

The response of class XI IPS 1 students at SMA Negeri 6 Banda Aceh in applying the TPS learning model assisted by ludo media in history learning is that students admit when learning history takes place the teacher has never taught using the TPS learning model or ludo media. This causes students to listen carefully when the teacher explains the steps for implementing the TPS model with the help of ludo media so that when it is applied it is easy to understand. However, even so, there are a small number of students who have difficulty understanding the questions asked.

Although there are a small number of students who have difficulty, students admit that they are fun and enthusiastic about learning using the TPS model with the help of Ludo media, especially when collaborating with a group of friends, students also admit that they prefer history learning to be done in the morning, because in the morning students feel more focused. in studying history. Students also took notes on the questions and answers that

were discussed, although some did not immediately take notes but borrowed notes from friends to record at home.

To see student responses through the calculation of all statements in the questionnaire that has been filled out by 12 students, it is done using the percentage formula as follows:

$$\begin{aligned} P &= \frac{\text{Skor Respon Siswa}}{\text{Skor Maksimum}} \times 100\% \\ &= \frac{918}{12 \times 4 \times 25} \times 100\% \\ &= \frac{918}{1.200} \times 100\% \\ &= 76,5\%(\text{Good}) \end{aligned}$$

Based on the results of the student response questionnaire, it is known that the percentage of student responses on the questionnaire sheet shows an average value of 76.5 % which is in good criteria because student responses show learning using the TPS model assisted by Ludo media is more effective.

Effectiveness can be seen from how the learning takes place, the focus is on student behavior and responses during learning activities and students' understanding of the concepts of the learning material itself. (Isaleha, Nurasiah, & Sufandi, 2021:38) .

This is in line with the research entitled *Application of Think Pair Share Learning Model with Concept Map to Improve Learning Outcomes: Case Study at SMA Negeri 1 Menganti-Gresik*. Student responses during learning 92 ,86 % of students feel happy. Student responses to the subject matter 82.14% of students felt happy, 85.71% of student activity sheets felt happy, the learning atmosphere in class 89.29% felt happy, student responses to the way the subject matter was delivered by the teacher 92.86% felt happy. This can happen because the cooperative learning model of *think pair share type* is new for students and with this model students can play an active role in their groups and can try to find

answers to questions given by the teacher (Mujiono, 2016:4-11).

## CONCLUSION

Based on the results of research and discussions that have been carried out by researchers, it can be concluded that the application of the TPS learning model assisted by ludo media in history learning for Class XI IPS 1 SMA Negeri 6 Banda Aceh carried out by history teachers and students of class XI IPS 1 is in accordance with the syntax TPS models. Based on the results of the evaluation of the LKPD scores, 75% of students obtained complete scores, while 25% of students received incomplete scores. The results of the percentage of teacher activity on the teacher's observation sheet show a value of 82.5 % which is in good criteria. While the percentage of student activity on the student observation sheet shows an average value of 82.5 % which is in good criteria.

The obstacles faced by teachers in applying the TPS learning model assisted by Ludo media in history learning are from the aspect of time, students and the Covid - 19 national disaster.

The student's response to the TPS learning model assisted by ludo media was enthusiastic and enthusiastic even though they had never learned to use the TPS learning model assisted by ludo media. There are also some who have difficulty understanding the learning material. It is proven by the percentage of student responses on the questionnaire sheet which shows an average value of 76.5 % which is in good criteria.

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