# Application of Pkn Learning Using the Think-Pair-Share Method in Improving Student Understanding

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**Abstrak**

Penelitian ini bertujuan untuk menganalisis dan mengkaji tentang penerapan pembelajaran PKn menggunakan metode *Think-Pair-Share* dalam meningkatkan pemahaman siswa. Penelitian ini menggunakan pendekatan kulitatif. Penelitian ini dilakukan pada lembaga formal yang berada diwilayah probolinggo MI Raudlatul faizin Dusun karanganyar Sokaan Krejengan Probolinggo. Teknik analisis data berupa reduksi data, display data, dan kesimpulan. Hasil penelitian menunjukkan bahwa; pertama, lembaga menggunakan metode *Think-Pair-Share* dalam pembelajaran PKn, kedua presentation dilakukan dengan cara kerangka awal kegiatan, penerapan pembelajaran model *Think-Pair-Share*, Evaluasi Kegiatan. Implikasi yang diperoleh dalam penerapan pembelajaran PKn menggunakan *Model Think-Pair-Share* mampu mengembangkan pemahaman siswa terhadap pelajaran PKn yang dilakukan dengan trik dan kreatifitas guru dalam menggunakan model pembelajaran *Think-Pair-Share* tersebut.
**Kata Kunci:** Pembelajaran PKn, *Think-Pair-Share,* Meningkatkan Pemahaman

*Abstract*

*This study aims to analyze and examine the application of Civics learning using the Think-Pair-Share method in increasing student understanding. This research uses a qualitative approach. This research was conducted at a formal institution located in the probolinggo area of MI Raudlatul faizin Hamlet of Karanganyar Sokaan Krejengan Probolinggo. Data analysis techniques include data reduction, data display, and conclusions. The results showed that the institution first used the Think-Pair-Share method in Civics learning. The second presentation is carried out using the initial framework of activities, the application of the Think-Pair-Share learning model, and Activity Evaluation. The implications obtained in the application of Civics learning using the Think-Pair-Share Model can develop students' understanding of Civics lessons which are carried out with the tricks and creativity of the teacher using the Think-Pair-Share learning model.*
*Keywords: PKn learning, Think-Pair-Share, understanding improvement*

## INTRODUCTION

One of the goals of the Republic of Indonesia is to educate the nation (Aziz, 2018). After being studied in-depth in Indonesia, it was caused by the weakness of education that this country experienced colonization for so long (Maftuh, 2008). The long journey of the history of the Indonesian nation, which began in the era before and after colonialism, maintained the period of independence until the period of filling freedom caused situations that were not by the time (Warman, 2017). The Indonesian people face these different conditions and conditions who share the same values of the nation's struggle to grow and develop. The similarity of these values is based on soul, determination, and nationality. All of these have grown into forces that can encourage the process of creating the Unitary State of the Republic of Indonesia within the archipelago (Sulaiman, 2015).

Education is a process that can change someone to be better than before, independent, and have a sense of responsibility (Munif & Kulsum, 2022). With Pancasila education, children's morals will be formed as early as possible to face future life and be able to produce independence (Rozi et al., 2022). Pancasila and Citizenship Education are planned to provide students with knowledge about inter-state knowledge and understanding of rights and obligations in national defense (Antayani, 2016)

Civic Education or Civics has various meanings and terms. The definition of Civics can be formulated as Citizenship Science which discusses human relations with; (a) people in collaborative groups or organizations (social, economic, political organizations); b) an individual in his nation (Puspa & Sari, 2019). The character of Pancasila can be interpreted that Pancasila needs to be seen as a unit that cannot be reversed or changed in its location and composition. Facing the increasingly rapid flow of globalization, the urgency of Pancasila as the basis of the state is increasingly needed (Harefa, 2014). Realizing the values of Pancasila in the field of national and state life, including moral obligations for the entire community, including students or students (Octavia & Rube, 2017). Elementary-level students must instill Pancasila values are religion, humanity, unity, democracy, and justice.

Civics learning is formed with complete content on the location of Pancasila values in processing personality (Azhar & Djunaidi, 2018). Civics is not enough to memorize, but Civics learning is applied and practiced in the daily life of students, which is manifested in the form of actions, the values contained in Pancasila are not to be memorized but to be practiced in real life (Fauzi et al., 2013). Pancasila and Citizenship Education (PKn) and Islamic Religious Education as subjects of taste and character (Munif et al., 2021). PKN teaching has the intention of stimulating attitudes and behavior in everyday life. Efforts to promote and develop student morale are reflected in Civics subject matter applied in schools (Ibda, 2012).

Realities and phenomena created at this time, the Indonesian nation experienced critical moral values marked by conflicts, violence, sexual harassment, and a culture of lying. This requires the application of moral character through Civics learning, but at this time of technology, especially at the MI Raudlatul Faizin school in Hamlet Karanganyar Sokaan Krejengan Probolinggo, Pancasila and citizenship education (PKn) were less attractive to students. The lack of interest in learning Civics impacts the level of understanding of Civics learning, which results in students' moral education and character starting to decline. Therefore teachers need innovations in the application of learning so that students remain interested in following the lessons the teacher teaches.

In simple terms, the understanding of student learning is the ability possessed by students after carrying out the process of learning activities in class. Students who are successful in learning have succeeded in achieving learning goals or instructional goals (Rozi et al., 2020). Meanwhile, Ahmadiyanto, (2016) states that: the success rate of learning can be seen in the changes in behavior obtained after experiencing learning activities. Many things affect student learning outcomes, including infrastructure, teacher competence, teaching methods, etc.

Referring to the various descriptions of the problems described, this study aims to overcome the difficulties of learning in schools by implementing Civics learning using the think-pair-share method to increase students' understanding of declining morals and character.

There are many previous studies on the effectiveness of the think-pair-share method in increasing students' understanding of learning. Some researchers have used this method, including; Aqidah, (2016) said the Think-Pair-Share process invites students to think, respond, and help each other. For example, a teacher has just finished a short study, or students have finished reading an assignment. Next, the teacher asks the students to be more serious about what the teacher has explained or what has been read. Yanto, (2019) argues that Think Pair Share (TPS) is a cooperative learning model that gives students time to think, respond, and help each other. This model introduces  "thinking time or waiting time," which is vital in improving students' ability to respond to questions. Furthermore, Dewi Rianingsih conveyed that the TPS (Think Pair Share) learning model is cooperative learning designed to influence student interaction patterns (Rianingsih et al., 2019).

Then according to Nurmala et al., (2020), think-pair-share is a learning method that can activate the classroom atmosphere when learning takes place; this method also provides opportunities to work together. Leb then explained that the think-pair-share approach emphasizes specific structures designed to influence the interaction patterns of learners. This structure requires that students work together, complement each other and depend on each other in small groups cooperatively. Fajaryanti et al., (2014) also stated that Think-Pair-Share (TPS) optimizes student participation and work alone and collaboration.

Departing from the above, the researcher is interested in reviewing the application of Civics learning using the think-pair-share method. This research aims to analyze the think-pair-share process in improving student learning outcomes in studying Civics learning so that this becomes the novelty of previous research.

**RESEARCH METHODS**

This research was conducted using a case study qualitative approach. In efforts to understand the application of Civics learning using the think-pair-share method in increasing student understanding, researchers go directly to institutions to see in absolute terms and make observations. Then the researchers also studied research information from the results of interviews conducted by the principal, three teachers, and two students.

This study was carried out at MI Raudlatul Faizin Dusun Karanganyar Sokaan Krejengan, which is located in the Probolinggo area. Observations and documentation were carried out to get reliable information regarding the themes researched. Data display, data reduction, and finally, data analysis techniques were used in an organized manner. Other supporting data is gathered from reliable documents and is used to bolster the research findings. Existing information is clarified as needed, followed by taxonomy and further reduction.



**Figure 1. Research Data Collection Process**

## RESULTS AND DISCUSSION

### Initial Framework of Activities

A program or activity will run well if it is carefully planned. The initial framework of a program is a plan of activities carried out to achieve the target of a program. Before implementing the learning program, the teacher carries the initial framework, namely preparing learning media and learning tricks (Baharun et al., 2021). It is easier for teachers to determine the themes and learning materials they will apply (Efandari, 2020).

Based on an interview with the principal, namely Mr. Gaffar, (2022), who said that in planning the Think Pair Share program, an initial framework had been prepared by holding an internal meeting held by the principal and the entire team teacher council. The Think Pair Share method was chosen based on input from the whole teacher council, especially in the application of Civics learning. Students did not like learning, especially in this institution.

One of the teachers, Mr. Pujianto, (2022), also said that the initial framework in implementing the Think Pair Share method still refers to and is guided by the lesson plans. Some of the initial planning carried out by the teacher was carried out by applying the Think Pair Share method, namely; first, media related to learning (pictures/videos), Civics student textbooks/worksheets, evaluation questions, then the teacher prepares an observation sheet on the implementation of the method as well as an observation sheet on activities carried out by both teachers and students to guess the extent to which students understand the learning process, what the teacher said.

Mrs. Sari, (2022) also emphasized that one of the teachers said that the learning framework still refers to the applicable curriculum, namely the k-13 curriculum. It has been organized in the learning curriculum through a syllabus, a set of plans and arrangements for classroom administration, learning activities, and assessment of learning objectives. Then there's the learning implementation plan (RPP), a teaching tool developed for each learning cycle and serves as a teacher's guide. Essential competencies, markers of learning outcome success, specific learning objectives, and teaching and learning activities are all included in each lesson plan. Also, don't forget to produce an activity sheet for students to utilize to assist in the collection of experimental data.

Based on observations made by researchers, the stages of preparation carried out by the teacher are; First, the teacher has an RPP handle according to the Ibtidiyah Madrasah level procedure, which is arranged in the K-13 curriculum. Second, the teacher prepares the media used in the learning process to make it easier for teachers to provide material to students. Students are more enthusiastic about participating in learning. The media can be in the form of pictures/videos. Third, the teacher has prepared the Think Pair Share learning method to apply Civics learning. Designing the need for learning tools in advance will make learning more conducive and easy to master.

A teacher is obliged to prepare teaching materials that are complete, and systematic before teaching and learning activities are carried out to be implemented for students; in addition to teaching materials, the teacher must also prepare learning methods that are interesting, innovative, and fun with the use of learning media. Learning media contains information about the subject matter that the teacher will implement to deliver a lesson (Widat & Efanadari, 2021).

Taufik, (2022), one of the teachers at this institution, also conveyed the initial framework that had been prepared by the teacher before the application of the Think Pair Share method could help teachers in implementing Civics learning in a mature and directed manner so that teachers were not confused in using the media and learning methods that should be chosen. This careful planning can optimize learning and make the program run according to the predetermined plan.

**Application of Think-Pair-Share**

The program that has been set is implemented according to the plan that has been developed to achieve maximum goals. The steps of the Think-Pair-Share model in this institution are carried out through several stages as follows:
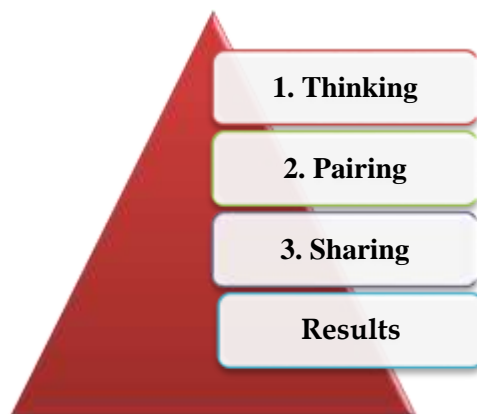


**Figure 2. Think-Pair-Share Implementation Flow MI Raudlatul faizin**

**Step 1: Thinking**

In the first step, the teacher asks questions or issues related to the lesson, and students are given time to think for themselves about the answer or problem. Students can express through writing their knowledge of the material assigned by the teacher. Students must believe and express their knowledge or ideas in this activity, which can later be written or spoken directly orally.

**Step 2: Pairing**

Next, the teacher encourages students to team up and discuss what they've been thinking in the second stage. Interaction at this time can lead to a shared answer if a question was asked or a shared thought if a specific issue was discovered, resulting in a more accurate response.

**Step 3: Sharing**

The teacher then asks the couples to share or collaborate with the rest of the class about what they've discussed. It would be sufficient to proceed around the course from team to couple in this step, allowing a quarter or half of the pairs to report.

Based on an interview with one of the students, namely Wara, (2022) said, the method chosen by the teacher with the application of the Think-Pair-Share model was able to foster a sense of enthusiasm by holding sharing with friends, participating in learning was more enthusiastic and passionate even if there were differences of opinion then The atmosphere in the classroom will be more lively so that they can find new sticks in responding to a problem which the teacher will then straighten out.

Field observations show that the Think-Pair-Share Method stimulates students to think, respond, and help each other. For example, a teacher has just finished a short presentation, or students have finished reading an assignment. Next, the teacher asks the students to be more serious about what the teacher has explained or what has been read. This model is designed to combine the motivational incentives of group rewards with the individual.

An explanation from Mr. Pujianto, (2022), the Civics teacher, said that students enter into four or five people heterogeneously in the application of this model. Each student works on Civics unit programs according to their respective abilities. This means that in a team, person A can work on unit 2, and person B can work on unit 5. the students follow a series of regular activities, starting from reading learning sheets, doing assignments, and checking whether he has mastered the skills, and taking tests.

Team members work in pairs, exchanging answers and checking friends' work. If a student manages to reach or exceed a score of 80, they take the final test. Team members are responsible, and friends are ready to take the final test. Both individual responsibility and group rewards are in this Think Pair Share. Each week the teacher adds up the number of units that have been completed by all team members and gives a certificate or other award to the team that meets the criteria based on the number of final tests successfully passed.

According to the findings of this study, the Think Pair Share cooperative learning method has a beneficial impact on student accomplishment. The more stable pupils' knowledge of the subject delivered by the teacher demonstrates this. According to data analysis, student participation in the Think Pair Share model's collaborative learning process has increased daily. This has a good effect on students' academic performance.

Based on data analysis, it was discovered that student activities in the Civics learning process on the subject of living together in a pluralistic family with the Think Pair Share cooperative learning method, the most dominant of which is working with tools/media, listening/paying attention to teacher explanations, and sharing discussions among students, the most prevalent of which is working with tools/media, listening/paying attention to teacher explanations, and sharing discussions among students. Between professors and students. As a result, student activities can be classified as active.

Meanwhile, the teacher's learning activities have successfully implemented the Think Pair Share cooperative learning method's steps. This can be seen in the teacher's actions, which include directing and observing students as they do LKS exercises/find concepts, explain complex content, and provide feedback/evaluation/questioning questions. The proportion for the above activities is relatively high.
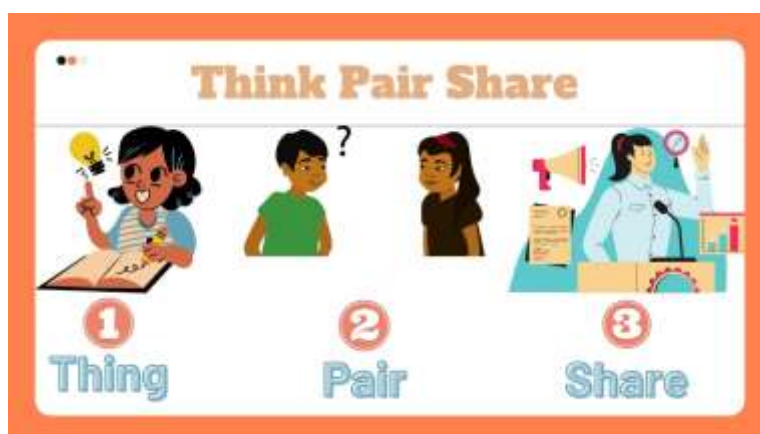


**Figure 3. Simulation of Think Pair Share Activities**

**Activity Evaluation**

The purpose of activity evaluation is to arrive at an objective and systematic assessment of a planned intervention that has been underway or finished (Simanjuntak & Silitonga, 2020). In addition, evaluation can be defined as a set of actions that compare the realization of inputs (inputs), outputs (outputs), and outcomes (outcomes) versus plans and standards. During the monitoring actions, the evaluation results are obtained. More than that, the evaluation evaluates the outcomes or outputs of a series of programs to determine the level of success that has been achieved and the next steps that need to be taken.

Sari, (2022) said the things that were evaluated on the Think Pair Share model method were; the completeness of learning tools or media, tricks, and techniques of teachers in fostering enthusiasm for discussion and enlivening the classroom atmosphere. In conducting an evaluation once a week, the principal reviews the main classes in Civics learning in progress to find out firsthand the atmosphere of the course when the Think Pair Share method is implemented. Evaluation is not only carried out by the principal but also by the madrasa supervisor, called teacher supervision, to see firsthand the smoothness of the learning methods

used. All of the findings are utilized to guide the next steps in improving the program. The school can foresee and minimize program failure by analyzing the program.

The most common understanding of evaluation in education is limited to assessment only. This evaluation is both formative and summative. It is deemed to have been evaluated after a review has been completed. This kind of comprehension isn't exact. The assessment's implementation usually focuses solely on the completion of learning objectives. In this situation, in the educational process, it is not just the observed value but several other elements that determine whether or not a program is successful. The assessment is merely a tiny element of the overall evaluation process. Evaluation should be viewed as a component of supervision. The examination of educational programs will look at various factors, not just the value determined based on the completion of the questions.

As a result, all educators should be taught about program evaluation because assessment is crucial in improving educational quality (Ashiong P. Munthe, 2015). Students can be encouraged to be more involved in their learning, teachers can be encouraged to increase the quality of the learning process, and schools can improve other amenities and student learning quality (Mahirah, 2017). The goal of the evaluation is to see if the plans produced can meet the objectives and be implemented. The evaluation results will be used to re-plan and serve as the final management and administration.

## CONCLUSION

Giving understanding to students is not as easy as turning the palm because agreement can be reached if the method used can trigger interest and foster curiosity. In the context of answering the problem of student saturation in learning Civics at school at MI Raudlatul Faizin Hamlet of Karanganyar Sokaan Krejengan Probolinggo using the Think Pair Share method technique to get rid of the boredom, the results obtained by using the Think Pair Share method through carefully planned stages are proven to grow interested and enthusiasm of students to take part in Civics learning. This implies that this method can increase students' understanding of Civics to develop the character of Pancasila values and form better morals. However, the results of this study cannot be generalized to every institution because they must be adapted to the climate and casework of the institution. This can be used as a gap for other researchers who want to examine the same case by referring to this study to obtain more in-depth and comprehensive research results.

## ACKNOWLEDGEMENT

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