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THE EFFECT OF THINK PAIR SHARE (TPS) LEARNING MODEL ASSISTED BY MEDIA INTSTRUCSIONAL VIDEO AND INTERPERSONAL INTELLIGENCE ON STUDENT LEARNING OUTCOMES IN SOCIAL STUDIES SUBJECTS IN CLASS VII OF SMP NEGERI 4 PERCUT SEI TUAN

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Abstract

The objectives of this study were to determine the differences in social studies learning outcomes taught by the TPS model and the TPS model assisted by video media for students to determine the difference in social studies learning outcomes of students who have high interpersonal intelligence with students who have low interpersonal intelligence in students. And then this is to determine the interaction between learning models and interpersonal intelligence in influencing student learning outcomes in social studies subjects for students. The population in this study were all class VII students of SMP Negeri 4 Percut Sei Tuan T.A 2020/2021, totaling 126 students divided into four classes, namely, class VIIa, VIIb, VIIc and VIId. The experimental class was given learning treatment with the Think-Pair-Share (TPS) learning model and the control class was given the Think-Pair-Share (TPS) learning model assisted by video learning media. The instruments used consisted of: social studies learning outcomes test. Data analysis was performed using two-way ANOVA. From the description above it can be concluded that: There is a significant difference in social studies learning outcomes that are taught using the TPS model and the TPS model assisted by video media for the seventh grade students of SMP Negeri 4 Percut Sei Tuan.

There is a significant difference in social studies learning outcomes of students who have high interpersonal intelligence and students with low interpersonal intelligence in students who are taught using the TPS model assisted by video media. There is an interaction between the learning model and interpersonal intelligence in influencing student learning outcomes in social studies subjects in class VII students of SMP Negeri 4 Percut Sei Tuan.

Keywords: *learning outcomes, Think-Pair-Share (TPS), cooperative learning models*

A. Introduction

Education is a process to provide people with various kinds of situations that aim to empower all abilities that exist in humans. Education is a process in developing the abilities and knowledge that exist within a person as a form of increasing one's standard of life.

Selection of the right learning model will affect the learning outcomes to be achieved. One of the subjects at every school level is Social Sciences (IPS). Social studies is a science that puts forward social knowledge and skills. In this study, the authors focused on social studies in the realm of junior high schools (SMP). The purpose of holding social studies subjects in junior high schools is to develop basic knowledge and skills of students and prepare students to be able to apply them in everyday life.

In the midst of the Covid-19 pandemic which has lasted more than 6 months, education in Indonesia has begun to transform teaching and learning activities in schools into learning activities carried out online. This learning is certainly a new thing for all parties, especially students and parents of students at home.

The results of student learning using online are certainly different from face-to-face learning carried out in schools. Some students do not have this online learning tool. This is the teacher's job to keep paying attention to their students to gain knowledge in this pandemic.

Learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide changes in behavior, both knowledge, understanding, attitudes and skills of students so that they become better than before. Teachers have not been maximal in determining and using appropriate models, methods, media, teaching aids and learning resources when teachers carry out social studies learning. This has an impact on the low ability of students to understand social studies learning material (Wahyu, et al. 2019). This opinion is supported by Sanjaya (2010: 229) that learning outcomes are a process of a person's mental activity in interacting with their environment so as to produce positive behavior changes both in aspects of knowledge, attitudes, and psychomotor. Said to be positive,

The low student learning outcomes are a picture of how the teaching and learning process in these subjects has not been maximized. Based on the results of interviews with several seventh grade junior high school students conducted by researchers in a preliminary study at SMP PAB 4 Sampali, out of 10 randomly interviewed students, they stated that social studies was a lesson that provided a lot of memorization and only lectures were presented by the teacher. in the learning process takes place. Then the researcher asked the value range of 1 to 10 for social studies learning, the results given by the 10 students for social studies got a mean value of 5. Judging from the report on the results of the mid-semester test results of students in class VIII of 28 students, there were 16 students whose grades were below the school KKM.

The cooperative learning model views that success in learning is not only obtained from the teacher, but also from other parties involved in the learning, namely peers. One type of cooperative learning that can be applied simply in the classroom is the Think, Pair, and Share (TPS) type.

B. Method

Research Type and Design

This research uses Quasi Experiment research. According to Menanti (2013: 28) Quasi Experiment research is an action operation designed for investigation by following a scientific process, using certain methods, for the purpose of obtaining answers to research questions, through the data collected. Experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. The treatment in this study is the use of video as a learning medium in the experimental class, while the media used in the control class is conventional as it has been used before.

The research design used was Quasi Experiment with 2 x 2 factorial with 2-way analysis of variance (ANOVA) techniques. This design stipulates that the experimental class is given treatment with the Think-Pair-Share model assisted by instructional video media and the control class uses the TPS model only.

C. Finding and Discussion

1. Results

Description of Research Results

The data in this study were obtained from the results of the distribution of instruments in the form of social studies learning outcomes tests and interpersonal intelligence tests. The instrument was given to class VIIb and class VIIc students of SMP Negeri 4 Percut Sei Tuan. Class VIIb is a control class that is taught a learning model*Think-Pair-Share*(TPS) and class VIIc as the Experiment class were taught the Think-Pair-Share (TPS) learning model assisted by video learning media. The results of research regarding social studies learning outcomes with social

interaction material and students' interpersonal intelligence were analyzed using SPSS 20.0 for windows software. The analysis carried out in this research is descriptive statistical analysis and inferential statistical analysis.

The measurement of students social studies learning outcomes uses the pretest and posttest with the same questions but the time span of distributing different tests. Measurement of students' interpersonal intelligence using intelligence tests. Pretest, posttest and interpersonal intelligence test were given to each student in two classes, namely class VIIb with 30 students and class VIIc with 30 students.

a. Social Studies Learning Outcomes Pretest

The pretest was conducted to determine the students' initial abilities before being given *treatment*. The learning outcome pretest was given to see whether the two classes were normally distributed, homogeneous and had the same initial ability. The similarity of the initial abilities of the two samples needs to be seen first so that when the two classes are given different treatment, a significant difference in learning outcomes can be obtained from the same initial ability. The complete results of the calculation of the pretest data on student learning outcomes can be seen in the attachment. The pretest data on the learning outcomes of the control class and experimental class can be seen in Table 2.

Table 2. Data on Pretest Social Studies Learning Outcomes

Control Class			Experiment Class		
Score	F	F relative (%)	Score	F	F relative (%)
32 - 36	3	10.0	32 - 36	2	6,7
37 - 41	4	13.3	37 - 41	3	10.0
42 - 46	5	16.7	42 - 46	4	13.3
47 - 51	8	26.7	47 - 51	9	30.0

52 - 56	7	23.3	52 - 56	7	23.3
57 - 61	3	10.0	57 - 61	5	16.7
Total	30	100.0	Total	30	100.0
Mean	47.33		Mean	49.07	

Table 2 shows students in the control class have the lowest learning outcomes with a score of 32 to 36 totaling 3 students, while students with the highest learning outcomes are at a score of 57-60 totaling 3 people. Students in the experimental class had the lowest learning outcomes with a score of 36 to 40 totaling 2 students, while students with the highest learning outcomes were at a score of 57-60 totaling 5 people.

The average student learning outcomes of the control class were 47.33 and the experimental class was 49.07. From the average of the two classes have the same average ability of learning outcomes. So that later research data can be analyzed using a parametric test, it is necessary to carry out an assumption test or a prerequisite test. The first requirement so that the data can be tested parametrically is the normality test. The normality test aims to see the distribution of data on student learning outcomes in the two sample classes with a normal distribution or not.

b. Postest Learning Outcomes

Posttest was carried out to determine students' social studies learning outcomes after being given treatment. Posttest was given to both classes, namely the experimental class and the control class. the questions in this posttest are identical to the pretest questions. It is intended that it can be seen whether there is an increase or improvement after students are taught withthe Think-Pair-Share (TPS) learning model assisted with video learning media for the experimental class and the

Think-Pair-Share (TPS) learning model only for the control class. Briefly, the post-test results in this study are presented in Table 3.

Table 3. Posttest Data on Social Studies Learning Outcomes

Control Class			Experiment Class		
Score	F	F relative (%)	Score	F	F relative (%)
52 - 56	2	6,7	60 - 64	2	6,7
57 - 61	6	20.0	65 - 69	3	10.0
62 - 66	8	26.7	70 - 74	4	13.3
67 - 71	7	23.3	75 - 79	8	26.7
72 - 76	6	20.0	80 - 84	7	23.3
77 - 81	1	3,3	85 - 89	6	20.0
Total	30	100.0	Total	30	100.0
Mean	66.00		Mean	77.60	

Based on Table 3 shows students in the control class have the lowest learning outcomes with a score of 52 to 56 totaling 2 students, while students with the highest results are at a score of 77 to 81 totaling 1 person. Students in the experimental class had the lowest learning outcomes with a score of 60 to 64 totaling 2 students, while students with the highest learning outcomes were at a score of 85 to 89 with 6 people.

Based on the data in Table 3, it is obtained that the posttest of social studies learning outcomes in the experimental class students' social interaction material has an average of 77.60. While the control has an average of 66.0. From these data it can be concluded that there is a difference in the average post-test scores of the control class and the experimental class.

c. Analysis of Research Results

Data Analysis of Students' Pretest and Posttest Learning Outcomes

After the raw data from the research results are obtained, the next stage is an analysis of the results of these observations. The initial analysis

carried out on the research results of social studies learning outcomes was to see the comparison of pretest and posttest data in the experimental and control classes.

The difference in the scores of students social studies learning outcomes ability between the control class and the experimental class is good at the intelligence level High and low interpersonal reasons are due to the fact that in the experimental class, students who basically have interpersonal intelligence in themselves are encouraged and facilitated to learn more actively, innovatively, creatively and promote cooperation in the learning process carried out so that their thinking skills are prioritized, while in classes taught with the TPS model alone does not have supporting facilities in learning. This is an early indication that the learning model used in the classroom, either directly or indirectly, has an important role in the development of students thinking skills and interpersonal intelligence and student learning outcomes.

2. Discussion

Differences in Social Studies Learning Outcomes with the TPS model and the TPS model assisted by video media for students

Based on data processing, it was found that the social studies learning outcomes of students who took learning with a learning model *Think Pair Share*assisted with instructional video media is higher than students who are taught with the Think Pair Share learning model. This is because the Think Pair Share learning model assisted by instructional video media is better in increasing student understanding than the Think Pair Share learning model only at the 5% significance level. These results indicate that in teaching social studies subjects with social interaction

material it is better to use the Think Pair Share learning model assisted by instructional video media.

Learning using the video-assisted TPS learning model will foster student interest in learning. Media videos about social interaction will be played, so students' attention will focus on the video being played. Then the teacher asks inducement questions, and each student must think for himself to develop the ideas found. Then they pair up to share their opinions. After that they presented the results they got.

It is different with the model in the group of students who are taught with the Think Pair Share learning model which has tended to be in the teacher's control. The teacher must optimally provide stimulation so that more ideas emerge. As well as the teacher must optimally guide the small group so that the teacher can organize group discussions and act as a mediator when there is a dispute from each pair.

Differences in Social Studies Learning Outcomes of students who have high interpersonal intelligence with students who have low interpersonal intelligence in class VII SMP Negeri 4 PST

Based on the results of the analysis, it was found that the social studies learning outcomes in the group of students who had high interpersonal intelligence were higher than the group of students who had a low level of interpersonal intelligence. This is evidenced by the results of the analysis which shows that between groups of students who were taught with the Think Pair Share learning model assisted by instructional video media with high KI and groups of students who were taught with the Think Pair Shared learning model with high KI obtained a difference in the average score of social studies learning outcomes by 16.40 with sig. 0,000 <0, 05 and between groups of students who were taught using the Think Pair Share learning model assisted by instructional

video media with high KI and groups of students who were taught with the Think Pair Shared learning model with low KI, it was found that the average difference in social studies learning outcomes scores was 16.13 with sig. 0,000 <0.05, and between groups of students who were taught with the Think Pair Share learning model assisted by instructional video media with high KI and groups of students who were taught with the Think Pair Share learning model assisted by instructional video media with low KI obtained a difference in the average score of social studies learning outcomes. equal to 9.96 with sig. 0.000 <0.05. and between groups of students who were taught with the Think Pair Share learning model assisted by instructional video media with high KI and groups of students who were taught with the Think Pair Share learning model assisted with learning video media with low KI, the average difference in social studies learning outcomes was 9.96 with sig. 0.000 <0.05. and between groups of students who were taught with the Think Pair Share learning model assisted by instructional video media with high KI and groups of students who were taught with the Think Pair Share learning model assisted with learning video media with low KI, the average difference in social studies learning outcomes was 9.96 with sig. 0.000 <0.05.

During the process, students who have high interpersonal intelligence are able to follow the learning model *Think Pair Share*assisted with instructional video media properly, students can convey information or express opinions about social interactions. The Think Pair Share learning model assisted by instructional video media is very suitable for students who have high interpersonal intelligence because the Think Pair Share learning model assisted by instructional video media provides the opportunity for students to listen, see, discuss groups, establish effective communication (actively express opinions), and accept other people's

opinions, solve problems and so on. On the other hand, the direct learning model is not suitable for students who have high interpersonal intelligence because the direct learning model limits the role of students to be actively involved in learning and the learning system tends to be individual because students receive information passively. So it can be concluded that the Think Pair Share learning model assisted by instructional video media is very good and suitable for students who have high interpersonal intelligence and the direct learning model is good for students who have low interpersonal intelligence.

Interpersonal intelligence has an important role in social studies learning. The implementation of observations in social studies learning, especially in social interaction material, requires good cooperation between students so that they are able to create an active learning atmosphere and in accordance with the problems they face. High interpersonal intelligence leads to good communication between individuals so that it benefits various parties, both themselves and others. In addition, high interpersonal intelligence has an effect on students' social studies learning outcomes. Students with high interpersonal intelligence will find it easier to interact or problems that are difficult to solve by asking, concluding, disclosing, and analyzing data in groups. With the high interpersonal intelligence of students.

The interaction between the learning model and interpersonal intelligence on the social studies learning outcomes of students in class VII SMP Negeri 4 PST.

The Think Pair Share learning model assisted by instructional video media is a learning model that can make students able to understand social interaction subject matter well and easily in learning the information contained in the learning video.

The TPS learning model with learning videos can train students to foster independent thinking skills, active student involvement can be seen from the first stage to the final stage of learning. Learning videos can make students focus on the storyline contained in the learning videos about these social interactions. In addition, the instructional videos make students more enthusiastic about the learning process from the beginning to the end of the learning videos being played.

Interaction can occur between two independent variables, that is, if there is a different effect of one of the variables between the two variables at a different level from the other variables. The independent variable in this study is the Think Pair Share learning model assisted by instructional video media and Think Pair Share only. The moderator variable in this study is multiple intelligence. If there is an interaction, the learning model will influence interpersonal intelligence and intrapersonal intelligence with the same treatment of both intelligences.

At the time of the study, students were taught with two Think Pair Share learning models assisted by learning video media and TPS only, then with these two learning models taught to students who had high and low interpersonal intelligence. Students who have high interpersonal intelligence are able to communicate well with other students, are able to solve conflicts and forms of interpersonal problems in a constructive way, and are able to understand the reality around them on social comparisons to gain an understanding of the world around them, therefore the Think learning model Pair Share assisted with instructional video media is more appropriate for students who have high or low interpersonal intelligence.

D. Conclusion

1. Based on the results of research and discussion, the following conclusions can be obtained:
2. There is a significant difference in social studies learning outcomes taught by the TPS model assisted by instructional video media and the TPS model for Class VII students of SMP Negeri 4 Percut Sei Tuan.
3. There is a significant difference in the social studies learning outcomes of students who have high interpersonal intelligence with students with low interpersonal intelligence in students who are taught with the TPS model assisted by video media and the TPS model only.
4. There is an interaction between the learning model and interpersonal intelligence in influencing student learning outcomes in social studies subjects in class VII students of SMP Negeri 4 Percut Sei Tuan.

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