

THINK PAIR SHARE AND ROLE-PLAYING TO INCREASE INTEREST IN LEARNING PANCASILA AND CITIZENSHIP

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ABSTRACT

Using the Think-Pair-Share model in conjunction with Role Playing to enhance the learning of Pancasila and Civic Education is the objective of this study. The interest of students in learning before being instructed is still relatively low. Subjeknya The subject was is one of thirty students in class VII E at SMP Negeri 3 Pedan. Using flow model analysis, activities are conducted in two cycles, each with four stages: planning, implementation, observation, and reflection. Data collection techniques use interview, observation, and questionnaire methods. Using the Think Pair Share model in conjunction with Role Playing in the learning process of Pancasila and Citizenship Education in seventh-grade E students of SMP Negeri 3 Pedan is expected to increase student interest in learning by at least 80 per cent, as measured by a sample of 30 students. The indicators are: 1) Students like to take lessons; 2) Students enjoy learning with group discussions; 3) Students are interested in following the lesson; 4) Students pay attention to the explanations submitted by a teacher; 5) Students listen to and follow the teacher's instructions; 6) Students show activeness during the learning process. The results showed that before the action was held, students who had an interest in learning were only nine children (30%). After the move using the Think Pair Share model collaborated with Role Playing in cycle I to 20 students (66.7%), and increased again to 26 people (86.7%) in cycle II. This shows the achievement of the performance indicators set at the beginning of the activity, which is at least 80% of 30 students.

Keywords: *Learning Interest, Think Pair Share, Role Playing, Collaboration*

1. INTRODUCTION

Think pair share is a cooperative learning model that allows students to reflect, respond, and assist one another. Role Playing is a simulation-based learning method designed to create historical, actual, or potential future events. Think Pair Share is a combination of two models that emphasize the critical thinking process in groups, foster creativity, and encourage active participation in learning, as well as high concentration, preparedness, and individual responsibility (Wahyuddin, 2019).

According to Kunandar (2011) and Uno (2012) the steps involved in implementing the Think Pair Share model with Role Playing are as follows: 1) Students are divided into four groups, with six students per group; 2) Each group is given a problem related to the subject matter that has been explained by the instructor, for which they must individually consider a solution. 3) The student pairs up with one of his groupmates and discusses with his partner; 4) Each group is assigned a role based on the results of their discussion of the problem at hand. 5) The instructor permits each group to simulate the Role of the results of the problem-related discussion; 6) The instructor explains the concluded student activities.

Budiarjo (2008) states interest is the observational and experiential desire for an activity's needs. Learning is a change in behaviour that leads to another change in behavior (Zagoto et al., 2019). The above

description above defines students' interest in learning as a solid desire to acquire knowledge, skills, values, and attitudes consciously. 1) Feelings of pleasure; 2) Student interest; 3) Attention; and 4) Student engagement are indicators of learning interest. According to the preceding description, the following are indicators of student interest in learning: 1) Students enjoy taking lessons; 2) Students are interested in taking lessons; 3) Students listen to and follow the teacher's instructions; 4) Students pay close attention to the teacher's explanations, and 5) Students demonstrate activity during the learning process.

According to Baeihaqi & Komalasari (2020), Pancasila and Civic Education Pancasila and Nationality Education serve as a vehicle for legal education at the elementary and secondary levels. It has a role in developing the legal awareness of students to prepare them to be responsible citizens who uphold the rights and responsibilities associated with their citizenship status in society, nation, and state life. Their curiosity about learning can influence students' comprehension of the material presented by the teacher. The Think Pair Share model, in conjunction with Role Playing, combines two innovative models used by teachers to motivate students to have a strong interest in learning during the Pancasila and Civic Education learning process. In conjunction with Role Playing, the Think Pair Share model can require students to be enthusiastic, active, creative, attentive, and focused on the Pancasila and Civic Education learning process.

Based on the background rationale above, it is considered quite important to research the "Application of the Think Pair Share Model in Collaboration with Role Playing to Increase Interest in Learning Pancasila and Citizenship Education in Class VII E Students of SMP Negeri 3 Pedan, Klaten Regency, Academic Year 2022/2023". The formulation of the problem in this study is: Can using the Think Pair Share model in collaboration with Role Playing increase interest in learning the learning process of Pancasila and Citizenship Education in grade VII E students of SMP Negeri 3 Pedan, Klaten Regency, Academic Year 2022/2023?. This research aims to increase interest in learning by using the Think Pair Share model in collaboration with Role Playing in the learning process of Pancasila and Citizenship Education in grade VII E students of SMP Negeri 3 Pedan, Klaten Regency, Academic Year 2022/2023.

2. METHODS

This research on class action employed qualitative classroom action research. Sugiyono (2018) states that qualitative data is involved in this study by expressed through expressing words, sentences, and visuals. These data can be used to describe observed phenomena and facts. Interviews, observations, and questionnaires served as the data collection methods for this study.

Interview was used during the data collection process. According to (Nazir, 2013), "interview is the process of gathering information for research purposes through question and answer during a face-to-face meeting between the questioner or interviewer and the respondent or subject using a tool called an interview guide". According to (Moleong, 2017), "an observation is an observation that enables the researcher to record all events in situations involving proportional knowledge as well as data-derived knowledge". According to (Purnomo & Palupi, 2016), a questionnaire is a technique for collecting data by presenting a set of statements or written questions to respondents in exchange for a response tailored to the needs of the user".

This study's data using two or three types of triangulation. Triangulation applied is data sources and data collection techniques. To triangulate data sources, data is collected in the field. The data source is information from teachers and students regarding the actions taken. This study employs flow model analysis techniques because each stage is interdependent, and the analysis process yields conclusions only once.

3. RESULTS & DISCUSSION

The problem found in the learning process of Pancasila and Citizenship Education is the lack of interest in student learning. Passive students doing work outside of the material taught during the learning process is evidence of a lack of interest in education. The low desire of students to ask questions and lack of courage to express opinions. Student activities during the learning process were only silent, and they listened to explanations from the teacher without giving responses or questions. Besides that, many children chatted with their classmates.

Students' interest in learning the Pancasila and Citizenship Education VII E SMP Negeri 3 Pedan, Klaten Regency in 2022/2023 is still shallow, namely nine children (30%) of 30 students. The interviews showed that there were still few students interested in learning, so there was a need for changes to implementing strategies in the Pancasila and Citizenship Education Learning process. Narwito, S.Pd. as a teacher of the Pancasila and Citizenship Education subject for class VII E of SMP Negeri 3 Pedan, Klaten Regency in 2022/2023, has implemented various efforts, namely giving assignments both written and reading and searching from various internet sources. Before the start of learning, motivation is always done by asking questions and answers, singing national songs, and short stories related to the material. The teacher has tried to teach by interspersing and withdrawing the studied material, so students do not get bored. Various efforts have been made so far but have not been able to attract students' sympathy so that interest in studying the subjects of Pancasila Education and Citizenship increases.

An alternative solution offered by researchers is through the application of the Think Pair Share model of Role Playing collaboration. The application of collaborative learning strategies is expected to increase student learning interest in the learning process of Pancasila and Citizenship Education. The reason for implementing the Think Pair Share Collaborative Role Playing model is because it combines two models that emphasize the operation of thinking in groups, combined with high concentration, readiness and responsibility of each individual.

The results and discussion are based on qualitative data analysis during procyclical cycles I and II. The results showed that applying the Think Pair Share model in collaboration with Role Playing increased interest in learning in the learning process of Pancasila and Citizenship Education in grade VII E students of SMP Negeri 3 Pedan, Klaten Regency for the 2022/2023 Academic Year. Applying this strategy requires students to be excited, active, creative, concentrate, and focus on the learning process of Pancasila and Civic Education.



The results showed that the procyclical before learning was carried out using the Think Pair Share model in collaboration with Role Playing students who were interested in learning as many as nine children (30%) of 30 students. Applying the Think Pair Share model in collaboration with Role Playing in the learning process of Pancasila and Civic Education in the first cycle of students interested in learning increased to 20 children (66.7%) and 26 students (86.7%) in process II. The graph of growing interest in learning of class VII E students of SMP Negeri 3 Pedan Kabupaten Klaten for the 2022/2023 Academic Year in the Pancasila and Civic Education learning process from precyclical to cycle II is shown below.

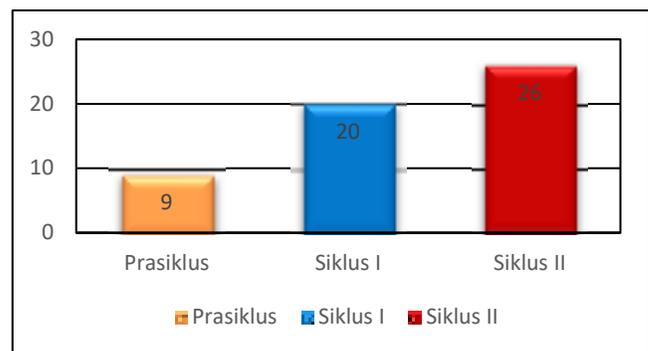


Figure 2. Graph of increasing interest in learning in the learning Process of Pancasila and Civic Education in cClass VII E sStudents SMP Negeri 3 Pedan Kabupaten Klaten School Year 2022/2023 from pPrecyclical to Cycle II

Information:

1. Students who have an interest in learning in the initial conditions are nine children (30%) of 30 students.
2. Students interested in learning in the first cycle were 20 children (66.7%) out of 30 learners.
3. Students interested in learning in cycle II are 26 children (86.7%) out of 30 learners.

This research is consistent with (Pohan, 2019), which demonstrates that applying the Think Pair Share model can increase class VIII IPS MTs Negeri 1 Medan students' interest in learning IPS. Pohan's research (Pohan, 2019) revealed that 23 students in the procyclical had a lack of interest in learning (54.7%). Cycle I had five students with a high interest in education (11.9%), 28 students with a moderate interest (66.7%), and nine people with a low interest (21.4%). Nine students (21.4%) in Cycle II had a strong interest in learning, followed by 26 students (61.9%) and 7 individuals (16.7%).

This study's findings support (Ulomo, 2021), which demonstrates that the Role Playing model can increase students' interest in learning in class V of SD 1 Kuwukan. Study by Ulomo (2021) revealed that 14 students (58.45) out of 24 students participated in the procyclical. Cycle I demonstrated an increase in interest in learning from 24 to 16 students (66.7%). The learning outcomes of Cycle II increased to 22 students (91.7%) from 24 students.

The application of the Think Pair Share model in collaboration with Role Playing to increase interest in learning in the learning process of Pancasila and Citizenship Education in grade VII E students of SMP Negeri 3 Pedan Klaten regency for the 2022/2023 Academic Year can be seen from the results of the questionnaire cycle I and cycle II. The results of the first cycle questionnaire showed that 10 students (33.3%) were less interested, 17 students (56.7%) were interested, and 3 participants were very interested. The results of the second cycle questionnaire showed that four students (13.3%) were less interested, 19 students (63.3%) were interested, and seven learners (23.3%) were very interested.

Activities in a study must have some limitations of action. Application of the Think Pair Share Collaborative Role Playing model to increase interest in learning in the learning process of Pancasila and Citizenship Education. The application of the Think Pair Share model in collaboration with Role Playing is limited in its application. This learning model is more suitable to be applied in the class action, which aims to increase student learning interest in the learning process of Pancasila and Citizenship Education in class VII E students of SMP Negeri 3 Pedan, Klaten Regency, for the 2022/2023 academic year, only limited to applying the Think Pair model collaboration with Role Play that can attract interest in learning and participation. In addition, this research only focuses on one class, namely class VII E of SMP Negeri 3 Pedan, Klaten Regency, for the 2022/2023 academic year, with 30 students. It is not sure that the application of the Think Pair Share collaboration model with Role Playing can increase student learning interest in learning in other classes; this is because the application is adapted to the problems and conditions of students.

4. CONCLUSION

In conclusion, applying the Think Pair Share model in collaboration with Role Playing can increase interest in learning in the Pancasila and Citizenship Education learning process in grade VII E students of SMP Negeri 3 Pedan Klaten regency for the 2022/2023 Academic Year. The increase was based on the results of observations in the procyclical and measured using cycles I and II questionnaires. The results of the study in the procyclical showed that students who had an interest in learning were nine children (30%), cycle I 20 people (66.7%), and cycle II 26 students (86.7%) 30 students. These results prove that applying the Think Pair Share model in collaboration with Role Playing can increase students' interest in learning in the learning process Pancasila and Citizenship Education in grade VII E students of SMP Negeri 3 Pedan Klaten regency for the 2022/2023 Academic Year.

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