INTERNATIONAL JOURNAL OF MANAGEMENT AND EDUCATION IN HUMAN DEVELOPMENT

International J. of Management & Education in Human Development

ISSN: 2775 - 7765
web link: http://www.ijmehd.com

Think-Pair-Share (TPS) *Type* Cooperative Learning Can Increase Learning Outcomes on Healthy Living Culture Materials

Gusti Ketut Kartika

Teacher of SMPN 22 South Konawe, Southeast Sulawesi Indonesia

Received: 02/06/2021 Accepted: 29/06/2021 Published: 06/07/2021

Representative e-mail: -

ABSTRACT

Student learning outcomes in science subjects, especially in the material for healthy living culture, the results are still low. This is because the teacher has not implemented a learning model that stimulates student interest in learning. Various efforts have been made by the teacher but have not been able to show optimal results. Through this research, the Think-Pair-Share (TPS) type of cooperative learning model is applied in the hope of increasing student activity which in turn can also improve their learning outcomes. The formulation of the problem in this study is: "Can the learning outcomes of eighth grade students of SMPN 22 South Konawein the material of Healthy living culture be improved through the application of Think-Pair-Share (TPS) type cooperative learning model. The purpose of this study was to improve the science learning outcomes of eighth grade students of SMPN 22 South Konaweon the material of healthy living culture through the application of the Think-Pair-Share (TPS) type of cooperative learning model . The benefits of this research for students, researchers and other teachers. This type of research is classroom action research. The implementation of this classroom action research consists of 2 cycles. Each cycle is carried out according to the changes to be achieved such as what has been designed in the investigated factors. The procedures for this classroom action research are: 1) planning, 2) implementing actions, 3) observing and evaluating, 4) reflection. The data sources of this research are students and teachers. The types of data obtained are quantitative and qualitative data, through observation sheets and learning outcomes tests. How to collect data about the conditions of implementation of the TPS type cooperative learning model was taken using teacher and student observation sheets, data about learning outcomes was taken using a learning outcome test evaluation tool. From the results of observations, evaluations and reflections in each cycle, it can be concluded that the learning outcomes of VIII grade students of SMPN 22 South Konaweon the material of Healthy Living Culture can be improved through the application of the Think-Pair-Share (TPS) cooperative learning model . In the implementation of the second cycle classically, 28 students (87.5%) scored 70 with an average score of 80.94. This has increased when compared to the classical first cycle of students who scored 70 as many as 14 people (43.75%) with an average score of 60.63.

Keywords: *Think-Pair-Share , Learning Outcomes, Healthy Living Culture.*

I. INTRODUCTION

Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System mandates the Government and local governments to establish a quality education. Quality education is education that functions to prepare students to face the challenges of change in local, national, and global life through active, innovative, creative, and fun learning. Therefore, the education system must be continuously developed in accordance with advances in science and technology.

Learning is a complex process that happens to everyone and lasts a lifetime. One sign that someone has learned something is a change in behavior in him. These behavioral changes involve both changes in knowledge (cognitive) and skills (psychomotor) as well as those concerning values and attitudes (affective). These changes should occur as a result of interaction with the environment through the teaching and learning process. Where the teacher provides the only source of learning, even though the duties, roles and functions in the teaching and learning process are very important.

Sports education learning is learning that requires understanding concepts, not just rote memorization. To make students able to understand the material given, a special strategy is needed so that students understand what is conveyed by the teacher. In addition to the delivery of appropriate and targeted, to understand the concepts of some of the material in the education learning Sports , s ISWA should have a good visualization capabilities. However, the existing books are less able to provide such visualization. The pictures in books are usually colorless and tend to be

boring. Instead of helping, it makes students more dizzy and lazy to see it instead of understanding the material. Usually children just memorize it without understanding what is actually being memorized. Of course, this also affects student learning outcomes. These conditions make teachers have to think hard to create learning methods and innovations that can foster student motivation to understand the material in sports education learning activities .

In learning, teachers are required to have multiple roles, namely being able to create effective teaching and learning conditions. Teachers must be able to provide learning opportunities for students, and be able to improve the quality of students' roles. Students should not be considered as objects who passively receive information from the teacher, but more than that, students are considered as subjects who play an active role in learning. Teachers must be able to teach students how students can learn from their own behavior or from the environment. Teachers must be able to design learning models that are suitable for each meeting in each subject matter. The opportunity for students to learn from their own behavior or from their environment needs to be increased, by actively involving students in the learning process. The more students who are actively involved in the learning process, the students' absorption of the material and the memory of the material being studied will increase. Furthermore, in improving the quality of teaching, teachers must be able to plan teaching programs and be able to do so in the teaching and learning process.

The learning model that is most widely known today and has been widely used in the learning process is the cooperative learning model. Cooperative learning model is not a new learning model. Cooperative learning is one method that has been often used in preparing a Learning Implementation Plan. One of the learning models that are expected to be able to answer the above problems is the implementation of the *Think - Pair - Share* (TPS) type of cooperative learning model .

The phenomenon that occurs in SMPN 22 South Konawe on the learning outcomes of the self- class VIII on the lessons PE is generally still low, is evidenced by the test results on the material culture of healthy living in the school year 201 7 /201 8 is only about 53% - 62% of students who got value 70. This is presumably because the teacher does not give time or opportunity for students to solve a problem so that their motivation to learn and think independently becomes less. And besides that, the methods taught are still conventional. Not using the cooperative learning model, only using the direct learning model. For this reason, it is necessary to find solutions to solve the problems faced by these students. One of the steps that can be taken is to apply the right learning model, of course taking into account the conditions in the classroom, the characteristics of the lesson and the characteristics of the students themselves. All of this is intended to obtain the right learning model for students.

Based on the above assumptions, the researchers tried to apply a learning model that prioritizes student activity and provides opportunities for students to develop their potential and creativity to the maximum and prioritize cooperation between one student and another, the learning model is a *Think-Pair* cooperative learning model. – *Share* (TPS), with the implementation of the *Think-Pair-Share* (TPS) cooperative learning model, it is expected to increase student activity which in turn can have an impact on improving Physical Education learning outcomes for class VIII SMPN 22 South Konawestudents .

II. LITERATURE REVIEW

A. Learning

Learning is essentially a process marked by a change in a person. Learning is an act or deed that is done consciously and as a result of learning outcomes will lead to fundamental changes in a person. Changes as a result of the learning process can be shown in various forms of change such as changes in knowledge, understanding, behavior, skills, habits and changes in aspects that exist in individuals who are learning.

According to La Siara (200 7 : 15) learning is a change in the form of behavior, where the change is positive in the sense that it is oriented towards a more advanced direction from Physical Education and the previous state. Learning is a change that occurs through practice or experience. Something is said to be learning if there is a relatively steady change. Behavior that changes due to learning involves various aspects of personality, both physical and psychological, such as changes in understanding, problem solving/thinking, skills, skills, habits, or attitudes.

Usman's opinion (1996: 125) defines learning as a process of changing behavior in individuals due to the interaction between individuals and individuals with their environment. Furthermore Rianto (200 2 :12) defines that learning is a process performed by an individual to obtain a change in the behavior of overall new, the result of the experience of individuals that own in interacting with its environment**.** By thus can be concluded that the study can be interpreted as a change in behavior that is positive is happening within yourself somebody result of exercise or experience in interacting with the environment related to various aspects of the personality.

B. Learning outcomes

The term results have a close relationship with learning achievement. In fact, it is very difficult to distinguish the meaning of learning achievement from learning outcomes. Some argue that the notion of learning outcomes is considered the same as the notion of learning achievement. However , according to the author's opinion that learning outcomes differ in principle from learning achievement. Learning outcomes show the quality of a longer period of time, for example one cawu, one semester and so on. While learning achievement shows shorter quality, for example one subject, one daily test and so on.

Sudjana (2001:22) says that learning outcomes are the abilities that students have after they receive their learning experiences. The learning outcomes of each student are known after the teacher evaluates both orally during

the learning process and in writing at the end of the lesson. By knowing student learning outcomes, we can find out the extent to which student behavior changes as a result of learning activities.

The results of student learning assessments are formulated in various expressions. However, in general, it is expressed by numbers that have a certain scale. This is in accordance with the opinion of Mujiono (1994 : 26) who says that learning outcomes are a teaching and learning activity that requires the achievement of teaching objectives where student learning outcomes are marked by a value scale. From the description above, it shows that learning outcomes can be interpreted as student acquisitions after undergoing learning activities marked by grades. Ratings in this study conducted in bentu k test description. The learning outcomes obtained describe the students' ability to understand the subject matter of Physical Education at SMP Class VIII .

C. Cooperative Learning

Cooperative learning is learning that prioritizes cooperation between students in groups to achieve learning objectives (Johnson & Johnson in Winarno, 2002:17). The students are divided into small groups and are directed to study the lesson material that has been determined. The purpose of cooperative learning is to generate effective interaction among group members through discussion. In this case, most of the learning activities are student-centered, namely studying the subject matter, discussing to solve problems (tasks) with effective interaction, it is possible for all group members to master the material at an equal level. Furthermore, Ismail's opinion (2002: 20) suggests that learning with a cooperative model has the following characteristics:

1) Learn from friends
2) Face to face with friends
3) Listening among members
4) Learn from your own friends in groups
5) Study in small groups
6) Products speak or express opinions
7) Students make decisions
8) Students are active.

From the description above, it can be concluded that cooperative learning has the following characteristics:

1) Students learn in groups, listen productively, express opinions, and make decisions together.
2) Student groups consist of groups of students who have high, medium, and low abilities
3) Rewards are prioritized for group work rather than individual work.

According to Ibrahim (2000 : 19) the cooperative learning model has 6 main steps or stages starting with the teacher conveying the lesson objectives and motivating students, until the final stage, namely the teacher giving awards. For clarity, the steps of the cooperative learning model can be seen in the following table.

Table 2.1 : Steps of the Cooperative Learning Model

Phase	Teacher Behavior
Phase – 1 Delivering goals and motivating students	The teacher conveys all the learning objectives to be achieved in the learning
Phase – 2 Presenting information	The teacher presents information to students by way of demonstrations or through reading materials
Phase – 3 Organizing students in study groups	The teacher explains to students how to form study groups and helps each group make the transition efficiently
Phase – 4 Guiding group work and study	The teacher guides the study groups as they work on assignments
Phase – 5 Evaluation	The teacher evaluates learning outcomes about the material that has been studied or each group presents the results of their group work kelompok
Phase – 6 Giving awards	Teachers look for ways to reward both individual and group effort and learning outcomes.

Susanto (1999: 50) suggests that the role of students in cooperative learning is to work in groups. Students are expected to be active, responsible, cooperative and full of concern for the success of the group.

So the cooperative learning model is a learning activity by means of groups to work together to help each other in solving a problem. Study groups can consist of 4-5 heterogeneous people (ability, gender, and character) and ask for responsibility for group work in the form of reports or class presentations.

D. *Think-Pair-Share Type* Cooperative Learning Model (TPS)

The *Think-Pair- Share* (TPS) strategy is the result of the development of the Structural Approach type of cooperative learning developed by Spencer Kagen, et al. This approach emphasizes the use of certain structures designed to influence student interaction patterns. The *Think-Pair- Share* (TPS) structure has steps that are explicitly defined to give students more time to think, answer, and help each other. The steps referred to by Ibrahim in Pijono (2006:3) are as follows:

Step 1.

Thinking (thinking), the teacher asks a question or problem related to the lesson, then asks students to think about the answer to the question / problem solving independently for a few moments.

Step 2.

Pairing (in pairs), the teacher asks students to pair with other students to discuss what they have been thinking at the thinking stage. Interaction at this stage is expected to be able to share answers if a question has been asked or share ideas if a problem / problem has been identified.

Step 3.

Sharing (sharing), in the final step the teacher asks each pair to share with other pairs in a group what they have talked about. This is done in turns from pair to pair until about a quarter of the pairs have had a chance to report in front of the class.

E. Action Hypothesis

Based on the problems and theoretical studies above, the formulation of the action hypothesis in this study is: "if the *Think-Pair-Share* (TPS) type cooperative learning model is applied to the material for healthy living culture , the physical education learning outcomes of class VIII SMPN 22 South Konawestudents will increase".

III.RESEARCH METHOD

A. Place and time of research

Action Research (PTK) was held on seme ster g ponder the school year 201 8/2019 in class VIII SMPN 22 South Konawe totaling 32 students consisting of male students and 15 female students 17 people.

This research lasted for 2 (two) months, starting in November and ending in December 2018 . The implementation time of the research consists of:

1. Research preparation starts from the second week of November 2018 .
2. The implementation of the research consists of 2 (two) cycles whose implementation time is divided into:
   a. The first cycle, the S Enin 1 9 November 2018 .
   b. The second cycle, Monday, November 2 6 2018 .
3. Data analysis and report generation in December 2018 .

B. Factors Investigated

The factors investigated in this study are:

1. Teacher teaching activities.
2. Student learning activities.
3. Physical education learning outcomes for eighth grade students of SMPN 22 South Konaweafter being taught the material on healthy living culture using the *Think-Pair-Share* (TPS) type of cooperative learning model .

C. Research procedure

For smooth research, procedures or steps are needed in research related to the problem being studied. The research procedure is the steps to obtain data from researched sources from the beginning to the end of the study and presented in the form of tests. This classroom action research lasted for 2 cycles (cycle 1 and cycle 2). The implementation of these actions follows the classroom action research procedures, namely: 1) planning, 2) action implementation, 3) observation and evaluation and 4) reflection. The research procedure that is used as a reference in this classroom action research is Kurt Lewis' class action research model proposed by (Sarson Pomalato: 2006: 21)

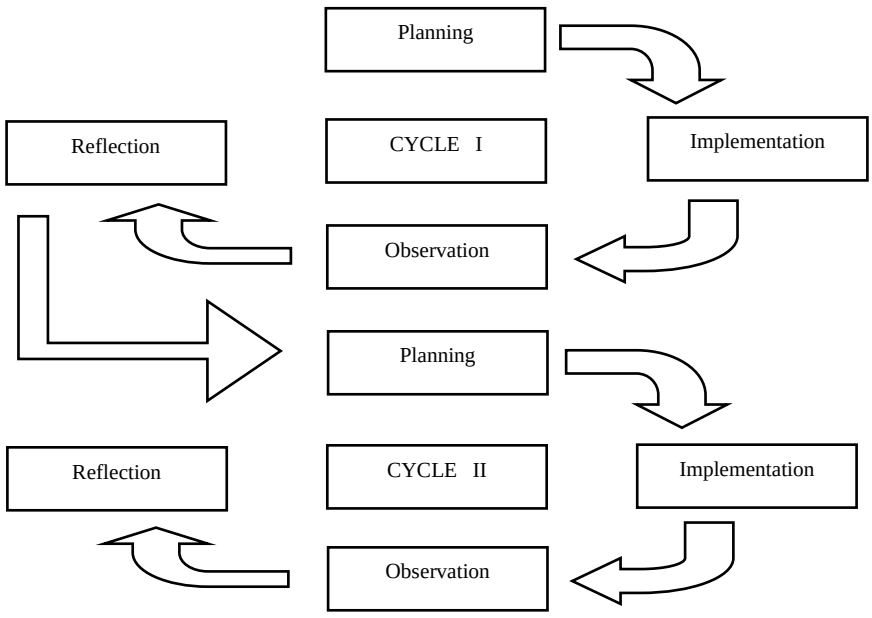

Figure 1. Classroom Action Research Procedure

D. Research Instruments

The instruments used in this study consisted of:

1. Learning Implementation Plan

That is a learning improvement plan that is used as a teacher guide in teaching and is prepared for each cycle of action.

2. Student Activity Sheet

This student activity sheet is used to assist the process of collecting data on the results of teaching and learning activities.

3. Observation Sheet

Observation sheets for both teachers and students are used to monitor the situation during the teaching and learning process.

4. Evaluation of Learning Outcomes

This test is structured based on the learning objectives to be achieved, and is used to measure students' understanding of the Physical Education subject matter . Cycle action tests are given at the end of each meeting or cycle. The form of the question given is multiple choice with 10 numbers .

E. Data collection

1. Data source

Sources of data in this study are teachers and students.

2. Data Type

The types of data obtained are quantitative and qualitative data consisting of:

a. Student learning outcomes test in the form of multiple choice test .
b. Teacher activity observation sheet.
c. Student activity observation sheet.

F. Data Analysis Techniques

The results of observations of teacher teaching activities, class VIII student activities at SMPN 22 South Konawe when the learning process using the *Think-Pair-Share* (TPS) type cooperative learning model was analyzed using percentages. The learning outcomes of class VIII students of SMPN 22 South Konaweare then interpreted as follows: Table 3.1 Criteria for Student Learning Outcomes

No.	Criteria	Score	Interpretation
1	Very well	80 - 100	Student learning outcomes are very good
2	Good	70 – 79	Good student learning outcomes
3	Enough	60 – 69	Student learning outcomes are sufficient
4	Less	0 - 59	Less student learning outcomes

(Mohammed, 2001: 4)

G. Success Indicator

The indicator of success in this study is if the number of students who get a score of 70 as much as 85%, it means classically complete.

H. Research Personnel

Research personnel have duties and roles, namely:

No	Name	Position in PTK	Tasks/roles in PTK
1	Gusti Ketut Kartika, S.Pd	Researcher	Conduct research by conducting processes in planning, carrying out checking, assessing and analyzing student evaluation test results.
2	Nyoman Sridana, S.Pd	Observer	Observing teacher and student activities, reflecting by discussing with researchers,

IV.RESULTS AND DISCUSSION

A. Result

1. Cycle Action I

a. Planning

After it was determined to apply the *Think-Pair-Share* type of cooperative learning model , the next activity was to assign students to groups according to the *Think-Pair-Share* type of cooperative learning model . References for group formation are initial test scores, ability to cooperate, social background, race, ethnicity and gender. After preparing students for cooperative learning in teaching materials PE , then in the planning stages of this research with the teachers acting as kolabor do the following things:

1) Meet the supervisor for research consultation .
2) Establishing fellow teachers as research collaborations.
3) Together with fellow teachers set a research schedule.
4) M arouses Lesson Plan for action cycle I.
5) Make observation sheets for students and teachers during the teaching and learning process in the classroom, when the *Think-Pair-Share* type of cooperative learning model is implemented.
6) Prepare the necessary learning tools in the form of worksheets and material summaries in an effort to help students understand the subject matter more quickly.
7) Make an evaluation tool for the first cycle of action tests.
8) Prepare journals for cycle I actions.

b. Action Execution

At this stage, learning activities with cooperative learning model *Think-Pair-Share* is implemented in accordance with the Learning Plan that has dipe rsiapkan before. Learning activities begin by conveying indicators of achievement of learning outcomes, providing motivation to students and then the teacher explains in detail the learning model that will be used, namely the *Think-Pair-Share* type cooperative learning model , considering that this learning model has never been applied before. Furthermore, the researchers collaborated with fellow teachers to form

groups according to the *Think-Pair-Share* type of cooperative learning model . Each group consists of 2 students (pairs).

In the teaching and learning process, the teacher gives an introductory material for animal breeding for a few minutes. Furthermore, students in groups/pairs discuss to solve the questions contained in the LKS. Before students discuss with their group partners, students are given the opportunity to solve the questions contained in the LKS independently and then present the answers from the LKS in front of the class. Furthermore, the teacher gives appreciation/reinforcement to students who have presented their answers. This teaching and learning process ends with activities to conclude the lesson and the teacher gives homework to students.

During the implementation of the first cycle of action, teacher colleagues as observers observed the learning process using the teacher and student observation sheets.

c. Observation

The things that were observed during the learning process were: the interest and ability of students in following the lesson, including the ability of students to cooperate with other students in their groups in pairs, the courage of students when asking questions or expressing opinions, and students' attitudes towards the teacher. In addition, it was also observed how the teacher presented material and learning resources that could support the implementation of the applied learning model.

The results of observations of students can be seen, among others:

1) Students pay less attention to the teacher's explanation during the teaching and learning process.
2) Students have not been able to distinguish the Think stage from the Pair stage when the *Think-Pair-Share* type cooperative learning model is applied. This can be seen when students are asked to work independently first to solve problems before discussing with their group friends.
3) Most of the students have not been able to cooperate with their group friends. This can be seen when the discussion is going on, many students are noisy and not in their groups. In addition, there are also students who are just silent and inactive and are just waiting for an answer from their friends.
4) Students have not been able to present the results of group discussions well, students still look nervous and stiff when standing in front of the class.
5) There are still students in other groups who are still afraid to respond to their friends' answers, even though their answers are different.
6) Students do not dare to ask things that are not clear about the subject matter.

The results of observations of teachers can be seen, among others:

1) In the teaching and learning process, the teacher is less assertive and does not motivate students so that many students do not pay attention when the teacher presents the subject matter.
2) The teacher does not convey indicators of achievement of learning outcomes so that students learn less directed.
3) The teacher directs groups that have difficulties well and provides the widest opportunity for students to ask questions that are not clear.
4) During group presentations, the teacher's role looks dominant. This is because the teacher directs and feeds the students too much in order to find the correct answer.
5) The teacher gives awards to the best group in the form of congratulations and applause.

d. Evaluation

At the end of each meeting, an evaluation or cycle action test is held . This is done to see the extent to which the improvement of students' physical education learning outcomes after the *Think-Pair-Share* type of cooperative learning model is applied. Students are individually responsible for their own learning outcomes even though the learning process is carried out in groups.

The results of the data analysis of the first cycle of student learning outcomes which were attended by 32 students were still low, namely the lowest score was 40 with poor criteria and the highest score was 80 with excellent criteria . The average value of learning outcomes PE students of class VIII SMPN 22 South Konawe after being taught by using cooperative learning model *Think-Pair-Share* is 60 , 63 with the thoroughness of the classical with 43 , 75 % (Appendix 5) has not yet reached an indicator of success at 85 % must reach the value 70 .

e. Reflection

In the first cycle of action, the application of the *Think-Pair-Share* type of cooperative learning model is still not optimal/perfect than expected. Therefore, the researcher and the teacher collaboratively assessed and discussed the weaknesses and shortcomings that occurred in the implementation of the first cycle of actions to be corrected and implemented in the second cycle of actions.

Based on the observations, the researchers observed that only a small number of students were able to follow the *Think-Pair-Share* type of cooperative learning model well. The teacher is less assertive so that students pay less attention to the subject matter as a result, students cannot do worksheets independently and students can't wait to ask their friends. During the discussion, most of the students were not in their groups even though the teacher had reminded them. Some students just stay silent and wait for the answer from their friends. At the time of presentation, students still looked nervous and stiff as a result the teacher had to try hard to direct students to find the right answer . Meanwhile, for teachers, it is only because they do not motivate students so that students' attention to lessons is less. The weaknesses that occurred in the first cycle, apart from the students themselves, were also due to the application of the *Think-Pair-Share* type of cooperative learning model which was still being implemented in class VIII of SMPN 22 South Konawe.

By looking at the many deficiencies that exist as well as the results of students' physical education learning outcomes in the first cycle of action that did not meet the indicators of success in this study, this research was continued in the second cycle of action.

2. Action Cycle I I

a. Planning

Based on the results of observations, evaluations and reflections on the first cycle of action, the researcher and fellow teachers planned the second cycle of action. Weaknesses and shortcomings in the first cycle will be corrected and implemented in the second cycle, so it is hoped that the application of the *Think-Pair-Share* type of cooperative learning model can be better than before.

The things that will be done in order to improve the deficiencies in the first cycle include:

1) Teachers must convey indicators of achievement of learning outcomes and provide more motivation to students to learn.
2) The teacher must be firm by reprimanding or giving sanctions to students who do not pay attention to the lesson and do not want to cooperate with their group friends.
3) Teachers must be able to provide a clearer picture to students about the real purpose of cooperative learning activities, namely being able to work together with their group friends, and being able to respect the opinions of friends and dare to express opinions.

At this planning stage, the researcher collaborates with fellow teachers to do the following:

1) Make a lesson plan for the second cycle of action.
2) Make observation sheets for students and teachers during the teaching and learning process in the classroom, when the Think-Pair-Share type of cooperative learning model is implemented.
3) Prepare the necessary learning tools in the form of worksheets and material summaries in an effort to help students understand the subject matter more quickly.
4) Create an evaluation tool for the second cycle of action tests.
5) Prepare journals for cycle II actions.

b. Action Execution

At this stage kegia t 's learning with cooperative learning model *Think-Pair-Share* re-implemented. Students are still in their respective groups as the group division in the first cycle of action.

The learning process is carried out in accordance with the Lesson Plan made previously for the second cycle of action which refers to the *Think-Pair-Share* type of cooperative learning model .

c. Observation

The learning process in the implementation of the *Think-Pair-Share* type of cooperative learning model in the second cycle of action has increased. The results of observations of students show the following:

1) All students have listened and paid full attention to the material being taught. This can be seen when the teacher asks questions, there is very good feedback from students.
2) Students are able to work independently. This can be seen by not having students ask their friends when the teacher asks students to work independently. Students look diligent and trying.
3) Only a small number of groups whose members are less active in discussions.
4) Students are able to present the results of their discussions well, because the teacher always provides guidance.
5) Most students dare to ask things that are not clear.

While the results of observations of teachers show that:

1) The teacher has conveyed indicators of achievement of learning outcomes and provided motivation to students.
2) The teacher has been firm by reprimanding/sanctioning students who do not want to cooperate with their group friends.
3) The teacher gives encouragement to students to dare to express their opinions to their group friends, while other groups are trained to dare to respond to presentations from the presenter group.
4) The teacher always provides the widest opportunity for students to ask things that are not understood.
5) Congratulations and applause given by the teacher as an award are able to motivate students to compete with other groups in answering questions from the teacher.

The results of observations of teachers and students in the second cycle of action can be seen in the appendix.

d. Evaluation

The next activity is to conduct an individual cycle II action test (attachment 15). Based on the results of the second cycle of action tests followed by 32 students, the lowest score obtained by students was 60 with sufficient criteria and the highest score of 100 with excellent criteria. The average value of student learning outcomes in the second cycle is 80.94 with a classical completeness percentage of 87.5 % (attachment 6) because it has reached the indicator of success, namely 85% of students must achieve a score of 70, this research is stopped until the cycle to II.

e. Reflection

The reflection activity in the second cycle of action was quite encouraging, both for class teachers and for researchers. The results of observations made by researchers indicate that the implementation of learning by applying the *Think-Pair-Share* type of cooperative learning model has given better results even though the activeness of students in their groups when discussing and answering questions given is still lacking, but these students always try to involve their group partners. passive in solving the problems given. This means that students already have a good enough motivation to learn about Physical Education subject matter .

Based on the results of the second cycle of action tests followed by 32 students, the lowest score obtained by students was 60 with sufficient criteria and the highest score of 100 with excellent criteria. The average value of student learning outcomes in cycle II is 80.94 with a classical completeness percentage of 87.5 % because it has reached the indicator of success, which is 85%, must reach a value of 70, so this research is stopped until the second cycle.

B. Discussion

This classroom action research consisted of two of the Klus. Each cycle consists of one meeting which is carried out according to the research procedure. The formation of groups in this study was carried out based on the cooperative learning model applied, namely the *Think-Pair-Share* (TPS) type of cooperative learning model . Students are divided into 16 groups, each group consisting of two people in pairs, where each group is formed heterogeneously by taking into account different social backgrounds, races, ethnicities, genders and abilities. This is in line with H a rtadji (2001: 34) that one of the characteristics of cooperative learning model is a group made up of students who have the capability of high, medium and low, and if possible members of the group are from racial, cultural, ethnic and gender are different.

The results of observations in the first cycle showed that teachers and students had been able to carry out learning activities in accordance with the *Think-Pair-Share* type of cooperative learning model well. However, there are still many shortcomings in it, especially the results of observations of students and the results of observations of teachers and student learning outcomes that have not reached the predetermined indicators of success. At the first meeting (cycle I) most of the students paid less attention to the teacher's explanation during the teaching and learning process. Students do other activities while the teacher is presenting the material. This can be seen from the students who fantasize, see vehicles passing beside the school through the window, play with their seatmates, and do not pay attention to the lesson. This is caused by factors that come from within and from outside the students.

Factors from within students such as motivation, talent and potential (IQ) of students who were born will affect how much students pay attention to the information provided as well as external factors such as economic conditions and the environment. Other shortcomings are also found in teachers who have not been able to be firm with students who do not pay attention to the subject matter and lack of motivation to students when studying, causing students to be less enthusiastic in participating in lessons. This is influenced because researchers have not managed learning well. This is in line with the opinion of Mulyasa (2005: 95) that being a creative , professional, and fun teacher is required to have the ability to develop approaches and choose effective learning models.

According to Slameto (1995: 30) teaching is defined as a guidance to students in the learning process. In this case the opportunity to act actively and think more is given to students. However, from the results of observations in cycle I, it appears that the teacher is too far in providing guidance to students or groups who have difficulty so that students lack the motivation to solve problems independently because they get help from the teacher.

The results of observations in the first cycle also showed that students were still unfamiliar with the *Think-Pair-Share* (TPS) type of cooperative learning model . This can be seen when the learning process takes place, most of the students still look stiff and do not understand the procedures of this learning activity. Students have not been able to distinguish the think stage and the pair stage during the discussion. This can be seen from some students just being silent and waiting for answers from their group friends and there are also students who can't wait to ask their group friends. In addition, most of the students were not in their groups during the discussion even though the teacher had reminded them. This is because the average age of students is playing age, so there are other activities when group work occurs. Another drawback also occurs in the lack of student cooperation in groups. The lack of student cooperation is because when group work is dominated by one person only and other students feel irresponsible to the group. When presenting the results of group discussions in front of the class, students in their groups still looked hesitant and nervous. This is because students are not used to or have not adapted to the new learning model applied. Meanwhile, the other group felt afraid, embarrassed and did not have the courage to respond to their friends' answers even though their answers seemed different. Therefore, to avoid deficiencies that occur, the teacher must provide clearer information about the real benefits of cooperative learning. Based on the results of the evaluation carried out in cycle I, there has not been an increase in learning outcomes because of the 32 students who were given the test only 14 students (43.75%) who scored 70.

Another feature of the cooperative learning model proposed by Hartadji (2001: 34) is the presence of an award that is more oriented dar group Penjaskes da individuals. The award/reinforcement in question is in the form of congratulations and applause from students who are spontaneous in nature to students or groups who give good answers. This award/reinforcement is intended to stimulate students' enthusiasm for learning.

Starting from the shortcomings that still exist and student learning outcomes in the first cycle of action that have not met the indicators of success in this study, namely at least 85 % of students have obtained a minimum score of 70, this research is continued in the second cycle of action. In cycle II, the *Think-Pair-Share* (TPS) cooperative learning model was implemented again. Students remain in their respective groups as the group division in the first cycle of action.

Based on the results of observations in cycle II, teachers and students have carried out learning activities as expected. The deficiencies that occurred in the first cycle have been corrected. The teacher has conveyed indicators of achievement of learning outcomes and provided motivation to students so that students learn more directed and give full attention to the material being taught. The teacher has been firm by giving sanctions to students who do not cooperate with their group friends, the teacher reminds students who often leave their groups to immediately join their

groups, students are able to work independently and no longer ask their group friends when the teacher asks students to work independently . Although there are still students who are less active in discussing, their partners or group friends always try to help their friends. The teacher provides guidance and encouragement to students in their groups so that most students are able to present the results of their group discussions well without fear and nervousness in front of their friends or other groups. In addition, students also seem to be more courageous in expressing their opinions to their friends and responding to the work of other groupmates.

From the results of the evaluation conducted in cycle II, it is known that student learning outcomes in Physical Education lessons have increased. The increase in the number of students who obtained a score of 70 was 28 students (87.5%) with an average score of 80.94 . This means that student learning outcomes in cycle II have exceeded the success indicator of 85%. Because the indicators of success have been exceeded, this research was stopped in cycle II. Students who got low scores in the first cycle turned out to be in the second cycle they got good grades, this is because students with good abilities have helped students with low abilities in their groups, students have also realized to share knowledge with each other, students are no longer ashamed to ask friends the group, the emergence of student awareness to study the subject matter seriously and the emergence of student awareness to develop the knowledge they have.

This fact is in line with the opinion expressed by Usman (1996: 5) that students as learners will experience a process of behavior change (cognitive, affective and psychomotor) thanks to the interaction between individuals and individuals with their environment. Furthermore, the opinion in accordance with the opinion of Anita Lie (1999: 33), which explains that many studies show that *peer teaching* that explains the teaching material by peers is more effective dar i pa da instruction by teachers. From this explanation, students' ability to understand the subject matter will increase if they get help from other students with the teacher applying a cooperative learning model in the classroom with a classroom arrangement that allows for multi-directional dialogical interactions and the role of a teacher in the classroom as a motivator, facilitator and mentor.

Based on the above, it can be said that the implementation of cooperative learning model *Think-Pair-Share* (TPS) in class VIII SMPN 22 South Konawe give very good influence on learning outcomes Penjaskes the self. Regarding there are 4 students (12.5 %) who have not completed because their scores are below 70 then they get a remedial program. This suggests that the hypothesis that the action has been missed with the implementation of cooperative learning model *Think-Pair-Share* (TPS) on the material culture of healthy living learning outcomes PE students of class VIII SMPN 22 South Konawe can be improved.

V. CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the evaluation of each cycle of action from this research, it can be concluded that the Physical Education learning outcomes of class VIII SMPN 22 South Konawestudents on the material of Healthy Living Culture can be improved through the application of the *Think-Pair-Share* (TPS) cooperative learning model . Classically, 28 students (87.5%) scored 70 with an average score of 80.94 . Because the indicator of research success of 85 % has been exceeded, and student learning outcomes in the very good category, this research was stopped until the second cycle.

B. Suggestion

Based on the conclusions above, the researchers suggest:

1. Teachers are expected to know, understand and apply the *Think-Pair-Share* (TPS) cooperative learning model in an effort to improve student learning outcomes.
2. Teachers are expected to be able to use learning models that vary according to conditions in the field.
3. For the next researchers, it is hoped that they will be able to adapt the use of various cooperative model approaches to the material that will be taught in class.

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