

Effectiveness Use of the Think Pair Share Learning Model on Class VII Student in Catholicism Subject of Yoannes XXIII Middle School Semarang

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Abstract. Among general subjects, the subject of Catholicism still lacks of interest among students at Yoannes XXIII Middle School Semarang. The low level of students critical thinking toward subject of Catholicism causes a decrease in students learning achievement. However, on the other hand, students are expected to be able to think critically in facing global challenges. The research objectives are 1) to determine the effectiveness of using TPS learning model in improving learning achievement, 2) to determine changes in learning achievement using the TPS model, 3) to determine independent the influence of critical reasoning aspects on the uses of the TPS learning model. This research uses a pre-experimental experiment design with a quantitative One-Group Pretest-Posttest design approach. The research sample was taken by random sampling in class VII-B with a total of 29. The independent variable in this research was the critical thinking process Pancasila Student Profile (P3) dimension using the TPS learning model. Indicator of critical thinking include open thinking, solution seeker, mastering the situation, question seeker, documents seeker, providing explanation, analyzing arguments, and concluding problems. Meanwhile, the dependent variable is learning achievement data obtained by tests at the end of the learning process. Data is processed using the N-gain test, Independent sample T-Test, and regression testing with SPSS 25 for windows. The research result showed a significant increase in learning achievement with an N-gain score reaching 89, 97% in the effective category, there was an increase in learning achievement by 27, 11% and there was an influence of the critical thinking process of class VII student using TPS learning model of 95, 9%.

Keyword: Think Pair Share, Critical Thinking, Learning achievement, P3, Merdeka Curriculum

BACKGROUND

Education is essentially a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual potential, self-control, personality, intelligence, noble character, and the necessary skills. In general, learning at school focusses on completing learning objective material, and we neglect to develop students personal potential and character. In education itself, a strategy or various methods are needed so that students can obtain, explore dan develop their potential, which is called an education system. Education in humans life is an absolute and mandatory thing, with education humans better understands various things hat are difficult for human reason to understand, education can live and develop in line with the ideals of progress, prosperity and happiness based on the concept of mindset. With education, a person can progress. Education changes simple thought pattern into more complex ones (Cholilah et al., 2021). For example

Japan which implements a technology-based education system, the United States with The Program For International Student Assessment (PISA), and Finland which is known as a country with a benchmark education system for undergraduates. Meanwhile, Indonesia has used the National Education System since the issuance of Law no. 20 of 2003, as an embodiment of developing society into higher quality society that often answers all the challenges of the times which will always change. National education itself aims to develop every students potential so that they become individuals who believe, have faith in God Almighty, have noble character, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rahmawati et al., 2023). In every management, the National Education System is organized centrally, where educational objectives, learning materials and methods, teaching staff and promotion requirements are regulated by the central government and apply to all of Indonesia. In this case, the community is said to be the governments partner in providing education, although the government still plays the main role. Apart from that, technological developments are also one of the main supporting factors.

The science and technology that is developing now helps people to process and analyze problems that exist in society and can also process the life given by God to humans. The education needed in human life is not only general education but also religious education, especially Catholicism subject. Because Catholicism subject is an important pillar in shaping a human's personality into a person who is devout and has full faith in God, in physically and spiritually healthy, dutiful to parents, and becomes a quality and creative human being useful for the nation, state and religion. Catholicism subjects itself is an effort carried out with the aim that student have the ability to build a life that is increasingly faithful to God, so that they can grow and develop to achieve a complete personality that can reflect themselves in the image of God. It is also tasked with conveying values such as honesty, justice, compassion and character. Catholicism subjects guides students to appreciate and practice the teachings of the Catholic Religion which they believe in thoroughly and have studied at school, as well as making these religious teachings their guide or way of life, by being given the values of the teachings of the Catholic Religion and the Church's teachings which are embedded in them. So Catholicism subject is an effort to prepare students to have confidence and be able to apply the teachings of the Catholic Religion and Church's teachings.

Catholicism subjects are within the scope of basic secondary education and also upper education. This teaching material is inseparable from every student, because apart from theoretical concepts, there are also aspects of direct application that relate to students activities

and activities in their daily lives. Learning achievement is very important in the world of education because it is an indicator of achieving planned targets. For teachers, learning achievement is not only an indicator of success in delivering material to students but also the use of methods used in the teaching and learning process and determining students who have achieved minimum completeness and have the right to continue to the next material. For students, learning achievement is a benchmark for mastery of the material presented by the teacher. For schools, good learning achievements increase the school's credibility and reputation both in society and in the world of educational institutions, learning achievement becomes an evaluation material for the implementation of the curriculum in schools.

Factors that influence learning can provide positive support in learning, but can also hinder the learning process. The obstacles that occur result in the learning outcomes of individuals who experience a learning process that is not in accordance with what they want. These circumstances have an impact on the emergence of problems in the subsequent learning process. Low student learning motivation will be a very significant obstacle to the learning process, because it can result in low student learning achievement. Therefore, teachers are expected to be able to increase student learning motivation to improve student learning achievement. Adriana Tamo Ina, based on her experience in conducting research, the assessment of the success of the teaching and learning process is observed from changes including: student activities during learning which lead to the good category, and the achievement of teaching and learning completeness requirements for students. The actions taken are in the form of motivation or conditions of the students' learning environment so that changes occur as desired. This can be seen in the increase in learning outcomes obtained by students (Tamo et al., 2023). Y L Sukestiyarno said that this is where it can be analyzed that independent learning built from e-module assistance has proven to be effective in its implementation. Students are proven to be able to keep trying to explore every material available in the e-module. The habits of students who initially were still dependent on other Learning mathematics using the Seven jump method assisted by e-modules programmed by online e-learning has been proven to be able to encourage and encourage students to learn independently (Sukestiyarno & Hartutik, 2021).

Learning problems as describes occur in students at Yoannes XXIII Middle School, Class VII. This is indicate by the low achievement of Catholicism subjects scores. Many students get midterm test scores below 80, which is not what the teacher expects. Perceptions about the difficulty of studying Catholicism subjects often dominate student thinking so that

many of them are less interested in studying Catholicism subjects and are less motivated to study. Apart from that, learning is still centered on the teacher. Teachers explain a lot and students are given little opportunity to discuss with their friends. Based on researchers observations at schools conducted in February 2024 and interviews with Catholicism object teachers, 16 of the 29 student did not understand Catholicism subjects lessons, this can be seen from the Catholicism objects test scores which were less than 80. Motivation and interest in learning can be seen when students receive learning material. This is shown by the attitude of students are who tend to be busy alone, chatting with friends, there are some students who are doing homework in other subjects and paying little attention to the ongoing learning. If students are given practice questions that are quite difficult, students would not work on the questions given and are not motivated to find solutions to the questions. Students prefer to wait for the teacher to solve the problem. This is because students are not given the opportunity to ask questions and express opinion.

Bearing in mind that students are one of the determining factors for educational success, efforts need to be made to improve various matters related to optimizing student learning achievement. In relation to learning success, it is argued that there are 2 factors that influence student learning. Based on the description above, the researcher tries to provide a solution to solve the problem, namely by implementing a cooperative learning model. The cooperative learning model established in schools is the Think Pair Share (TPS) can improve students ability to remember information and a student can also learn from other for discussion before presenting them in front of the class. Think Pair Share (TPS) is a cooperative learning model which consists of 3 stages, namely Thinking, Pairing, and Sharing. Teacher are not the only source of learning (teacher oriented), but instead students are required to be able to discover and understand new concepts.

THEORETICAL FRAMEWORK

The Merdeka Curriculum is education that is based on the nature and the times, where each student has their own talents and interests. The aim of Merdeka learning is to effectively reduce learning delays during the Covid-19 pandemic. Even though the 2013 Curriculum is currently still available, schools can still prepare themselves to implement the Merdeka Curriculum. So that each educational unit can decide the right time to start implementing the new curriculum independently according to its readiness (Rahayu et al., 2022). The idea of the

essence of Merdeka learning is to create a pleasant learning atmosphere without feeling burdened to achieve certain grades. In implementing the Merdeka Curriculum, students are required to be more critical and innovative in participating in learning. The Merdeka curriculum encourages students to become more independent and active in learning, so that they can develop their abilities more effectively. The Merdeka curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Sari et al., 2023).

Pancasila Student Profile is an important aspects in the Merdeka curriculum, especially in character education. The Ministry of Education and Culture seeks to strengthen character education for students through the Pancasila Student Profile, so that all policies related to learning aim to create Indonesian students who have personality and are able to apply Pancasila values in their daily lives. The effort to socialize the character education is to provide training for teachers. Training is part of education that describes a process of understanding, exploring, rearrange attitudes, and practicing cognitive, affective, and psychomotor aspects, which aims to increase the competencies that have been owned (Hartutik, 2019). Critical thinking is one of the characteristics that make up the elements of the Pancasila Students Profile. The character of critical thinking really needs to be cultivated in every student. Critical thinking is very necessary for students when solving and resolving a problem. Critical thinking skills are something that is important to be taught, instilled and developed so that students can face various problems that occur around them well, skillfully and critically.

Effective learning is also one of the supports for the character of critical thinking. Effective learning is not just learning to know, but must also include learning to do, learning to be, and learning to live together. The teacher is not only a facilitator but also facilitates students to apply the skills they have so that they can develop and support student success later. The main aim of learning is that what is learned is useful in the future, it helps us to be able to continue learning in an easier way, so that a lifelong learning process (long lif education) is achieved.

RESEARCH METHODOLOGY

The research method used in this research is quantitative experimental research. Quantitative experimental research emphasizes its use as a determinant of variables and their relationship with other variables. Basically, the experimental research method is a method used

to determine the effect of one treatment on another under controlled conditions to compare results. Ultimately, the purpose of using quantitative variable is to relate these variables, as can be found in survey research or to compare certain samples or groups in relation to research results, as in experimental research. The independent variable in this research is the learning achievement of students in the Catholicism subjects class VII even semester at Yoannes XXIII Middle School Semarang.

This research was located at Yoannes XXIII Middle School Semarang. The researcher chose the research location here because it is easy to reach and the student are multicultural, so it is in accordance with the theme taken in the research. The research was carried out from February 5th 2024 to February 22nd 2024. The treatment was carried out on class VII-B students in the even semester of the 2023/2024 academic year. Meanwhile, to see critical thinking achievements and learning achievements in Catholicism subjects, questionnaires and tests were used.

RESULT AND DISCUSSION

The effectiveness of using the Think Pair Share learning model for class VII students in Catholicism subject at Yoannes XXIII Middle School Semarang can be obtained by carrying out several tests to find out whether the method is effective or not. After carrying out several tests, the following results were obtained.

1. Research Result

a. N-Gain Test

The N-Gain test is a data analysis used to answer the first problem formulation, carried out to calculate how effective the Think Pair Share learning model is in the religious education learning process at Yoannes XXIII Middle School Semarang.

Table 1. N-Gain Score Result

Descriptives			Statistic	Std. Error
N_Gain	Mean		84,3346	3,89847
	95% Confidence Interval for Mean	Lower Bound	76,3055	
		Upper Bound	92,3636	
	5% Trimmed Mean		86,7820	
	Median		86,6071	
	Variance		395,150	
	Std. Deviation		19,8738	
	Minimum		20,00	

Maximum	100,00	
Range	80,00	
Interquartile Range	21,25	
Skewness	-1,814	,456
Kurtosis	3,770	,887

Based on the result of the N-gain score test calculation above, it shows that the average N-Gain score value for the experimental class Think Pair Share learning model is 84.3346 or 84.33%, which is included the effectiveness category. With the N-Gain score value a minimum of 20% and a maximum of 100%. So it can be concluded that the use of the think Pair Share learning model is very effective in improving learning achievement in the Catholicism subject, with subject matter “building of a relationship with Jesus” for class VII-B student at Yoannes XXIII Middle School Semarang.

b. Independent sample T-Test

Independent sample T-Test is used to answer the differences in learning achievement using the Think Pair Share learning model for students.

Tabel 2. Group Statics

Group Statistics					
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Prestasi	PreTest	26	68,27	8,239	1,616
	PostTest	26	95,38	5,643	1,107

Tabel 3. Independent Sample Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Prestasi	Equal variances assumed	11,359	,001	-13,845	50	,000	-27,115	1,959	-31,049 -23,182
	Equal variances not assumed			-13,845	44,225	,000	-27,115	1,959	-31,062 -23,169

Based on the output above, it is kown that the Sig Levene’s Test for Equality of Variences value is $0.001 < 0.05$, so H_0 is rejected and H_1 is accepted. So it can be interpreted that the learning outcomes data between Pretest and Posttest are different. Further tests need to be carried out, we can see in the Group Statistics output that the Posttest average of 95.38 is much greater than the Pretest average of 68.27. this shows that the learning achievement of experimental class is better than the learning achievement of control class. It was concluded that learning using the Think Pair Share learning model was able to provide changes in improving learning achievement.

c. Regression Test

Simple regression is data analysis used to calculate the regression of critical thinking aspects on the use of the Think Pair Share learning model on Students.

Tabel 4. Regresi

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	-12,619	4,557	-2,769	,011
	Nalar_Kritis	1,152	,049	,979	,000

a. Dependent Variable: PostTest

Tabel 5 Annova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	763,605	1	763,605	563,050	,000 ^b
	Residual	32,549	24	1,356		
	Total	796,154	25			

a. Dependent Variable: PostTest

b. Predictors: (Constant), Nalar_Kritis

Tabel 6. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,979 ^a	,959	,957	1,165

a. Predictors: (Constant), Nalar_Kritis

From the data, the values $a = -12.619$ and $b = 1.152$ are obtained, so the regression equation is : $Y = -12.619 + 1.152X$. because the regression values is positive, it can be said that for every 1% increase in critical thinking level (X), learning achievement (Y) will increase by 1.152. sig value = $0.000 = 0\% < 5\%$ means H_0 is rejected H_1 is accepted. So the liner equation or X has a linear relationship to Y or X has a positive effect on Y. The value obtained is R square or $R^2 = 0.959 = 95.9\%$. This value shows that the variation in the learning achievement variable Y can be explained by the critical thinking variable X by 95.9%. In other words, variable X influences variable Y by 95.9% and there are still 4.1% of variable Y that is influenced or can be explained by variable other than critical thinking.

2. Discussion

a. N-Gain Test

Based on N-Gain score test, it shows that from the Notation (N) of 26 students the average N-Gain score for the experimental class with the Think Pair Share cooperative learning model is 84.3346 or 84.33%, which is included in the effective category. The minimum score is 20% and the maximum score is 100%. So Think Pair Share learning model is very effective in improving learning achievement in Catholicism subjects. The subject matter is Establish a Relationship with Jesus in class VII-B students at Yoannes XXIII Middle School Semarang as written in the Think Pair Share (TPS) theory is a way which is effective for varying the atmosphere of class discussion pattern.

b. Independent sample T-Test.

Research regarding differences in learning achievement using the Think Pair Share learning model for class VII student in Catholicism subjects at Yoannes XXIII Middle School Semarang was carried out using the Independent sample T-Test. It is known that the amount of learning outcomes data for the Pretest is 26 students, and the learning outcomes for the Posttest are 26 students. The average score for the Pretest learning outcomes is 68.27, while the average score for the Posttest learning outcomes is 95.38. Thus, from descriptive statistics it can be concluded that there are difference in learning outcomes between before the experiment was carried out and after the experiment was carried out. Next, to prove whether the difference is significant (real) or not, it is necessary to interpret the output of the Independent Sample T-Test. So it can be interpreted that the learning outcomes data between Pretest and Posttest are different. Learning achievement of the experimental class is better and much greater than control class. The strategy of using teaching methods really determine the quality of teaching and learning achievement. It was concluded that learning using the Think Pair Share learning model was able to provide changes in improving learning achievement.

c. Regression Test

Simple Regression of critical thinking aspects on the use of the Think Pair Share learning model for class VII students in Catholicism subjects at Yoannes XXIII Middle School Semarang is found by made observation by interviewing teachers in the Catholicism subjects containing several critical thinking indicators with measurements of 1 to 4. The research was analyzed using SPSS Statistics 25 for windows and the following are the result of processing the data obtained. The data shows the values $a = -12.619$ and $b = 1.152$, so the regression equation $= -12.619 + 1.152X$. To accept or reject the hypothesis, the F distribution calculation table to obtain a value of $F =$

563.050, sig = 0.000. There is no need to compare with the table, because SPSS has facilitated it with significant values, correlation significance of $0.000 = 0\% < 5\%$ means rejecting H_0 accepting H_1 , so responsibility has a positive effect on learning achievement, which is also strengthened by the R square obtained from the critical thinking aspects which has an influence on learning achievement of $= 0.959 = 95.9\%$. This means that the Merdeka Curriculum theory encourages students to become more independent and active in learning, so they can develop their own abilities more affectively.

CONCLUSION AND RECOMMENDATION

Based on the result of the research and discussion, it can be concluded that the result of hypothesis testing using the N-Gain test obtained the result of the N-Gain score test calculation, showing that average N-Gain score for experimental class was 89.9679 or 89.97% is included in the effective category. With the minimum core is 20% and maximum score is 100%. So it can be concluded that use of Think Pair Share learning model is very effective in improving learning achievement in Catholicism subject.

The result of the research show that there is a change in the learning achievement of class VII student at Yoannes XXII Middle School Semarang with the use of the Think pair Share learning model. The average score for Pretest is 68.27, and Posttest is 97.12. It turns out that the Posttest average is much greater than the Pretest average of 68.27. This shows that the learning achievement of the experimental class is better and was able to provide changes in improving learning achievement

Catholicism subject using the TPS learning model with critical thinking aspects has an influence on students. Based on the results of data calculations, it is known that the critical thinking aspects has a positive relationship with learning achievement. The data shows the values $a = -12.619$ and $b = 1.152$, so the regression equation $= -12.619 + 1.152X$. To accept or reject the hypothesis, the F distribution calculation table to obtain a value of $F = 563.050$, sig = 0.000. There is no need to compare with the table, because SPSS has facilitated it with significant values, correlation significance of $0.000 = 0\% < 5\%$ means rejecting H_0 accepting H_1 , so responsibility has a positive effect on learning achievement, which is also strengthened by the R square obtained from the critical thinking aspects which has an influence on learning achievement of $= 0.959 = 95.9\%$.

Based on the conclusions above, the author has several suggestions that may have benefits for improving the learning achievement and critical thinking abilities of students in

Catholicism subject. Catholicism subject using the TPS learning model has a big influence on student achievement. Catholicism subject teachers can apply the TPS Method with subject matter of “Building a Relationship with Jesus. The critical thinking aspects of students can be improved by designing learning that applies the one-dimensional learning of the Pancasila Student Profile. In this way, the observation process is more observable. Schools can make policies to determine learning methods that are able to solve problems and P3 dimensions that suit student characteristics.

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