



## THE EFFECT OF THE THINK PAIR SHARE LEARNING MODEL ON GRADE XI STUDENTS' PERCEPTION OF DEMOCRACY

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### Abstract

The purpose of this study was to determine the perception of class XI students of SMA METHODIST 7 MEDAN before and after using the think pair share learning model, and to determine the effect of the Think Pair Share (TPS) learning model on class XI students' perceptions of the concept of democracy. In this study, the researcher used a quantitative research method, namely a research method that involves testing the relationship between variables measured by research instruments so that numerical data can be analyzed based on statistical procedures. Based on the research data and data analysis, it can be concluded that the think pair share learning model can increase the influence of students' perceptions of democracy and can be proven by the results of descriptive pre-test (before) and post-test (after) treatment obtained an average of 79.87 and 90.28. The results of the normality test The sig value in the pre-test is  $0.231 > \text{sig value } 0.05$  (5%) meaning  $H_0$  is accepted and the sig value in the post-test is  $0.006 > \text{sig value } 0.05$  (5%) meaning  $H_0$  is accepted, it can be concluded that the pre-test data is normally distributed and the post-test data is normally distributed. Based on the comparative hypothesis test of the paired sample test output above, the sig value is  $0.000 > \text{sig value } 0.05$  (5%) which means  $H_1$  is accepted and  $H_0$  is rejected. so that it can be concluded overall that there is an influence of student perception before and after the use of the think pair share learning models.

**Keywords :** Think Pair Share, student perceptions, democracy

## INTRODUCTION

Schools are places to acquire knowledge guided by teachers or educators. Pancasila, as the philosophical foundation of the Indonesian nation, contains democratic principles that should be embodied in the education system, by making Pancasila values a guideline in the learning process (HR Kurniawan, Elmunsyah, & Muladi, 2018) . The level of democracy in society is directly proportional to the level of democratic education of teachers (D. Kurniawan, Wahyuningsih, & Normala Sari, 2020a) . Through a holistic approach, Pancasila education also strengthens students' awareness of human rights and the importance of protecting these rights in everyday life (Wuryandani, 2021) .

According to Henry B. Mayo, as quoted by Budiarjo, there are at least six values that define a country (organization) as a democracy, namely resolving disputes peacefully, ensuring the establishment of peaceful change in a changing society, organizing regular

changes in leadership, limiting the use of violence to a minimum, recognizing and considering diversity as normal, and ensuring the establishment of justice (Dalimunthe, Mulyono, & Syahputra, 2022) .

According to the 2020 report of The Economist Intelligence Unit (EIU), the 2019 Indonesian Democracy Index, and the 2021 Democracy Report, there is a shift in the pattern of Indonesian democracy which was originally an electoral democracy towards a "flawed democracy" the application of democratic attitudes in students is still very low. This is evidenced by the results of initial observations conducted at SMA MHETODIST 7 MEDAN in the PPKn subject, there is a problem, namely the low democratic attitudes possessed by students are still very low (Editia, 2020) . Akbar et al., 2023).

One opportunity to develop and instill democratic values in Indonesia is through high school. This is the level at which strategic efforts to cultivate democracy can be realized (Heliza, 2023) . Students still lack democratic attitudes during the learning process (intracurricular), such as not being able to express opinions and not respecting peers while they are speaking. Furthermore, students lack critical reasoning skills (KR Dewi & Dharsana, 2020) .

The Think-Pair-Share (TPS) strategy creates an interactive, lively, collaborative, and democratic learning environment. This strategy allows students to interact; receive information; develop collaborative discussion skills; refine their thinking; and participate effectively in class (Ahmadah, Setiawan, & Ardianti, 2020) . Critical thinking skills are crucial for success in life and work, and learning strategies should enable the development of critical thinking skills from the early years of school (Nuryasana, 2019) .

Based on the description above, the implementation of the Think-Pair-Share learning model is expected to have a positive influence on the perceptions of eleventh-grade students about democracy at Methodist 7 Medan High School. This strategy not only creates a collaborative and interactive learning atmosphere but also instills democratic values, such as the ability to discuss, respect others' opinions, and think critically (Sutiarso & Wijaya, 2018) . By integrating this learning method into teaching and learning activities, it is hoped that students can understand and apply democratic principles in their daily lives. Therefore, it is important for educators to continue developing innovative and relevant learning models to improve the quality of democratic education in schools.

## **METHOD**

This study employed a quantitative experimental approach. This method was used to determine the effect of the Think Pair Share (TPS) learning model on eleventh-grade students' perceptions of democracy. The study involved an experimental group using the Think Pair Share learning model and a control group using conventional methods.

According to Sugiyono (Muswaroh, 2018) quantitative methods are steps (methods) of data collection, data analysis and interpretation of analysis results in order to obtain information to draw conclusions and make decisions (D. Kurniawan, Wahyuningsih, & Normala Sari, 2020b) . This method also uses a type of experimental research method. Experimental research is an in-depth study in which researchers change one or more independent variables with the aim of observing their effect on the dependent variable while controlling other variables that may affect the results (Wulandari, Afryanza, & Gustiningsi, 2019) . According to Sugiyono (Suryani, 2018) experimental research methods are research methods designed to test the effect of a treatment on another treatment under controlled conditions. This study uses a one group pretest-posttest design by conducting

research on a group of subjects (class), namely XI SMA METHODIST 7 MEDAN, which were selected randomly (Raditya, Kristiantari, & Suara, 2015) . Researchers use this design in three stages: observation, pretesting, and then administering treatment or experiments within a learning program, specifically the TPS (think pair share) teaching model. Based on the pretest and posttest results, they are then remeasured in the final test (posttest) and compared to determine the extent of the experiment's impact. This allows for more accurate data collection, as it allows for comparisons between the pre-treatment and post-treatment results (Rachmawati & Erwin, 2022) .

The research design used was a pretest-posttest control group design. In this design, the experimental group was given a pretest before treatment and a posttest after treatment to measure changes in students' perceptions of democracy (Rahmawati & Hanipah, 2018) .

Sugiyono (Kamil, Arief, Miaz, & Rifma, 2021) states that a population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. Meanwhile, according to Nawawi (Zulfah, 2017) , a population is the totality of all possible values, both the results of calculations or quantitative and qualitative measurements of certain characteristics regarding a complete set of objects. From the several definitions above, it can be said that a population is an object or subject that is in a certain area and can meet certain requirements in the research problem. The population in this study were grade XI students of SMA Methodist 7 Medan. The following is the number of grade XI students of SMA Methodist 7 Medan.

According to Soehartono (Rati & Murda, 2017), a sample is defined as a subset of a population that is to be studied and is considered to be representative of the population. Similarly, Sugiono (Reinita & Andriska, 2017) states that a sample is a subset of the number and characteristics of a representative population. The population in this study was 36 people, while the sample size was 1 class, namely class XI. The determination of the sample size in this study was based on the saturated sampling method proposed by Sugiyono (Handayani & Yanti, 2017) which states that saturated sampling is a sampling technique where all members of the population are used as samples. Another term for a saturated sample is a census, where all members of the population are sampled (Lestari, Erwandi, & Gusti Satria, 2020) .

Data analysis techniques used to analyze quantitative data utilize two types of statistical analysis: parametric statistics and non-parametric statistics. However, this study focuses on parametric statistics.

Parametric statistics are statistics used to test population parameters through statistics, or to test population size through sample data. This requires that the analyzed data be normally distributed and homogeneous, and that the regression results must be linear. Therefore, a normality test is applied to the research data before hypothesis testing.

## **RESULTS AND DISCUSSION**

This research was conducted at SMA MHETODIST 7 MEDAN located at Jl. Madong Lubis Sidodadi, Medan Timur District, Medan City, North Sumatra Province. This research was conducted in the even semester of 2025/2026 in class XI as the population and focused on class XI as the sample selected using simple random sampling technique or random sample selection.

The research conducted was useful to determine the effect of the Think Pair Share learning model on eleventh-grade students' perceptions of democracy using a multiple-

choice test (20-question) as the research instrument. The research was carried out in three stages: a pre-test, treatment, or teaching of PPKn Chapter II material on Democracy using the Think Pair Share teaching model, and finally, a post-test (NKTY Dewi, Sugiarta, & Parwati, 2021) .

### **Research Data Analysis Test**

#### **Normality Test**

The normality test is a method for determining the distribution of data within a specific data set. This test can be used as an absolute requirement for conducting parametric inferential statistical tests, such as the paired sample t-test. Data normality was tested using the Sharpio-Wilk test using SPSS software, as the data consisted of less than 50 students, or 36.

The following is a normality test of the pre-test and post-test data from the research results conducted:

Hypothesis formulation

$H_0$  : data is normally distributed

$H_1$  : data is not normally distributed

Analysis Design

The data is less than 50, so the analysis used is Shapiro Wilk with an error rate of 5% = 0.05.

Sample Analysis

**Table 1. Data Normality Test**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig	Statistics	df	Sig
Pretest	0.135	36	0.094	0.961	36	0.231
Posttest	0.16	36	0.02	0.908	36	0.006

Sample analysis results

1. The sig value in the pre-test is 0.231 > sig value 0.05 (5%) meaning  $H_0$  is accepted and  $H_1$  is rejected .
2. The sig value in the Post-test is 0.006 > sig value 0.05 (5%) meaning  $H_0$  is accepted and  $H_1$  is rejected .

Sample interpretation

Based on the results of the sample analysis above, it can be concluded that the pre-test data is normally distributed and the post-test data is normally distributed.

#### **Hypothesis Testing**

To test the research hypothesis, the researcher used a comparative hypothesis test (Paired sample T Test/ Test of two correlated samples) which is a way to test the difference in the average of two samples/ data obtained from the same group and already normally distributed. The test was carried out using the assistance of the SPSS *Statistic 25* program ( *Statistical Package for social science* ) (Fitri & Budiman, 2017) .

**Table 2. Hypothesis Formulation Table**

Verbal Hypothesis	Mathematical Hypothesis
$H_0$ : there is no increase in students' enthusiasm for learning before and	

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after using the *Think Pair Share learning model*  $H_0: \mu_1 = \mu_2$

$H_1$ : there is an increase in students' enthusiasm for learning before and

after using the *Think Pair Share learning model*  $H_1: \mu_1 \neq \mu_2$

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### Analysis Design

The analysis used a paired sample T test with a significance level of error of 5% or (0.05).

### Sample analysis

**Table 3. Paired sample test**

		Paired Differences			95% Confidence Interval of the t		df	Sig. (2-tailed)
		Mean	Standard Deviation	Std. Error Mean	Lower	Upper		
Pair 1	Pretest - Posttest	-10,417	6,695	1,116	-12,682	-8,151	35	0,000
						9,335		

### Sample analysis results

Based on the output of the paired sample test above, a sig value of 0.000 > sig value of 0.05 (5%) was obtained, which means that  $H_1$  is accepted and  $H_0$  is rejected (Sulianto, Purnamasari, & Febriarianto, 2019).

### Interpretation

Based on the results of the sample analysis above, it can be concluded that there is an influence of student perception before and after using the *think pair share learning model*. This difference can be seen in the average value, namely 79.87 before using the *think pair share model* and 90.28 after using the *think pair share model*, which is a difference of 10.41%.

### CONCLUSION

Based on the research data and data analysis above, the following conclusions can be drawn:

1. Based on the results of the presentation of pretest data, class XI students before being given treatment obtained a total score of 2,875, so that an average of 79.87 was obtained. Based on the results of the presentation of posttest data, class XI students after being given treatment experienced an increase, namely obtaining a score of 3,250, so that the average obtained was 90.28.
2. Based on the results of the normality test, the sig in the pretest is 0.231 > sig value 0.05 (5%) meaning  $H_0$  is accepted and the sig value in the post-test is 0.006 > sig value 0.05 (5%) meaning  $H_0$  is accepted, so it can be concluded that the pre-test data is normally distributed and the post-test data is normally distributed.
3. Based on the results of the comparative hypothesis test of the paired sample test output above, a sig value of 0.000 was obtained > sig value of 0.05 (5%), which means that  $H_1$  is accepted and  $H_0$  is rejected, so it can be concluded overall that there is an

influence of student perception before and after the use of *the think pair share learning model*. The difference can be seen in the average values, namely 79.87 before the use of *the think pair share learning model* and 90.28 after the use of the think pair share model, which is a difference of 10.41%.

### **Suggestion**

The suggestions that the author can put forward after conducting this research are as follows:

1. It is necessary to improve and develop the learning models that will be used by teaching staff, because the more learning models used, the higher the attraction and enthusiasm of students in participating in learning.
2. Further research is needed to deepen the understanding of other learning models that can improve the enthusiasm, skills and learning methods in Indonesia to achieve significant development.
3. Research results are needed that show positive changes in the perceptions of class XI students about democracy after the implementation of *the think pair share learning model*. It is recommended that PPKn teachers can make this model a learning strategy that is consistently applied in teaching and learning activities. Therefore, the implementation of *the think pair share learning model* not only has an impact on the cognitive aspects of students, but also on the formation of character and democratic attitudes that are very important in the life of the nation and state.

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