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The Influence of the Think Pair Share Learning Model onthe Learning Creativity of Class V Students at SDS Bina Taruna 1

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ABSTRACT
The purpose of this study was to determine the learning creativity of VA class students before the Think Pair Share learning model was applied. To find out the learning creativity of VB class students before applying conventional learning models. To find out the application of learning creativity in VA class students after the Think Pair Share learning model was carried out. To find out the learning creativity of VB class students after applying conventional learning models. To find out the differences in student learning creativity in classes that apply the Think Pair Share learning model with conventional learning models. To determine the effect of the Think Pair Share learning model on the learning creativity of VA class students at SDS Bina Taruna 1. This research uses a quantitative research type that uses an experimental class and a control class. The significance value is 0.000, which is 0.000 <0.05. It was stated that there was a significant difference between the learning creativity of the experimental class students (Think Pair Share learning model) and the control class (Conventional learning model) so that there was an influence on students' learning creativity. The tcount test value is 17.872, where the tcount is 17.872 > ttable 1.703. So it can be concluded that the Think Pair Share learning model has a better influence on the learning creativity of class VA SDS Bina Taruna 1 students.

Introduction

Education is an effort to improve the quality of each individual, either directly or indirectly, which is prepared to support and follow the pace of development of science and technology (IPTEK). These efforts are made in order to succeed in development which is constantly changing. To succeedin this development, human resources are needed who master the progress of science and technology, and are accompanied by skills. Education intends to help students to develop their potential.The development of science and technology is currently very fast so that information that occurs in the world can be known quickly. Along with that, problem solving, critical and creative thinking become very important. This is comparable to the development of science and technology in the midst of people's lives. According to Devi (2019:93) The progress of a nation is determined by the quality of itsnext generation. The quality of the nation's generation is shown by quality education to create superior human resources. Both in terms of competitive, innovative and communicative and collaborative abilities so that it will be easier to absorb information and be able to communicate using technology. Inthis case, the most appropriate place to be able to develop the quality of human resources (HR) is the school. Schools are facilities or places of learning that function to achieve national education goals.

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According to the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education, it states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Quality learning in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.The curriculum is a tool to achieve educational goals, as well as a guide in the implementation of education. The curriculum reflects the philosophy of life, the nation, in which direction and how the form of life will later be determined by the curriculum used by the nation now. The curriculum must be able to anticipate changes, because education is the most strategic way to protect the progress of science and technology. Renewal of the curriculum needs to be done considering that the curriculum as a tool to achieve goals must adapt tothe development of society which is constantly changing and ongoing, according to Shobirin (2016:1- 2).

According to Shobirin (2016: 35-36) the 2013 curriculum is intended to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, state, and world civilization. The teacher is the person who has the most influence on changes or changes in the curriculum. Therefore, teachers must always be ready for changes. The scientific approach is ascientific approach which in its learning focuses more on observing, asking, reasoning, trying, and forming networks for all subjects. Through a scientific approach, it is hoped that students can have much better attitudes, skills, and knowledge competencies. According to Shobirin (2016: 29-30) With the implementation of the 2013 Curriculum, the teacher's role is only as a facilitator, motivator and guider. As a facilitator, the teacher tries to create and provide a conducive learning environment for students. As a motivator, the teacher seeks to encourage and stimulate students to be able to do the act of learning. Meanwhile, as a guide, the teacher guides by trying to get to know the students personally.Meanwhile, students in the 2013 curriculum, according to Dafit (2021:1192) are required to be more active, creative and innovative in the development of science and technology. But in reality, it is undeniable that there are still many teacher-centered learning. Think Pair and Share Learning Model is included in constructivism theory. According to Leharia (2021:24) constructivism theory is veryeffectively implemented in learning. Because, constructivism theory provides opportunities for every student to build their knowledge without having to get knowledge from the teacher in their class.

So that each student can get more knowledge for himself. In the learning process, it also provides opportunities for students to express their ideas in their own language, to think about their experiences so that students become more creative and imaginative and can create a conducive learning environment. The most important thing in constructivism theory is that in the learning process it is the students who must get the emphasis. It is they who must actively develop their knowledge, notteachers or others. Students need to be accustomed to solving problems and finding something useful for themselves and struggling with ideas. This emphasis on active student learning needs to bedeveloped because the creativity and activeness of students will help them to stand alone in the cognitive life of students. Based on the observations made by the researcher in Class V SDS Bina Taruna 1, students' learning creativity when the learning process still looks passive because the teacher still uses conventional learning methods, namely the teacher reads and delivers the material that has been prepared while students only listen and take notes carefully, so when answering students only in accordance with what was explained by the teacher, students have not been able to convey ideas in the learning process, students have not been able to find solutions found to overcome problems, and students have not been able to think creatively. In addition, the lack of teacher creativity so that teachers have not used suitable learning models in the classroom. Students are less active when in the process of teaching and learning activities (KBM). Students tend to be passive in receiving lessons, lazy to ask questions, do not focus on the subjects presented. In addition, the facilities in the teaching and learning process are still lacking because the teacher when explaining in the teaching and learning process in the classroom only writes and lectures so that the learning creativity of students is still low, the teacher should make the learning process of students whose creativity increases as the teacher often shows various paintings, pictures/photos and learning videos that inspire students then the teacher asks students to make stories about what they see and express the ideas of students in the classroom, then the teacher can make creative games using learning media such as origami paper, plasticine and puzzles.

Based on the problems above, a solution is needed to overcome this problem. One solution is to use a learning model that has been applied to improve students' learning creativity is to apply cooperative learning with the *Think Pair Share* learning model. *Think Pair Share* or think in pairs share is a type of cooperative learning that is designed to influence the interaction patterns of students. The *Think Pair Share* method means giving students time to think about the answers to questions or problems that will be given by the teacher. Students help each other in solving

these problems with their respective abilities. After that, it is explained or explained in the classroom (Huda 2015: 32). The use of *Think Pair Share* can provide opportunities for students to be directly involved in learning activities, students not only listen to the material presented but students take an active role in learning activities, so that later students get more experience in these learning activities. Thus, it is hoped that students can better understand the lesson, increase knowledge and gain experience in discussions such as how to express opinions, defend their own opinions, respect the opinions of others and present the results of discussions. The use of *Think Pair Share* can provide opportunities for students to be directlyinvolved in learning activities, students not only listen to the material presented but students take an active role in learning activities, so that later students get more experience in these learning activities. Thus, it is hoped that students can better understand the lesson, increase knowledge and gain experience in discussions such as how to express opinions, defend their own opinions, respect the opinions of others and present the results of discussions. Based on the description above, the author will carry out research with the title "The Effect of *Think Pair Share* Learning Models on Students' Learning Creativity in Class V SDS Bina Taruna 1".

Research Methodology

This research was conducted at SDS Bina Taruna 1 Rengas Pulau, Medan Marelan District, Medan City, North Sumatra Province. This research was conducted in January, February, March of the Academic Year 2021/2022. According to Sugiyono (2017: 80), the population is a generalization area consisting of subject objects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study were all fifth grade students of SDS Bina Taruna 1.

Table 1 Research Population

Class	Number of Students
V-A	28
V-B	28
Amount	56

According to Hamzah (2020:149), the sample is part of the amount owned by the population. The sample in this study are two classes that are still members of the population. According to Sugiyono (2019: 120) the sampling technique is a sampling technique. The sampling technique used in this research is random sampling. It is said to be a simple sample because sampling from the population is done randomly without regard to the strata in the population. This technique is used to determine the experimental class and control class based on the consideration of the researcher. The experimental class, which is the class in which the Think Pairs Share learning model is applied, while the control class, in which the learning activities apply the conventional learning model (lecture). From 10 classes by random sampling, two classes were selected as samples, namely class V A as the experimental class with 28 students and class V B as the control class with 28 students.

Table 2. Research Sample

No	Teaching Treatment	Class	Amount
1	Experiment	V-A	28
2	Control	V-B	28
	Amount		56 Person

According to Ulfa (2021:344) Research variables are objects, or properties, or attributes or values of people, or activities that have various variations between one another set by researchers with the aim of studying and drawing conclusions. Variable is a concept that can be divided into two, namely quantitative and qualitative. The variables in this study consisted of independent variables and dependent variables. The independent variable in this study is the Think Pair Share learning model and the dependent variable in this study is the learning creativity of students. According to Hamzah (2020:350), the operational definition of a variable is the limitation and method of measuring the variable to be studied. Theoretically a variable can be defined as an attribute of a person or object that varies from one person or object that varies from one person to another or from one object to another. In this case, there are independent variables and dependent variables. The independent variable in this study is the Think Pair Share (X) learning model and the

dependent variable in this study is the student's learning creativity (Y). According to Arifin (2014: 118) the test is a technique or method used in order to carry out measurement activities, in which there are various questions, statements, or a series of tasks that must be done or answered by students to measure aspects of student behavior. The instrument used in this study was in the form of a written test. The type of test is an essay type test. The test in this study is used to measure learning creativity, especially the cognitive domain which includes analyzing (C4), evaluating (C5), creating (C6). To find out the influence of the Think Pair Share learning model on students' learning creativity by using essay test skills related to the material for Class V Theme 7 Events in Life, Subtheme 3 Events Filling Independence, Learning 4. In this study, the researcher prepared 10 questions. to determine the level of validity and reliability of the questions.

Table 3 Test Results Assessment Criteria

Value Percentage	Criteria
86 – 100	Very Good
75 – 85	Well
56 – 74	Enough
<55	Not Good

Table 4 Student Learning Creativity Test Questionnaire Thematic Subjects

No	Indicator	Subjects	Aspect / Rank	Number Question	Amount Question
1.	Have a great curiosity	PPKn	C4	2	1
2.	Have high independence	PPKn	C4	6	1
3.	Have fun doing difficult tasks	IPS, Bahasa Indonesia, PPKn	C6, C6, C6, C5	3,8,9,10	4
4.	Have intiative	IPS	C4	4	1

The data analysis technique uses quantitative data analysis techniques using the prerequisite analysis test with the normality test. The normality test of the data distribution uses the residual normality test, namely the Test of Normality in the Shapiro-Wilk test section with the help of SPSS 25 for windows using a significance level of 0.05 while the homogeneity test calculated using the Levene's Test with the help of SPSS 25 for Windows with the criteria if the significance > 0.05 or 5% then the data is declared homogeneous. Prior to that, the validity test was carried out using the Pearson product moment formula, the reliability test of the Cronbach's Alpha method, and the hypothesis test using the paired sample t-test.

Table 5 Test Result Validity Test Questions to Learners

Question Item Number	R Count	R Table	Information
1	0,724	0,374	Valid
2	0,665	0,374	Valid
3	0,941	0,374	Valid
4	0,860	0,374	Valid
5	0,850	0,374	Valid
6	0,893	0,374	Valid
7	0,831	0,374	Valid
8	0,824	0,374	Valid

9	0,936	0,374	Valid
10	0,884	0,374	Valid

From the table data above, it can be concluded that the instrument test shows that the number of R Count from 1 to 10 items of all questions is said to be valid from the RT table with a significance value of 5%, namely 0.374 by following the number of N = 28 (product moment r value table). Because each item has R Count > R Table with a significant level of 5% and = 0.05 which is said to be valid. And conversely R Count < R Table with a significant level of 5% and = 0.05 which is said to be invalid.

Table 6 Test Result "Reliable Test"

Reliability Statistics	
Cronbach's Alpha	N of Items
,954	10

From the table, it can be seen that the reliability of the items using Windows SPSS 25 using the Cronbach's Alpha formula is 0.954. It can be concluded that RCount > RTable 5%, ie 0.954 > 0.374. It is hereby stated that the concept of measuring the variable of the Student Creativity Test used in this study is that the overall question is said to be reliable or trustworthy and consistent.

Table 7 Description of Research Data Result

N	Valid	28	28
	Missing	0	0
Mean		90,00	64,00
Median		90,00	64,00
Std. Deviation		5,963	4,587
Variance		35,556	21,037
Range		20	18
Minimum		80	54
Maximum		100	72
Sum		2520	1792

Based on the table above, it ca be concluded that data obtained from students for the average score test results using the think pair share learning model is 90.00 with a minimum score of 80 and a maximum value of 100 and a standard deviation of 5,963. While the average value of students' learning creativity using conventional learning models is 64.00 with a minimum score of 54 and a maximum value of 72 and a standard deviation of 4.587.

Table 8 Normality Test Results
Tests of Normality

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Learning Creativity Results	Experiment Class	,141	28	,162	,954	28	,255
	Control Class	,148	28	,119	,935	28	,082
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Researchers using the normality test "test of normality Shapiro-Wilk" can be seen the significance value (Sig.) of the learning creativity variable in the experimental class is 0.255 and the control class is 0.082. Because the value of Sig.α > 0.05, it can be concluded that the control and experimental class data variants are normally distributed. In addition to the table below, a plot diagram will be presented to see whether the data distribution is normal or not.

Table 9 Results of Levene's Test Homogeneity Test

Learning Creativity Results	Based on Mean	,017	1	54	,896
	Based on Median	,002	1	54	,965
	Based on Median and with adjusted df	,002	1	53,512	,965
	Based on trimmed mean	,033	1	54	,856

Based on the output table of the homogeneity test results "Test of Homogeneity of Variance" it can be seen that the significance value (Sig.) of the learning creativity test results for the experimental class (Think Pair Share learning model) and the control class (Conventional learning model) is 0.896. Because the value of Sig. 0.896 > 0.05, it can be concluded that the data variance of the experimental class and the control class is the same or homogeneous

Table 10 Results of the Paired Sampel T-Test Learning Creativity Learners

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment Class	64,00	28	4,587	,867
	Control Class	90,00	28	5,963	1,127

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Control Class & Experiment Class	28	,049	,805

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Control Class - Experiment Class	26,000	7,698	1,455	28,985	23,015	17,872	27	,000

Based on the results of the t-test, it can be seen that:

The significance value is 0.000 which is 0.000 <0.05. it is stated that there is a significant difference between students' learning creativity in the experimental class (Think Pair Share learning model) and the control class (Conventional learning model). Thus there is an influence of learning creativity on students. The value of the tcount test is equal to which tcount 17.872 > ttable 1.703. t table is taken from the t-distribution table with the significance level used is 5% or 0.05 and dk = n-1, 28-1 = 27, then the value of ttable = 1.703

Results and Discussion

Based on the results of research that has been carried out at SDS Bina Taruna 1 using two classes, namely the experimental class (Think Pair Share learning model) and the control class (Conventional model), it can be concluded from the data that the results of the data analysis carried out obtained the average learning creativity of students in the experimental class (Think Pair Share Learning Model) was 90.00. While the average learning creativity of control class students (Conventional Learning Model) is 64.00. Judging from the significance value of 0.000, which is 0.000

<0.05. it is stated that the Think Pair Share learning model has an influence on the learning creativity of students. The value of the tcount test is equal to which tcount 17.872 > ttable 1.703. So it can be concluded that the influence of the Think Pair Share learning model is better than the conventional learning model.

Table 11 Post-test of Learning Creativity in Experiment Class

Category	Score	Frequency	Percentage
Very Good	86 – 100	21	75%
Well	75 – 85	7	25%
Enough	56 – 74	0	0%
Not Good	≤ 55	0	0%
Total		28	100%

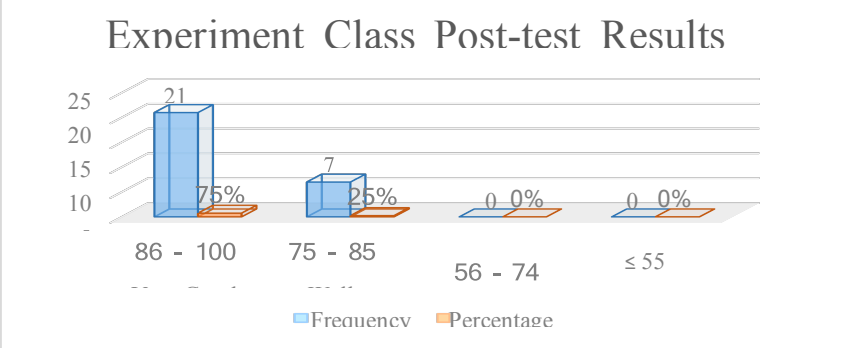

Figure 1 Graph of Experimental Group Post-Test Score

Table 12 Control Classroom Learning Creativity Post-Test

Category	Score	Frequency	Percentage
Very Good	86 – 100	0	0%
Well	75 – 85	0	0%
Enough	56 – 74	27	96%
Not Good	≤ 55	1	4%
Total		28	100%

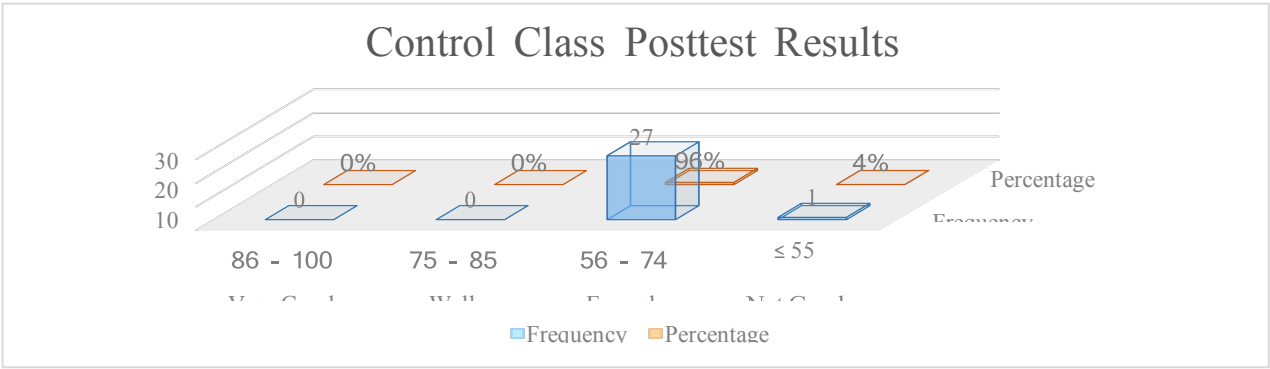

Figure 2 Graph of Control Post-Test Score

a. Supporting Theory Based on Research Results

This is in line with the opinion of Daryanto (2014:38) that Think Pair Share is a simple learning model with many advantages because it can increase student participation and knowledge formation by students. Then according to Rivai (2021:700) the Think Pair Share learning model or thinking in pairs is a cooperative learning model that provides opportunities for students to pair up with their friends to solve problems so that it can affect student interaction patterns. Meanwhile, according to Lisniasari (2021:16-18) said that the advantages of the Think Pair Share learning model are (1) increasing the time devoted to

assignments, (2) improving attendance, (3) reducing dropout rates, (4) reducing apathy, (5) Greater acceptance of individuals, (6) deeper learning creativity, (7) Increasing kindness, sensitivity and tolerance.

This is also shown in the research conducted by Jannah (2019:2128) in her research entitled "The Influence of Think Pair Share Type Cooperative Learning Models on Students' Activities and Learning Outcomes". IV SDN 09 Surau Gadang Padang which uses the Think Pair Share model is better than the mathematics learning outcomes of students who use conventional learning which can be seen from the results of hypothesis testing using the t test that was carried out and the t count and t table values obtained with dk = n1+ n2-2 = 22+20-2 = 40 which is located in the table between ttable 40 and 60 at the level of significance = 0.05 with t 0.975 obtained t table 2.016 then tcount = 2.19 and ttable = 2.02. This means that tcount > ttable, where 2.19 > 2.02 thus H1 is accepted. Because learning using the Think Pair Share model, students can work together and respect their fellow group members and students will be more enthusiastic about participating in lessons because there are game and tournament activities in this model. So that the learning outcomes in the experimental class are better than the learning outcomes in the control class, this can be seen from the average value in the experimental class which is higher than the average value in the control class.

b. Supporting Theory Based On Research Results

This is also shown in the research conducted by Meilana (2021:224) in her research entitled "The Influence of Think Pair Share (TPS) Learning Models on Critical Thinking Ability in Elementary Schools" concluded that (1) The results of the calculation of the validity of the 11 items in the form of essay questions using the calculated product moment formula, obtained 9 valid questions. Each item that has been declared valid because rcount rtable. (2) Furthermore, the reliability calculation using the cornbach alpha formula obtained rcount = 0.661. So 9 items that have been valid are declared reliable because rcount rtable is 0.661 0.367. (3) The results of the calculation of social studies critical thinking skills in the experimental class using the Think Pair Share (TPS) learning model for an average value of 81.42; variance is 108.080 and standard deviation is 10.396. While the results of the calculation of critical thinking skills in social studies in the control class using the conventional model for an average of 70.79; variance is 171.303 and standard deviation is 13.088. (4) The normality test in this study using the Liliefors test, the experimental class Lcount was 0.080 and the control class Lcount was 0.121. In this study using a significant level of = 0.05 with n = 24 and n = 24, each Ltable value is 0.173, so H0 is accepted, it can be stated that the two samples are normally distributed. (5) From the results of the homogeneity test using the Fisher test, the degrees of freedom of the numerator are 23 and the denominator is 23, so that Fcount is 1.585 and Ftable is 2.01. Based on the test criteria, namely Fcount Ftable, it means that H0 is accepted, so it is homogeneous. (6) After testing for normality and homogeneity, followed by hypothesis testing using t-test, the results obtained are tcount of 3.117 and t- table of 2.015. Because tcount ttable, H0 is rejected and H1 is accepted, meaning that there is an influence on the social studies critical thinking skills of fifth graders at SDN Bintara VI by applying the Think Pair Share (TPS) learning model. This means that based on the results of research on the effect of the Think Pair Share (TPS) learning model on students' critical thinking skills in social studies, it can be concluded that the Think Pair Share (TPS) model affects the critical thinking skills of fifth grade students at SDN Bintara VI West Bekasi.

c. Supporting Theory Based On Research Results

Putri (2019:101), in her research entitled "The Influence of Think Pair and Share Cooperative Learning Models on Social Skills and Learning Achievement of Junior High School Students" concluded that (1) there are differences in social skills and learning achievement together between students who are taught using the Think Pair Share cooperative learning model with students who are taught using the direct learning model, (2) there are differences in social skills between students who are taught using the Think Pair Share type cooperative learning model and students who are taught using the direct learning model, (3) there are differences in learning achievement between students who are taught using the Think Pair Share cooperative learning model and students who are taught using the direct learning model. The results of further test analysis also show that the Think Pair Share type of cooperative learning model is better in influencing social skills than the direct learning model.

Conclusion

1. There is the ability of students' learning creativity by using the *Think Pair Share* learning model
2. There are differences in the *Think Pair Share* learning model and the Conventional learning modelon the creativity of students' learning.
3. The influence of the *Think Pair Share* learning model on the creativity of students' learning.

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