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# Cooperative learning model type think-pair and share assisted by learning videos towards motivation and learning outcomes of christian religious education

**Milton Thorman Pardosi**
Universitas Advent Indonesia, Indonesia

| Article Info | ABSTRACT |
|---|---|
| | Motivation in teaching and learning activities encourages students' enthusiasm and willingness to learn something and maintain perseverance in the process of learning activities, and can improve learning outcomes. Cooperative learning with think-pair-and-share type is an effective strategy to increase motivation and learning outcomes. This research aims to test the influence of cooperative learning approaches with learning videos on student motivation and learning outcomes in Christian religious education, deviating from previous learning. The method used is an pre-experimental approach with one group pre-post-testin which 50 students in grades 10, 11, and 12 of the Bandung Adventist Christian High School (Naripan) and Cimindi Bandung Adventist College were involved in this study. Non-probability sampling using the saturated sample method was used in this study. Researchers used a Likert scale 1-5 to determine the value in this experiment. The scale is (1) srrongly disagree, (2) disagree, (3) slightly agree, (4) agree, and (5) very agree. This research is analyzed quantitatively using SPSS 26 version. The results show that students' enthusiasm for learning and their performance on standardized tests increased when the Think Pair Share (TPS) cooperative learning paradigm was used. Students are better able to understand the material being taught when using the Think Pair Share (TPS) cooperative learning model. |

*Corresponding Author:*
Milton Thorman Pardosi,
Universitas Advent Indonesia
Email: milton.pardosi@unai.edu

## Introduction

In this current era, schools are expected to improve students' intellectual abilities and form virtuous characters aligned with the Indonesian nation's cultural values. When flexibility and freedom are prioritized in online education, the moral values conceived in the curriculum and applied in the learning process, such as discipline, a feeling of responsibility, independence, and honesty, are eroding. The idea of technology-based education being used at home causes pupils' academic morality to fall (Rohaeni et al., 2021).

Therefore, there should be a concept or term that can enhance the virtuous characters of students. Christian Religious Education is one of the lessons related to character education. Unfortunately, many cases of social deviance indicate that students have not fully imbued religious education in Indonesia (Nurmaini & Sudaryati, 2019). Satisfactory learning outcomes in Christian Religious Education have not become a reflection that students have understood the character that should be possessed in their respective persons (Nuhamara, 2018) considering that emotional and psychomotor factors are also used to evaluate learning success. Christian Education wants one to be able to accept Christ as Lord and Savior personally and live according to His will. Christianity education also aims to realize faith in the daily acts of life in interacting with others and maintaining the environment. This goal will be reflected in how a person can involve God in each life ( Sulaksana et al., 2021).

Motivation is one of the internal factors that play a big role in a person's success in learning, including Christian Learning Education (Lin & Chen, 2017; Tokan & Imakulata, 2019). Motivation in teaching and learning activities encourages students' enthusiasm and willingness to learn something and develops various activities and initiatives that can direct and maintain perseverance in learning activities (Susanti, 2020). Each person's motivation for learning is unique and depends on the goals they have for themselves. This passion for reaching these goals drives students to work toward their objectives. Increasing student learning motivation, it can be done by designing learning strategies that can stimulate student learning motivation (Chang & Hwang, 2018).

One of strategies that can enhance student's motivation in Christian learning that leads to their learning outcomes increase is cooperative learning. Cooperative learning prepares individuals to perform "team" activities in the field (Mentz & Van Zyl, 2018). Because cooperative learning requires minimal instructor intervention it is an economical instructional technology that can be easily implemented in a variety of educational settings. Cooperative learning methods such as "think-pair and share" are widely used in educational settings (Singh et al., 2020).

Think-pair-share is a cooperative learning strategy that includes three components, namely, time for thinking, time for sharing with a partner, and time to share among pairs to a larger group. This learning model is generally applied to encourage student participation in learning activities and an opportunity for students to develop a leadership spirit and carry out interactive learning (Ganatra et al., 2021). The application of the method integrates the cognitive and social facets of learning, fostering the growth of thinking and knowledge construction. Comparing the think-pair-share approach to the conventional questioning format offers many benefits. The crucial idea of "wait time" is incorporated into the "think time." All students are given the opportunity to generate their own responses, which can be longer and more detailed and come with justifications since they have been thought through and debated. Due to the fact that they have already "tried" their ideas with a partner, students are more inclined to take chances and make suggestions. In contrast to guided discovery, this method encourages student participation during the pairing and sharing phases (Bamiro, 2015).

Sharma & Saarsar (2018) found that this learning model can help students develop communication skills, thinking, and information management through class discussions. Several studies, such as those conducted by Fernandez-Rio et al. (2017); dan Glomo-Narzoles, 2015), found that the think-pair and cooperative learning method of sharing is effective for use to increase student learning motivation. Not only that, Arwizet & Saputra (2019); Latifah & Aviya (2018), through research, proves that cooperative learning type think-pair and share can significantly improve student learning outcomes. Research by (Sulaksana et al., 2021) seeks to determine the influence of Think Pair Share on student self-confidence and participation. It has proven effective in increasing self-confidence and participation.

The use of the learning method is optimized with the use of media. The media that is suitable for the learning using think-pair-share is video (Hasbi et al., 2020). video media is everything that can sequentially mix audio signals with moving visuals. Because it can visualize moving graphics and noises at the same time, it allows pupils to learn by using more than one sense. Additionally, it can transcend restrictions on space, time, energy, and senses. According to it, using video media instead of only one type of media, such as auditory or visual, could improve understanding, memory, mastery, and deep learning (Setyasto, 2016).

However, the use of think-pair and share applied with learning videos is one of the breakthroughs that is rarely studied. In this study, researchers tried elaborating the think-pair and share a cooperative learning approach with learning videos. Researchers predict that think pair share applied with learning videos will create meaningful learning that encourages students to think critically so that students are better able to interpret the value of learning ethics and Christianity education. Therefore, this study aims to test the influence of cooperative learning approaches with learning videos on student motivation and learning outcomes in Christian religious education, deviating from previous learning. This research is expected to be a guide for schools in determining the best way to motivate students and improve their learning outcomes.

## Methods

### Research Design

An pre-experimental approach was used in the study with one group pre-post-test. The experimental method is used to test the relationship between two variables. The control group and samples were not taken randomly in this study; instead, typical classes were used without changes to the existing structure of the research subject(s).

**Research Procedure**
In the teacher's initial activity, namely conveying the initial learning objectives(Kawuri et al., 2019). The activity of delivering learning objectives is carried out at the beginning so that students know the meaning of the learning material. The teacher begins the lesson by asking several questions, including: 1) What does the blessing mean to you guys? - Why should we always do good?; 2) Write down your response when a friend invites you to commit a sinful deed; 3) Motivate learners about Blessings for others with the help of videoscribes; 4) Think stage. At this stage, the teacher provides several problems that each student in the learning process must solve. The teacher gives problems related to the learning video shown through videoscribe. Each participant solved the problem in earnest. The issues raised include (1) What is the role of humans in the maintenance of the environment? (2) How LGBT deeds are viewed from a Christian perspective? (3) What is our attitude towards greedy behavior?. After that, the procedures in teaching conducted is in the following.

**Pair Stage**. The teacher tries to allow students to discuss in pairs with a predetermined group. Each learner gives an argument for each learner. Discussions in pairs are carried out to find the right answers by combining several opinions, responses and input from each student. The teacher guides students who have difficulty in the process of discussing in groups

**Share stage**. At the sharing stage, after each learner has sought answers individually and the discussion is in a row, the teacher points randomly to the group to present the results of the discussion that has been carried out. Each group presented the discussion results at the second meeting of each cycle. Learners are interested and enthusiastic about the learning process. The activeness of the learners begins to appear during the process of responding to the presentation of the presenting group. Teachers try to arouse students' activeness by providing stimulus/stimulation to students who are still passive in learning activities.

**Evaluation and rewarding**. The teacher evaluates by encouraging students to get together and discuss the material that has been studied. Students who excel at solving problems are then rewarded by their teachers.

**Research Subject**
The subjects of this research are the students of Bandung Adventist High School (Naripan) and Adventist High School Cimindi Bandung. The sampling technique used in this research is non-probability sampling with a saturated sample approach. In the saturated sample method, all population members are included in the sample.

**Data Collection**
The The Likert scale is an attitude statement scaling approach that uses the distribution of answers to determine values (Azwar, 2015). The answer choices used in this study are as follows.

**Table 1.** Likert Scale Criteria

| Score | Information |
|---|---|
| 5 | Very agree |
| 4 | Agree |
| 3 | Slightly agree |
| 2 | Disagree |
| 1 | Strongly disagree |

**Measured Data**
Understanding the various forms of data and the function of a data scientist is crucial since data is a valuable asset and the most valuable resource. Researchers can choose the type of statistical test to run by understanding the scale of the measurement of their data. The data to be measured in this research is written in the following table.

**Data Analysis**
**Instrument Test**
Instrument testing in this study was carried out by conducting validity and reliability tests. The data is valid if r counts > r table and vice versa. The reliability test was concluded using the Cronbach alpha score. The data is declared reliable when the r score is 11 > r table and vice versa.

**Classical Assumption Test**
A test of classical assumptions is carried out to meet the requirements of linear regression analysis. The homogeneity test and normality test are one of the classical assumption tests used in this study. The data is

said to be normal if the significance level is greater than 0.05. The data is declared homogeneous if the significance value (Sig) > 0.05, then the data is homogeneous and vice versa.

**Table 2.** Measured Data

| No | Variable | Definition | Instruments | Source |
|----|----------|------------|-------------|--------|
| 1 | Learning Motivation | Students who are learning to behave should be supported internally and externally, typically with a number of signs or supporting components. | 1. Perseverance in learning<br>2. Tenacious in the face of adversity<br>3. Interest and sharpness of attention in learning<br>4. Achievement in learning<br>5. Independent in learning | (J. X. Lee et al., 2020) |
| 2 | Learning Outcomes | The actual capacity of students who have gone through the process of learning from someone who is considered to be less knowledgeable or mature. | 1. Knowledge<br>2. Comprehension<br>3. Application<br>4. Analysis<br>5. Synthesis<br>6. Evaluation<br>7. Receiving<br>8. Depth<br>9. appreciation<br>10. Movement and action skills<br>11. Verbal and non-verbal expression skills | (Shi et al., 2020) |

**Hypothesis Test**

A hypothesis study is used to see how the think-pair-and-share cooperative learning approach and learning videos affect their motivation and learning outcomes. Hypotheses should be tested when the prerequisites for homogeneity and normality have been met. The hypothesis test used is Two-Way ANOVA Parametric Statistics (Two-Way ANOVA). Data from two or more independent variables were compared using ANOVA (Liu & Wang, 2021).

## Results and Discussion

**Instrument Test**

Based on the test results, it is known that all instrument items are declared valid with a calculated r score> r table (p> 0.235 n=50).

**Table 3.** Validity Test Results

| Variable | Indicator | r-count | r-table (n=50) | Information |
|----------|-----------|---------|----------------|-------------|
| Learning Motivation | Perseverance in learning | 0.542 | 0.235 | Valid |
| | Tenacious in the face of adversity | 0.651 | 0.235 | Valid |
| | Interest and sharpness of attention in learning | 0.453 | 0.235 | Valid |
| | Achievement in learning | 0.756 | 0.235 | Valid |
| Learning Outcomes | Knowlage | 0.652 | 0.235 | Valid |
| | Comprehension | 0.521 | 0.235 | Valid |
| | Application | 0.649 | 0.235 | Valid |
| | Analysis | 0.548 | 0.235 | Valid |
| | Synthesis | 0.594 | 0.235 | Valid |
| | Evaluation | 0.525 | 0.235 | Valid |
| | Receiving | 0.651 | 0.235 | Valid |
| | Depth | 0.432 | 0.235 | Valid |
| | Appreciation | 0.349 | 0.235 | Valid |
| | Movement and action skills | 0.576 | 0.235 | Valid |
| | Verbal and non-verbal expression skills | 0,698 | 0.235 | Valid |

**Table 4.** Reliability Test Results

| Variable | Cronbach Alpha | Standard | Information |
|---|---|---|---|
| **Learning Motivation** | 0.797 | 0.600 | Reliable |
| **Learning Outcomes** | 0.812 | 0.600 | Reliable |

Based on the results of the data reliability test, it is known that all instrument items are declared reliable with a Cronbach alpha score of > 0.6.

**Classical Assumption Test**

Based on the test results, it is known that all data were declared homogeneous with sig on the learning motivation variable (Sig. 0.25 > 0.05) and the sig value on the learning outcome variable (Sig. 0.32> 0.05)

**Table 5.** Homogeneity Test Results

| | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| **Learning Motivation** | 2.80 | 2 | 47 | 0.251 |
| **Learning Outcomes** | | | | 0.321 |

**Hypothesis Test**

**Table 6.** Hypothesis Test Results

| No | Variable | t-count | t-table | Sig | Explanation |
|---|---|---|---|---|---|
| 1 | Learning Motivation | 2.011 | 0.67 | 0.000 | Significant |
| 2 | Learning Outcomes | 1.187 | 0.67 | 0.000 | Significant |

According to the findings, sig. (2-tailed) is less than = 0.05 (sig. 2-tailed = 0.000 0.05), rejecting H0. Therefore, it can be stated that the think-pair-share cooperative learning method supported by learning videos results in an increase in learning motivation and outcomes. This shows that the existence of a video-assisted cooperative learning program will further improve students' ability to learn motivation and learning outcomes in Christianity.

According to the findings, using a video-aided Think Pair Share (TPS) cooperative learning model for Christian religious education increases motivation and learning outcomes. For each cycle, the following is an explanation of how cooperative learning of the Think Pair Share type is carried out using the help of *videoscribe* (Tela et al., 2019)

This reinforces the results of the study by (Lee et al., 2018; Prahl, 2017), who stated that the purpose of active learning methods such as "Think Pair Share" is for students to think, discuss, and share their findings in the future of the class in order to arrive at the right solution. The think pair share concept allows students more time to think, answer, and help each other. Using this technique, students can participate in the discussion process, allowing them to work together as a group and shape their character by experiencing developing their problem-solving talents.

According to the research of Sharma & Saarsar (2018), the paradigm of TPS cooperative learning can help students improve their overall knowledge of science ability processes. According to Wong (2021), applying TPS (Think Pair Share) based on e-learning in lessons can increase independence, activities, and problem-solving skills. As a result of using the Think-Pair-Share approach in the learning process, students can be more active, connect with other students, and require critical thinking in answering problems.

The use of video media is useful for the learning process for students. Implementing video learning media as a learning medium for Christian religious education can also increase the effectiveness and activeness of students in learning. This research is also in line with the findings of the study (Masood & Thigambaram, 2015) which emphasizes that using video as a learning medium stimulates thinking and creates an effective and interesting learning environment (Masood & Thigambaram, 2015). In line with the above opinion, Lu et al. (2015) also stated that video media is a learning medium that is more effective for knowledge acquisition compared to traditional learning.

Behavioral deviations in social ills are spelled out: addictive attitudes with drunkenness, smoking, using psycho-tropical drugs or narcotics (heroin, marijuana, ecstasy, methamphetamine, amphetamine, inhalen, and so on), gambling, criminality, and prostitution. Thus we can see that the scope of social ills covers all aspects of the life of humankind. The problem of social ills covers various dimensions: personal life, family, religious community, educational institutions (schools or universities), and society in general.

This deviation requires a tool that can provide more meaningful learning. Through the existence of a video-assisted think-pair-share, students will more easily understand what the teacher is saying, and students will also be able to learn from the cases shown in the video. With this innovation, it is hoped that the message contained in learning can be applied in the line of student life(Polyzotis et al., 2018).

Social illness is a spiritual disease we experience together in every aspect: personal life, family, academic education, profession, relations in various fields, and religion. The spiritual illness causes us to be unable to live in God's image and likeness. Therefore, the various virtues, righteousness, truth or wisdom possessed by man cannot eliminate the "spiritual sickness."

Religions, as well as the various media used by God, are limited. Therefore, as the Savior, God presents Christ as God's self-revelation to restore man from the power of sin. Through Christ, God saves man, not by good works or his virtue and righteousness. For all the good deeds of virtue and piety of man are shackled by the sin of hamartia. In such a hopeless situation, the Word of God transformed into a man in Jesus Christ. He is the only sinless man (Luke 1:35; Heb. 4:15). Through the life and work of Christ, God restored the source of all sin and social ills. Through Christ, God gives salvation in the form of new eternal life. Therefore Sura 2 Corinthians 5:17 states: "So, whosoever is in Christ is a new creation: the old is gone. Indeed, the new has come."

## Conclusions

Based on the study and discussion of the previous chapter, using the TPS cooperative learning approach assisted by video, it can be concluded that Christian religious education students' motivation and learning outcomes can be improved. With the existence of a video-assisted think-pair-share, students will more easily understand what the teacher is saying, and students will also be able to learn from the cases shown in the video. The findings of this study can be used as a guide for future research and a guide to conduct comparative research to expand the findings of this study.

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