

269 (1)

by Ruang Jurnal

Submission date: 03-Nov-2022 08:22PM (UTC-0700)

Submission ID: 1927467939

File name: 795-2103-1-RV_Revised_on_1-11-22.docx (195.14K)

Word count: 4037

Character count: 23068



Contents lists available at Jurnal IICET

Jurnal Konseling dan Pendidikan
ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic)

Journal homepage: <http://jurnal.konselingindonesia.com>



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1 **Cooperative learning model type think-pair and share assisted**
2 **by learning videos towards motivation and learning outcomes**
3 **of christian religious education**
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7 **Article Info**

Article history:

Received Jun 12th, 201x
Revised Aug 20th, 201x
Accepted Aug 26th, 201x

Keyword:

Cooperative learning
Think-pair and share
Motivation
Learning outcomes

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-test 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) strongly 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.



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6
7 **Introduction**

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

13 Therefore, there should be a concept or term that can enhance the virtuous characters of students. Christian
14 Religious Education is one of the lessons related to character education. Unfortunately, many cases of social
15 deviance indicate that students have not fully imbued religious education in Indonesia (Nurmaini & Sudaryati,
16 2019). Satisfactory learning outcomes in Christian Religious Education have not become a reflection that
17 students have understood the character that should be possessed in their respective persons (Nuhamara, 2018)—
18 considering that emotional and psychomotor factors are also used to evaluate learning success. Christian
19 Education wants one to be able to accept Christ as Lord and Savior personally and live according to His will.
20 Christianity education also aims to realize faith in the daily acts of life in interacting with others and maintaining
21 the environment. This goal will be reflected in how a person can involve God in each life (Sulaksana et al.,
22 2021).

23 Motivation is one of the internal factors that play a big role in a person's success in learning, including
24 Christian Learning Education (Lin & Chen, 2017; Tokan & Imakulata, 2019). Motivation in teaching and

25 learning activities encourages students' enthusiasm and willingness to learn something and develops various
26 activities and initiatives that can direct and maintain perseverance in learning activities (Susanti, 2020). Each
27 person's motivation for learning is unique and depends on the goals they have for themselves. This passion for
28 reaching these goals drives students to work toward their objectives. Increasing student learning motivation, it
29 can be done by designing learning strategies that can stimulate student learning motivation (Chang & Hwang,
30 2018).

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

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

47 Sharma & Saarsar (2018) found that this learning model can help students develop communication skills,
48 thinking, and information management through class discussions. Several studies, such as those conducted by
49 Fernandez-Rio et al. (2017); dan Glomo-Narzoles, 2015), found that the think-pair and cooperative learning
50 method of sharing is effective for use to increase student learning motivation. Not only that, Arwizet & Saputra
51 (2019); Latifah & Aviya (2018), through research, proves that cooperative learning type think-pair and share can
52 significantly improve student learning outcomes. Research by (Sulaksana et al., 2021) seeks to determine the
53 influence of Think Pair Share on student self-confidence and participation. It has proven effective in increasing
54 self-confidence and participation.

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

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

70 Method

71 Research Design

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

75 Research Procedure

76 In the teacher's initial activity, namely conveying the initial learning objectives(Kawuri et al., 2019). The
77 activity of delivering learning objectives is carried out at the beginning so that students know the meaning of the
78 learning material. The teacher begins the lesson by asking several questions, including:

- 79 1. What does the blessing mean to you guys? - Why should we always do good?
- 80 2. Write down your response when a friend invites you to commit a sinful deed.
- 81 3. Motivate learners about Blessings for others with the help of videoscribes.
- 82 4. Think stage. At this stage, the teacher provides several problems that each student in the learning process
83 must solve. The teacher gives problems related to the learning video shown through videoscribe. Each
84 participant solved the problem in earnest. The issues raised include (1) What is the role of humans in the
85 maintenance of the environment? (2) How LGBT deeds are viewed from a Christian perspective? (3) What
86 is our attitude towards greedy behavior?

87 After that, the procedures in teaching conducted is in the following.

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

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

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

100 Research Subject

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

104 Data Collection

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

107 **Table 1. Likert Scale Criteria**

Score	Information
5	Very agree
4	Agree
3	Slightly agree
2	Disagree

1

Strongly disagree

108 Measured Data

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

113 **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 2. Tenacious in the face of adversity 3. Interest and sharpness of attention in learning 4. Achievement in learning 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 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation 7. Receiving 8. Depth 9. appreciation 10. Movement and action skills 11. Verbal and non-verbal expression skills	(Shi et al., 2020)

114 Data Analysis

115 Instrument Test

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

119 Classical Assumption Test

120 A test of classical assumptions is carried out to meet the requirements of linear regression analysis. The
121 homogeneity test and normality test are one of the classical assumption tests used in this study. The data is said
122 to be normal if the significance level is greater than 0.05. The data is declared homogeneous if the significance
123 value (Sig) $>$ 0.05, then the data is homogeneous and vice versa.

124 Hypothesis Test

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

130 **Results and Discussion**

131 **Results**

132 *Instrument Test*

133

20
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	

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

136

8
Table 4. Reliability Test Results

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

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

139 **Classical Assumption Test**

140

Table 5. Homogeneity Test Results

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

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

143 Hypothesis Test

144 **Table 6. Hypothesis Test Results**

24 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

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

150 Discussion

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

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

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

166 The use of video media is useful for the learning process for students. Implementing video learning media as
167 a learning medium for Christian religious education can also increase the effectiveness and activeness of students
168 in learning. This research is also in line with the findings of the study (Masood & Thigambaram, 2015) which

169 emphasizes that using video as a learning medium stimulates thinking and creates an effective and interesting
170 learning environment (Masood & Thigambaram, 2015). In line with the above opinion, Lu et al. (2015) also
171 stated that video media is a learning medium that is more effective for knowledge acquisition compared to
172 traditional learning.

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

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

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

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

194 Conclusions and Recommendations

195 ²⁸ Based on the study and discussion of the previous chapter, using the TPS cooperative learning approach
196 assisted by video, it can be concluded that Christian religious education students' motivation and learning
197 outcomes can be improved. With the existence of a video-assisted think-pair-share, students will more easily
198 understand what the teacher is saying, and students will also be able to learn from the cases shown in the video.
199 The findings of this study can be used as a guide for future research and a guide to conduct comparative
200 research to expand the findings of this study.

201

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