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The Correlation Study of Cooperative Learning Strategies (TPS Type) with the Ability students thinking of MI Manbaul Falah

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Abstract

The aim of this study is to determine the application of cooperative learning strategies, students' thinking skills and the correlation between cooperative learning strategies and students' thinking skills in Class V social studies subjects of MI Manbaul Falah Sidorejo Pamotan Rembang for the academic year 2022. This research was quantitative, this research used correlational techniques, the subjects of research who became the population in this study were 98 students in the form of random sampling with identification, sampling and random sample selection. The data collections used in this research were questionnaires to determine the implementation of cooperative learning strategies, and test instruments to determine students' thinking skills that have been tested for validity and reliability. There was a correlation of $r_{xy} = 0.804$ and the level of cooperative learning strategies on students' thinking skills was 64%. The relationship between cooperative learning strategies and students' thinking skills in class V social studies subjects at MI Manbaul Falah Sidorejo Pamotan Rembang for the academic year 2022 was real. It was consulted with the frequency distribution table of values with $N = 37$, it was found that the r-table for a significant level of 5% 0.254 and a significant level of 1% = 0.33, while the r-count is 0.80, then the r-count value was greater than the r-table. The results showed an increase in students' skills, understanding and academic achievement after applying cooperative learning strategies with thinking skills, and there was a positive relationship between cooperative learning strategies and students' thinking skills.

Keywords: Cooperative Learning Strategies; Students' Thinking Skills; Madrasah Ibtidaiyah

INTRODUCTION

The cooperative learning strategies are considered as an effective approach to increase students' active participation, engagement, and understanding. However, there is still little research that specifically explores the relationship between the Think Pair Share (TPS) strategy and students' thinking skills at the elementary education level, especially at MI Manbaul Falah Sidorejo Pamotan Rembang. Therefore, it is important to see the consistent and effective implementation of TPS strategies that have a positive impact on students' thinking abilities. This research is based on the need to understand the relationship between cooperative learning strategies, especially the TPS (Think-Pair-Share) type, and students' thinking skills at MI Manbaul Falah Sidorejo Pamotan Rembang. Although the cooperative learning strategy has been known as an effective approach for increasing social interaction and collaboration between students, there is still not much research that specifically examines its effect on students' thinking abilities at the basic education level, especially at MI Manbaul Falah Sidorejo Pamotan Rembang. In this context, it is important to identify the extent to which the TPS strategy can contribute to students' critical, analytical and creative thinking abilities.

The educational environment at MI Manbaul Falah Sidorejo Pamotan Rembang has its own uniqueness and characteristics that can influence student interaction and learning. It is important to undertake this environment-focused research so that the results can be specifically applied and have a significant impact on the quality of learning in these schools. By understanding the relationship between TPS strategy and students' thinking skills at MI Manbaul Falah Sidorejo Pamotan Rembang, this study aims to provide useful insights for curriculum development, improvement of teaching methods, and decision-making in improving the quality of education in these schools.

Students are the subject and object of teaching activities. Therefore, the core of the teaching process is none other than the learning activities of students in achieving a teaching goal. The purpose of teaching, of course, can be achieved if students try actively to achieve it. The activeness of children here is not only demanded from a physical perspective, but also from a psychological perspective. If only the child is physically active, but his mind and mentality are less active, it is likely that the learning objectives will not be achieved. Therefore, a teaching and



learning process that can involve students with active thinking is appropriate to be practiced in teacher teaching activities, so that learning objectives will be achieved. To achieve learning objectives, a teacher must be able to use good strategies or methods that are in accordance with learning objectives (Retnanto & Firdiansyah, 2022) . In education, it is explained that teaching strategies are one of the elements that must be implemented in an effort to achieve teaching goals. What are the teacher's methods or techniques in delivering material to students so that the expected goals are achieved.

The learning objectives will be achieved by using the right strategy. The use of strategies is intended to stimulate student learning, with the enthusiasm of students it is not difficult to achieve teaching goals. One learning strategy that can stimulate students' thinking skills is a cooperative learning strategy (Bahtiar *et al.*, 2023) . The cooperative learning strategy is a group learning strategy which has recently received attention and has been recommended by educational experts for use. In connection with the discovery of cooperative learning strategies where one of the objectives is to develop students' thinking skills, cooperative learning strategies were also applied at MI Manbaúl Falah Sidorejo Pamotan Rembang.

Learning strategies include the using of approaches, methods and techniques, forms of media, learning resources, grouping students, to create educational interactions between educators and students, between students, and between students and their environment as well as efforts to measure processes, outcomes and impacts. Learning Activities. The learning strategy is a plan that contains a series of activities designed to achieve certain educational goals. Learning strategy is defined as the design of activities to be carried out by teachers and students in the learning process to achieve learning objectives. With the existence of a learning strategy, the teaching and learning process will run easily, so that the desired learning objectives will be easily achieved. The cooperative learning strategy (SPK) is a group learning strategy which has recently received attention and has been recommended by education experts for use. Cooperative learning is a learning model that uses a grouping system or small team, namely between four to six people who have different backgrounds (heterogeneous) academic abilities, gender, race, or ethnicity (Anwar & Wahid, 2021).



The teacher's role in cooperative learning harmony begins with the formulation of learning objectives. After that the teacher determines the number of members in the study group, and determines student seating. Continuing to design materials to enhance and emerge positive interdependence. Determining students to support positive interdependence can also increase academic assignments, in the implementation of cooperative learning, the teacher must be able to act as a regulator of the teaching and learning process (organizer), provider of material and learning opportunities for students (facilitator), guide students during the learning process, provide motivation for students to learn (motivators) as well as assessors during the learning process (evaluators) (Ginting, 2021) .

The advantages of cooperative learning as a learning strategy include (a) through cooperative learning strategies students do not rely too much on the teacher, but can increase confidence in their ability to think for themselves, find information from various sources, and learn from other students, (b) cooperative learning strategies can develop the ability to express ideas or ideas verbally and compare them with other people's ideas, (c) cooperative learning strategies can help children to respect other people and be aware of all their limitations and accept all differences, (d) Strategies Cooperative learning can help empower each student to be more responsible in learning, (e) Cooperative learning strategies are a strategy that is powerful enough to improve academic achievement as well as social skills, including developing a sense of self-esteem, positive interpersonal relationships with others, and developing time management skills, (f) Cooperative learning strategies can develop students' ability to test their own ideas and understanding, receive feedback. Students can practice solving problems without fear of making mistakes, because the decisions they make are the responsibility of the group (Lestari *et al.*, 2017) .

The cooperative learning strategies also have limitations, including (a) Understanding and understanding the philosophy of cooperative learning strategies does take time. It is very irrational if we expect students to automatically understand and understand the philosophy of cooperative learning. For students who are considered to have advantages, for example, they will feel hampered by students who are considered to have less abilities. As a result, this kind of situation can disrupt the climate of cooperation, (b) The main feature of cooperative learning strategies



is that students learn from each other. Therefore, if without effective peer teaching, then compared to direct teaching from the teacher, it can occur in such a way of learning what is actually learned and understood is never achieved by students. (c) The assessment given in the cooperative learning strategy is based on the results of group work. However, teachers need to realize that in fact the expected results or achievements are the achievements of each individual or student, (d) The success of cooperative learning strategies in efforts to develop group awareness requires a fairly long period of time, and this cannot be achieved with just one times or occasionally applying this strategy, (e) Although the ability to work together is a very important ability for students, there are many activities in life that are only based on individual abilities (Oktarini, 2022) . Therefore, ideally through cooperative learning strategies besides students learning to work together, students must also learn how to build self-confidence. To achieve these two things in a cooperative learning strategy is not an easy job.

Thinking is a person's mental process which is more than just remembering and understanding. Remembering basically only involves storing something that has been experienced for a moment to be reissued upon request. Meanwhile, understanding requires acquiring what is heard and read and seeing the interrelationships between aspects in memory. Thinking is a term for both. Thinking causes a person to move beyond the information he hears. For example, someone's thinking ability to find new solutions to a problem they face (Alkilany, 2017) . The Cooperative Learning Model in the Study of Mode Analysis and Its Role in Increasing Student Motivation and Learning Outcomes, is carried out using the Classroom Action Research (CAR) approach, through four cycles to solve the problem and until the problem is solved. The key to cooperative learning is learning to collaborate in cooperative groups. When students study in groups, an open learning atmosphere will be created in terms of partnerships, because at the very right moment a collaborative learning process will be born in a symbiotic personal relationship. And at the same time, peer group and cooperative learning patterns will be developed. To experience happiness and sadness, failure and success together. Responsible for all other people in the group, besides responsibility for themselves, in learning the material at hand (Odum *et al.*, 2021) . This situation will increase students' motivation in Fashion Model Analysis, especially the scattering of fashion patterns.



In-depth research conducted by Zakiyah and Sudarmin (2022) is hoped to be able to deepen the application of the group investigation model in increasing learning outcomes in the maintenance and repair of cooling system subjects. The research was conducted on students at SD Negeri 1 Cimahi who actively participated in social studies learning. The research method used here is classroom action research with three research cycles. Each cycle consists of planning teaching and learning activities, implementation and reflection. Research using the N-Gain calculation shows that this model improves student learning outcomes. The biggest percentage is in cycle III, namely 48.55%, and is included in the medium category. In addition to improving learning outcomes, the investigative group learning model also makes students more active in participating in learning activities.

Agung and Surtikanti (2020) in their work revealed that learning can be used as a means of conveying student ideas which can improve students' abilities and creativity. This research was intended to improve the ability to write news and illustrate exposition expositions in fifth grade elementary school students through the Integrated Reading and Writing Cooperative Learning Model. The results of the quasi-experimental study showed that the ability of students to use the cooperative learning model of integrated reading and writing skills was improved after the application of the integrated cooperative learning model of reading and writing, there were differences in the ability to write news expositions and illustrated expositions of students who studied through the integrated cooperative learning model of reading and writing increased. significantly more than students who took conventional learning, and the opinion of students who took part in integrated cooperative learning read and write at intervals agreed with that category. The success of writing news expositions and writing illustrations of student news expositions is independent of the teacher's ability to develop cooperative learning models. Therefore, an integrated reading and writing cooperative learning model can be used as an alternative learning model to improve students' skills in writing news expositions and illustrations.

Learning is basically a thinking process, here the teacher is obliged to develop students' thinking skills, namely the ability of students to process the various information they get so that it can then be used in solving the problems they face in everyday life. One strategy that can be used by teachers in the learning process so that



students' thinking skills can develop is a cooperative learning strategy. Cooperative learning strategy is a learning strategy that emphasizes student cooperation, students are formed in groups (teams) which usually consist of three to six people who are heterogeneous. They will work together in their groups in completing assignments given by the teacher (Khan *et al.*, 2017) (Albeta *et al.*, 2021) .

This research has significant novelty in the context of MI Manbaul Falah Sidorejo Pamotan Rembang because it is one of the first studies that specifically examines the relationship between cooperative learning strategies, especially the TPS type, and the thinking skills of students at the basic education level at that school. Although cooperative learning strategies have been extensively researched in the educational context, research that specifically focuses on the implementation of TPS and students' thinking skills at MI Manbaul Falah Sidorejo Pamotan Rembang is still rare. Thus, this research makes a new contribution in the field of education by filling this knowledge gap. In addition, the novelty of this research also lies in the context of the unique educational environment of MI Manbaul Falah Sidorejo Pamotan Rembang. Local factors such as culture, social values, and school structures can influence the implementation of learning strategies and the development of students' thinking skills. Therefore, this study enriches the literature by paying attention to contextual aspects and local characteristics which play an important role in the success of the TPS strategy and students' thinking skills at MI Manbaul Falah Sidorejo Pamotan Rembang. Thus, this research can provide a more comprehensive understanding of the relationship between cooperative learning strategies and students' thinking skills by considering the unique contextual factors of the educational environment.

Interaction between group members can develop students' ability to think about processing information. So, if the interaction in cooperative learning strategies goes well, the students' thinking skills will also get better too. Third, there is cooperation within the group in completing tasks or solving problems. In this case all students in the team are encouraged to exchange information and opinions. Students express their opinions and jointly discuss problems or group assignments. Indirectly students will be able to develop their thinking skills (Ozdemir, 2017) . So if this process goes well, in the sense that all students in the group can participate actively in discussing group problems or assignments, then students' thinking skills will also get better. In essence, if the implementation of the cooperative learning



strategy goes well, all in the group can work together, and are active in discussing group problems or assignments, then this will be followed by students' thinking skills that are getting better.

METHODS

This research is a *field research research*, which means research conducted in the arena or field where the phenomena to be studied occur. The location of this research is MI Manbaul Falah Sidorejo Pamotan Rembang with a quantitative approach. The data collection technique uses a questionnaire or questionnaire instrument, a test to determine students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang in 2022. The analysis technique used is the correlational analysis technique which is used to measure the strength and direction of the relationship between the two or more variables (Polat, 2018). Next is observation, the author will use this instrument to obtain data about the madrasa, as well as the facilities and infrastructure in the madrasa where the research is conducted. This study also used informal interview techniques as well as a general guide approach to open interviews or using structured and unstructured interviews.

Documentation is also used to obtain data about the condition of teachers, students, school organizational structure, and other data needed during research. The population in this study were students of MI Manbaul Falah Sidorejo Pamotan Rembang, while the samples in this study were fifth grade students of MI Manbaul Falah Sidorejo Pamotan Rembang with a student population of 98 students. Based on the problems in this study, the independent variables or variables that influence this research are cooperative learning strategies with indicators of material explanation, learning in groups, team assessment and recognition. The dependent variable in this study is the students' thinking skills in social studies class V, with indicators (a) students are able to describe the process of formulating the basis of the state and constitution, (b) describe the events before the proclamation, (c) appreciate the services and roles of national warrior figures from studied social studies material.

The data that has been collected was analyzed using the correlational technique - Pearson's correlation coefficient by measuring the extent to which the relationship is linear between the two variables, with a range of values between -1 to 1. A value of



+1 indicates a perfect positive relationship, a value of -1 indicates a perfect negative relationship, and a value 0 indicates no linear relationship between variables. Followed by further analysis by providing further interpretation of the results of the hypothesis testing obtained, namely between the calculated coefficient (r_o) and the table point correlation (r_i) with a significant level of 1% (0.01) and 5% with the provision that if r count is greater from r table 1% or 5%, then the result can be said to be significant (hypothesis accepted). If r count is smaller than r table 1% or 5%, then the result can be said to be non-significant (hypothesis rejected).

RESULTS AND DISCUSSION

Data analysis was used to determine the coefficient value between variable X cooperative learning strategy and variable Y students' thinking skills. After the data is collected and there is a theory that supports it, the next step is to prove whether or not there is a positive relationship between cooperative learning strategies and students' thinking skills in social studies class V at MI Manbaúl Falah Sidorejo Pamotan Rembang, through analysis. Data analysis is used because the data comes from theoretical data and research results in the field are not sufficient or have not proven themselves the correctness of the theory or the correctness of the hypothesis. In this analysis will be grouped into three parts, namely preliminary analysis, analysis of hypothesis testing and further analysis.

Preliminary analysis begins with the stage of grouping the existing data into the frequency distribution table with necessary processing. In this preliminary analysis, the author compiles data on cooperative learning strategies with students' thinking skills in social studies class V at MI Manbaúl Falah Sidorejo Pamotan Rembang, and at the same time assigns value categories to the data that has been entered. As for the analysis of the results of the questionnaire about cooperative learning strategies in social studies subjects, we will look for the level of cooperative learning strategies in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang , based on the results of the questionnaire answers the average value is 84.89.

Once the mean is known, an interpretation of the score of the cooperative learning strategy questionnaire is carried out on social studies class V which first makes an interval of value categories (scores) according to the references of Karl



Pearson and Abraham Wald by determining the highest score (H) and the lowest score (L) obtained by how to look at the value of the questionnaire and obtained $H = 89$ and $L = 71$. The results obtained that the level of cooperative learning strategies in social studies class V at MI Manbaúl Falah Sidorejo Pamotan Rembang is at 84.89 and is categorized as "good".

Descriptive analysis of the level of cooperative learning strategies by looking at the intervals according to table 2 shows that (a) the level of cooperative learning strategies in social studies class V from 21 respondents (56.7% of all respondents) is included in the very good category, because it reaches very good intervals. good (86-90), (b) the level of cooperative learning strategies in social studies subjects class v of 12 respondents (32.4% of all respondents) is in the good category, because it achieves good intervals (81-85), (c) the level of cooperative learning strategies in social studies class v from 3 respondents (8.1% of all respondents) is included in the sufficient category, because it reaches sufficient intervals (76-80), (d) the level of cooperative learning strategies in social studies class v from 1 respondent (2.7% of all respondents) is included in the less category, due to achieving less intervals (71-75).

Then analyze the results of the thinking skills test in social studies class V at MI Manbaúl Falah Sidorejo Pamotan Rembang based on the average student test score of 80.13 achieving a good category interval (81-85). Descriptive analysis of the level of students' thinking ability is described in table 4 that (a) the level of students' thinking ability in social studies class V from 8 respondents (21.6% of all respondents) is included in the very good category (95-99); (b) it was recorded that 13 respondents (35.1% of all respondents) were in the good category (90-94); (c) it was recorded that 9 respondents (24.3% of all respondents) were in the sufficient category (85-89); (d) it was recorded that 6 respondents (16.2% of all respondents) were in the less category (80-84); (e) there is 1 respondent (2.7% of all respondents) included in the very less category, due to reaching very less intervals (75-79).

Then an analysis of hypothesis testing was carried out to enter data that had been entered and collected from the X value of the cooperative learning strategy variable and the Y value of the student's thinking ability variable in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang, which was processed with the *product moment correlation formula* with $r_{xy} = 0.804$. Afterwards, a coefficient



analysis was carried out by correlating the X and Y variables (r observations) and r_t (r tables) at a significant level of 5% and 1%. By calculation, at a significance level of 5%, R_t (r table) = 0.254, R_o (r observation) = 0.80, so that $r > r_t$ ($0.80 > 0.254$). These results indicate that the hypothesis (H_a) proposed in this study is acceptable, which means that there is a significant positive relationship between variable X and variable Y. At a significant 1% count R_t (r table) = 0.33, R_o (r observation) = 0.80, so $r_o > r_t$ ($0.80 > 0.33$). These results indicate that the proposed hypothesis (H_a) is accepted, which means that there is a significant positive relationship between variables X and Y. From the results of the analysis, the results are significant, both at the 5% and 1% level, meaning that there is a positive and significant correlation between variable X (cooperative learning strategy) and variable Y (students' thinking ability). In other words, the hypothesis that the researcher proposed is accepted.

Based on the table, after obtaining a correlation coefficient of 0.80, it means that the correlation criteria is very high (0.71 - 0.90). So the cooperative learning strategy with students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang has a high correlation. Finally, an analysis of the value of the coefficient of determination or certain variables between variables X and Y is carried out using the formula for the coefficient of determination (R)² which produces a value = 64%. Thus the level of cooperative learning strategies on students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang with a value of 64%, while the remaining $100\% - 64 = 36\%$ is the influence of other variables that have not been studied.

The results of the study proved that the average results of the questionnaire answers showed a mean value of 84.21 which was located in the 81-85 interval with the "Good" category. So, the implementation of cooperative learning strategies in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang in 2022 is 43.2%. These results are in line with the research of Bruno *et al.*, (2017) which explains that the implementation of cooperative learning strategies in elementary classes can improve student achievement in various subjects. Students who engage in cooperative activities experience increased critical thinking skills, communication skills, and intrinsic motivation. In addition, cooperative learning also promotes a positive attitude towards learning, cooperation among students, and an inclusive and supportive classroom climate (Robescu & Iancu, 2016) . Research conducted by AAA



evaluates the implementation of cooperative learning strategies in the context of higher education. They found that students who engaged in cooperative learning achieved higher academic achievement than those who engaged in individualistic learning. In addition, cooperative learning also contributes to improving social and collaborative skills, such as the ability to work together, communicate, and solve problems together.

In addition, the results of this study show that the average test answer of the respondents shows a mean value of 87.83 which lies in the 85-89 interval with the Enough category. So, students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang. These results are supported by research conducted by Madanchian *et al.*, (2021) which tested students' thinking skills after they were involved in a critical thinking training program. The results showed that students who took part in the program experienced a significant increase in their critical thinking skills. After the program ends, students demonstrate better abilities in analyzing information, evaluating arguments, identifying hidden assumptions, and making decisions based on relevant evidence. This study emphasizes the importance of developing critical thinking skills as an important skill for students in dealing with academic challenges and their daily lives (Dodonova & Khoroshilov, 2014) . Found r count = 0.80, then consulted on r table at a significant level of 5% obtained a value of r table = 0.254 and at a significant level of 1% obtained a value of r table = 0.33, it is known that the value of r count is greater than r table either for errors of 5% or 1% ($0.80 > 0.254$ and $0.80 > 0.33$). Thus it means that the hypothesis proposed by the author is accepted. If presented, the relationship is 64%, while the remaining 36% is the influence of other variables that have not been studied.

Previous research conducted by Albeta *et al* (2021) looked at the relationship between cooperative learning strategies and students' thinking skills at the secondary school level. They collect data through classroom observations, interviews, and thinking skills tests. The results of the study show that the consistent and structured application of cooperative learning strategies is positively related to the improvement of students' thinking skills. They found that students who engaged in cooperative activities showed significant improvements in critical, analytical, and creative thinking skills. This study provides strong evidence that cooperative learning strategies can make a positive contribution to the development of students' thinking skills.

Mitra and Purnawarman (2019) examined the effect of cooperative learning



strategies on students' thinking skills at the elementary school level. In this study, data were collected through class observations, interviews, and thinking skills tests. The results showed that the application of cooperative learning strategies with a focus on student cooperation and interaction had a positive impact on improving students' critical and creative thinking skills. Students who engage in cooperative activities show significant improvements in their ability to organize information, evaluate arguments, and come up with creative solutions to problems. This research supports the importance of implementing cooperative learning strategies at the elementary school level to improve students' thinking skills.

The role of cooperative learning strategies in developing students' thinking skills at the higher education level. This study uses a qualitative approach by collecting data through in-depth interviews and case studies. The results of the research show that through interaction and collaboration with fellow students, students can improve their thinking skills significantly. Cooperative learning strategies provide students with opportunities to share and discuss their ideas, broaden understanding, and apply learned concepts to real-world situations. This research demonstrates the importance of cooperative learning strategies in promoting higher order thinking and cognitive development of students at the higher education level Paul (2017) .

CONCLUSION

The results of this research and data analysis that have been carried out have led to the conclusion that the application of cooperative learning strategies to social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang in 2022 is classified as good. In addition, students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang in 2022 are sufficient. The quantitative results show a positive and significant relationship between cooperative learning strategies and students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang in 2022. Cooperative learning strategies with students' thinking skills in social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang has a high relationship. The real implication in this research study is the importance of implementing cooperative learning strategies in improving students' thinking skills, especially for social studies class V at MI Manbaul Falah Sidorejo Pamotan Rembang.



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