

# **The Effect of Think Pair Share Cooperative Learning Model on Student Confidence: One of the Universities in Indonesia for the 2019/2020 Academic Year**

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## **Abstract**

*This study aims to determine the effect of the Think Pair Share cooperative learning model on student confidence in one of the universities in Indonesia for the 2019/2020 academic year. This research hypothesizes that there is a positive and significant effect of the Think Pair Share cooperative learning model on the self-confidence of students of one of the universities in Indonesia in the 2019/2020 academic year. The population of this research is all students of one university in Indonesia, as many as 143 people. The sample of this study was 25% of 143 = 36 people. The significance test of the effect is known to be  $F_h > F_t$  (16,360 > 4,11). Thus there is a significant influence between the Think Pair Share Cooperative Learning Model on Student Confidence of One University in Indonesia for the 2019/2020 Learning Year. The results of the study concluded that there was a positive and significant influence between the Think Pair Share Cooperative Learning Model on Student Confidence at One University in Indonesia for the 2019/2020 Academic Year.*

Keywords: Think Pair Share, Cooperative Learning Model, Think Pair Share Cooperative Learning Model, Self-Confidence.

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## **I. INTRODUCTION**

In the teaching and learning process of students, cooperative learning is needed to produce more effective learning. If the lecturer still uses the old learning paradigm, it tends to take place in one direction, generally from lecturers to students. The cooperative learning model cannot be separated from the influence of self-confidence. Self-confidence is the basic capital of a human being in meeting his various needs. Self-confidence can be seen from the attitude shown by someone who is facing or doing something in their environment. Students are required to be able to adapt and open up in their environment, be it in the family, campus, or community environment. In the campus environment, students are expected to have the courage to appear, be able to communicate well and express their desires and hopes. When self-confidence grows stronger, students will be more courageous to try and face new situations or problems that occur in the campus environment or their social environment. Student self-confidence is one of the elements of personality that has an important influence on human life. Many experts admit that self-confidence is an important factor in determining a person's success. We already know that self-confidence is needed in student life. As is the case with students at one of the universities in Indonesia, wherein a room there are still some students who do not dare to express their opinion. This is because some students still do not have confidence in themselves. Often students do not have the courage to express their opinion because they have a feeling of fear of wrongly arguing their

opinion; some students are worried when expressing their opinion. They are afraid of being blamed by their friends. And not only that, there are still some students who don't have self-confidence because they have feelings of shame towards friends and also towards lecturers. So that students do not have confidence in expressing their opinions. And some students have a quiet figure, so they don't have self-confidence. This can be caused by a lack of socializing with his friends. Some students do not have self-confidence because they feel inferior. He felt that his understanding of his knowledge was less than that of other friends. Because of that, he did not dare to express his opinion on the learning process in the classroom. And the result of all that makes some students pessimistic in the learning process in class. Through the foregoing, it is hoped that the lecturers will carry out cooperative strategies in the teaching and learning process, therefore in the learning process, students should prefer the Think pair share a cooperative learning model. The problem boundaries in this study are the Think Pair Share Cooperative Learning Model as the X Variable (Independent Variable) and Student Confidence as the Y Variable (Bound Variable).

## II. LITERATURE REVIEW

Think Pair Share cooperative learning model greatly affects self-confidence. According to (Seema et al., 2020), Self-confidence is a mixture of thoughts and feelings towards oneself. People who have self-confidence will take action and think based on the thought that they are someone who has achievements in various fields. They will be able to socialize with the community in various aspects. (Ian, 2013) Says that self-confidence is a person's belief in all aspects of his strengths, and that belief makes him feel capable of being able to achieve various goals in his life. (Lindenfield, 2010) The born self-confidence has four characteristics, namely: 1). Communication. 2). Firmness. 3). Self-appearance. 4). Control of feelings. (Angelis, 1997) Divides self-confidence into 1) Self-confidence concerning behavior is self-confidence in acting and completing tasks. 2) Self-confidence concerning emotions is a person's confidence to be able to control and control their emotional side. 3) Confidence regarding spirituality. According to (Kartono 2010), the formation of self-confidence is influenced by several factors, namely a). Internal factors, 1). Self-concept. 2). Pride. 3). Physical condition, b). External Factors, 1) Education. 2) Work. 3) Environment and life experience. According to (Ghufron & Risnawita, 2011), there are several aspects of positive self-confidence that a person has, namely 1). Belief in one's own abilities is a positive attitude for someone about himself that he understands what is being done. 2). Optimism is a positive attitude of someone who always has a good view in dealing with all things about themselves, their hopes, and abilities. 3). Objective, namely people who believe themselves to see problems or everything according to the truth they should be, not according to personal truth or according to themselves. 4). Responsible is people's willingness to bear all the consequences. 5). Rational or realistic, namely the analysis of a problem, a thing, an event using thoughts that are accepted by reason and by reality. In line with the above opinion, the emergence of self-confidence, according to (Lars & Kjersti, 2020), self-confidence is an acquisition in the success of the cooperative learning model. (Javier et al., 2015) States that behavioral characteristics that reflect self-confidence are: 1). Confidence in my own abilities, Philippians 4:13 (I can bear all things in Him who gives strength to me). Self-confidence is the belief that we can do everything God asks us to do because of His grace. Through His strength, we can overcome self-doubt and negative thoughts. 2). Do not hesitate in taking action, Psalm 26: 1 (from David. Give me justice, O Lord, for I live insincerity; I believe in God without hesitation). Not having doubts in yourself means feeling capable of the things you want to do. As students, they must have great confidence in achieving the expected learning goals. 3). Feeling valuable, Isaiah 43: 4-5, As a student, must be able to show and believe that he himself is capable of good, effective, and efficient learning in improving student performance so that he can share opinions openly and honestly and still respect the opinions of others at once able to face challenges in doing academic assignments. 4) Not to be proud, 1 Samuel 2: 3, students must be able to create good interpersonal relationships, cooperate in solving problems, respect other people's opinions and also be able to communicate in various situations. 5) Dare to act, Acts 8: 30-40, a person who has self-confidence will feel confident in his own abilities. In taking

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action, people who have self-confidence will also make decisions quickly and courageously without any hesitation in carrying out these actions. According to (Hakim 2002), several activities can build student confidence on campus, namely a). Cultivate the courage to ask, b). The role of lecturers who actively ask students is one way to develop student self-confidence c). Practicing discussion and debate, discussion, and debate methods is a very effective way to build student confidence. d). Work on problems in front of the class. e). Competing in achieving academic achievement, campuses need to hold various healthy competitions among students. f). Participate in campus organizations. g). Being Commissioner, a Commissioner is the best leadership training. Leadership training can increase student confidence. h). Expanding healthy associations. (Isjoni, 2013) (Elsa & Sukie, 2018). Cooperative learning is a learning model in which students learn and work in small groups collaboratively with five members with a heterogeneous group structure. According to (Ibrahim 2000), The Think Pair Share learning model is a learning model that can arouse student self-confidence that teaches students to accept opinions and cooperate with others. According to (Trianto 2009), the purpose of Think Pair Share cooperative learning is a) It can improve student performance in academic tasks. b) Excellent in helping students understand difficult concepts. c) Helping students develop critical thinking skills. According to (Widarti 2007), the characteristics of the cooperative model of Think Pair Share, three main steps are carried out in the learning process, namely Think Pair Share. The details can be described as follows 1). Think. At the thinking stage, the lecturer submits a statement or problem related to learning; students are assigned to think independently about the question or problem being asked. In determining the time limit at this stage, the lecturer must consider students' basic knowledge to answer the questions given. The advantage of this stage is that there is a thinking time technique that allows students to think about their own answers before the questions are answered by other students. 2). Pair, Each Pair of students discusses the results of their previous answers so that the results obtained are better because students get the additional information and other problem-solving. 3). Share. In this final step, the lecturer assigns the pairs to share their thoughts with other pairs or with the whole class. In this step, it will be more effective if the lecturer goes around from one Pair to another. The sharing step is a refinement of the previous steps, in the sense that this step helps all groups to better understand the problem solving given based on learning Think Pair Share consists of a). Giving trouble. b). At this stage, the lecturer can explain the rules of the game. c). Provide motivation, as well as an explanation of the competencies to be achieved. d). The thinking stage of this stage is used to explore individual student knowledge. e). Students are given time to think about the material or problems raised by the lecturer. f). The pairing stage this stage is usually done with a partner's friend, or it can also be done by searching for a partner previously done. g). In the sharing stage, students can exchange opinions or share with other friends about the knowledge they have acquired after they get information from their partner friends. h). Appraisal/award stage. According to (Ria & Mary 2013), the procedures used in Think Pair Share can give students more time to think, to respond, and help each other. Students can develop their thinking skills so that they do not depend on the group. In this case, it can provide an opportunity for all students to pair up in conveying the results of their thoughts according to the material being discussed so that they can get problem-solving in their respective groups. The lecturer only completes the short presentation, and the students read the assignment. According to (Mary 1997), (Stephen P & Tom G K, 2012), the steps in the Think Pair Share cooperative learning model are 1). Lecturers convey the core material and competencies to be achieved. The lecturer explains the material briefly to students then provides the opportunity to ask questions about material that has not been understood. So that students can understand the competencies to be achieved in the group discussion. 2). Students are asked to think about the material or problems presented by the lecturer. The lecturer asks students to study the material and asks students to think critically about solving the problem and matching the results of solving the problem with the material. 3). Students are asked to pair up with their next-door friends and express the results of their respective thoughts. The lecturer asks students in pairs to discuss the results of their partner's thoughts. This is intended to establish cooperation and exchange of ideas between spouses or each group member. 4). The lecturer leads a small plenary discussion; each group presents the results of

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the discussion. Lecturers lead group discussions and provide opportunities for students to express their opinions and responses flexibly to the results of their respective group discussions. 5). The lecturer directs the conversation on the subject matter and adds material that the students have not disclosed. The lecturer explains in detail to the students about the subject matter that has been discussed in the group discussion. Then the lecturer adds material that has not been conveyed to students. 6). The lecturer concludes. The lecturer explains and guides students to make a summary of the material that has been discussed in their respective groups. 7). Closing. Before closing the group discussion, the lecturer explains and informs students about the material to be discussed at the next meeting and asks students to study it; then, the lecturer closes the group discussion learning by saying greetings. The various Think Pair Share learning steps have illustrated interesting learning because it begins with a game and provides an opportunity for students to think first (Huda, 2013). The steps for Think Pair Share are as follows: a. Students are formed into groups of four. Each group was given an assignment by the lecturer. b. Each member of the group is responsible for thinking and doing the task separately first. The group that has been formed then forms a group in pairs (two people). c. Each Pair discusses the results of individual work. d. The two groups of pairs are then reunited in the initial group of four to present the results. Furthermore, according to (Javier et al., 2015) said that Think Pair Share learning could be given variations in the form of college students may be asked to write, draw or use diagrams for their responses while in the think and/or pair phase.

### III. RESEARCH METHODOLOGY

This research uses a descriptive quantitative method. The location of this research was conducted at one of the universities in Indonesia, Jalan Raya Tarutung, North Tapanuli Regency, North Sumatra Province. (Arikunto, 2002) states that: The population is the entire object under study that can be used as a source of data for researchers. So that the population in this study were all students of one university in Indonesia, as many as 143 people, Arikunto (2010: 162) says that if the subject is less than 100 people, it is better if all of them are taken so that the research is called a population study, but if the number of subjects is large it can be taken between 10-15% or 20-25% or more. So the authors took the sample in this study were 25% x 143 people = 36 people. The instrument used in this study was a closed questionnaire distributed via google form as many as 35 items in the form of multiple choices consisting of 4 (four) options, namely a, b, c, d. To test the significant relationship by looking for t count and consult t table (Sudjana, 1992)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (1)$$

To determine whether there is an effect of variable X (Think Pair Share Cooperative Learning Model) on variable Y (Student Confidence), a determination correlation coefficient test is conducted using the formula proposed by (Sudjana 1992):

$$r^2 = 100.r^2 \% \quad (2)$$

To determine the degree of influence of variable X (Think Pair Share Cooperative Learning Model) with variable Y (Student Confidence), a simple regression equation was calculated according to (Sudjana 1992).

$$\hat{Y} = \bar{a} + b\bar{x} \quad (3)$$

$$a = Y - bx \quad (4)$$

To find the calculated F value and consult with the F table to determine the significance of the effect, the formula F is used

$$F = S^2_{\text{reg}} / S^2_{\text{reg}} \quad (5)$$

#### IV. FINDING AND DISCUSSION

Based on the results of the data analysis that has been done, the following research results are obtained:

a). The relationship between variable X and variable Y is known to  $r_{\text{count}} = 0.576$ . Then the results of  $r$  were consulted with  $r_{\text{table}} (\alpha = 5\%, N = 36) = 0.326$ . From the results of the consultation, it is known that  $r_{\text{count}} > r_{\text{table}}$  or  $0.576 > 0.326$ . This shows that the research instrument is valid. b). Through the T-test, it is known that the value of  $t = 4.831$ , then the results are consulted with  $t_{\text{table}} (\alpha = 0.025, db = n-2 = 36-2 = 34) = 2.042$ , it turns out that  $t_{\text{count}} > t_{\text{table}}$  is  $4.106 > 2.042$ . Thus there is a significant relationship between Variable X and Variable Y. c). Based on the test of determination, the results obtained were 33.18%, where many other factors influenced the student's confidence. d). The regression equation  $\hat{Y} = a + bx = 18.84 + 0.69x$ . This equation shows when the variable X (Think Pair Share Cooperative Learning Model) will increase 0.69 if the value of the variable Y (Student Confidence) is increased by one measurement. Thus there is a positive relationship between the second variable. e) Based on the significance test, it is known that  $H_a$  is accepted and  $H_0$  is rejected, namely  $F_h > F_t (16.360 > 4.11)$ . Thus, through the Think Pair Share cooperative learning model, it was found that there was students' self-confidence who dared to act maturely and steadily, did not have doubts, and also had great confidence in themselves, when facing challenges in person, but with courage and students act to achieve goals learning that he wanted to achieve.

#### V. CONCLUSION AND FURTHER RESEARCH

Self-confidence is an attitude of confidence in one's own ability to fulfill each of his wishes and hopes. The most effective way to increase self-confidence is to always think positively and use positive statements about themselves. Self-confidence can be seen from the attitude shown by someone who is facing or doing something in their environment. Students are required to be able to adapt and open up in their environment, whether in the family, campus, or community environment. Based on the significant test, the effect that  $H_a$  is accepted and  $H_0$  is rejected, namely  $F_h > F_t (16,360 > 4,11)$ . Thus the results of this study conclude that there is a positive and significant influence between the Think Pair Share Cooperative Learning Model on Student Confidence at One University in Indonesia for the 2019/2020 Learning Year.

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