

THE INFLUENCE OF COOPERATIVE LEARNING MODELS OF EXAMPLE NON-EXAMPLE TYPE ON CREATIVE THINKING ABILITIES AND STUDENT LEARNING OUTCOMES IN CLASS VIII SOCIAL SCIENCES SUBJECTS AT SMP NEGERI 5 KUPANG TENGAH

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Abstract

This study sought to evaluate the impact of the Examples Non-Examples type cooperative learning model on two primary aspects: (1) students' creative thinking abilities and (2) their learning outcomes. Additionally, the research aimed to investigate the combined influence of the Examples and Non-Examples cooperative learning model on both students' thinking abilities and learning outcomes. The research design employed for this study was quasi-experimental. The population under consideration consisted of eighth-grade students at SMP Negeri 5 Kupang Tengah, with the selected sample being Class VIII A, chosen through a random sampling technique, resulting in a total of 25 students. The independent variable in this research was the Examples Non-Examples type cooperative learning model, while the dependent variables encompassed students' creative thinking abilities and their learning outcomes. Data collection involved the utilization of a test method, and for the assessment of students' creative thinking abilities, a questionnaire was employed. The data collected in this research underwent analysis through MANOVA. The findings of the study revealed the following: (1) There was a noteworthy and statistically significant impact of the Examples Non-Examples Cooperative learning model on enhancing students' creative thinking abilities within the context of Social Studies in Class VIII at SMP Negeri 5 Kupang Tengah; (2) There was a substantial influence of the Examples Non-Examples Cooperative learning model on elevating student learning outcomes in Social Studies for Class VIII at SMP Negeri 5 Kupang Tengah; (3) There existed a concurrent and significant impact of the Examples Non-Examples type cooperative learning model on both students' thinking abilities and learning outcomes during Social Studies classes for Class VIII at SMP Negeri 5 Kupang Tengah.

Keywords: *Cooperative Learning Model, Creative Thinking Abilities, Example non Example, Students Learning Outcome,*

1. Introduction

Education stands as one of the primary avenues for preparing the younger generation to be adequately equipped to confront the increasingly competitive developments of the times. The successful attainment of educational purposes in schools hinges upon the student's learning process. According to Slameto (2015: 2), learning is a process undertaken by an individual to entirely acquire new behavior, a result of their personal experiences in interaction with their environment. The success of students serves as a reflection of the predetermined learning process. Various issues arise in the teaching of Social Studies (IPS) due to the

application of conventional teaching models by teachers. If the use of the teaching model is fit, students will engage in learning activities, and teachers can accomplish success in facilitating learning. 86

In this vein, the learning process plays a crucial role in shaping students' creative thinking patterns. Creative thinking does not occur directly; instead, it emerges as a consequence of participation and habits during the learning process. Consequently, creative thinking is linked to discovering something new, involving the generation of novel ideas by utilizing existing knowledge. According to Harriman (2017:120), creative thinking is a thought process that seeks to create new ideas, including understanding problems, making guesses and hypotheses about problems, searching for answers, proposing evidence, and ultimately reporting the results as part of the process of achieving learning outcomes.

Dimiyati and Mudjiono (2006: 3-4) assert that learning outcomes are a product of the dynamic interplay between the teaching and learning processes. From the teacher's standpoint, the teaching process culminates in the evaluation of learning outcomes. For students, these outcomes signify the conclusion of instruction at the zenith of the learning journey. Consequently, teachers must possess the acumen to select a teaching model that harmonizes with the learning milieu and should be cognizant of the developmental stage and comprehend the characteristics of the learners. In this context, the developmental stage and characteristics wield significant influence over students' learning outcomes in the realm of Social Studies (IPS), as the instructional process delineates the strategic steps and activities integral to the learning journey.

Based on direct observations, there was a tendency to minimize student involvement due to the monotonous and expository nature of material presentation, resulting in a lack of enthusiasm and uninteresting learning experiences. Consequently, the Semester 1 report scores for Social Studies (IPS) in Class VII at SMP Negeri 5 Kupang Tengah did not surpass the Minimum Mastery Criteria (KKM) of 57.14%. Moreover, the KKM for IPS was set at 70. Additionally, students' lack of critical thinking in IPS was attributed to the teacher's methods applied and individual exercises without interaction among students. The teacher employed a teaching model that rendered students less active in the learning and teaching process. Given these issues, innovation is required to improve the learning environment, produce an enjoyable atmosphere, and motivate students to enthusiastically learn, fostering creative thinking and improving IPS learning outcomes. Therefore, teachers should employ effective and efficient teaching models to ensure that students are actively engaged and develop an affinity for IPS learning materials.

In a preceding study conducted by Mahananingtyas (2016), it was asserted that students' academic performance tended to be subpar due to the continued usage of conventional teaching methods, particularly the lecture approach. This course led to a lack of student interest, diminished enthusiasm, and an overall disengagement in the Social Studies (IPS) learning process, resulting in unfavorable learning outcomes and reduced self-efficacy. Consequently, teachers are urged to adeptly apply teaching models that are aligned with the student's developmental stages. Proficiency in providing real-life examples related to daily challenges is emphasized, alongside the essential skills of designing, developing, and managing effective learning systems. This approach aims to create engaging, stimulating, and thought-provoking learning experiences that not only capture the students' interest but also foster the development of their critical thinking skills. Moreover, active student participation is considered pivotal for successful learning outcomes. Hence, this study is important to be conducted with the aims at evaluating the impact of the Examples Non-Examples type cooperative learning model on students' creative thinking abilities and their learning outcomes.

2. Theoretical Framework

The theoretical framework utilized in this study encompasses relevant theories that are deemed applicable to the research subject, aiming to achieve the intended objectives. The theories employed in this study are as follows:

1. Theory of Constructivism Learning: Cooperative learning is an instructional approach wherein students engage in collaborative work within small groups, typically comprising four to six members, characterized by heterogeneous group composition (Gunawan, 2013: 202). According to

Hamdani (2011: 35), the initiation of cooperative learning involves the teacher imparting information regarding learning objectives and fostering student motivation. Subsequently, students, under the guidance of the teacher, collaborate to accomplish interconnected tasks. The concluding phase entails the assessment of acquired knowledge by students.

2. Cooperative Learning Typology: Slavin (1995: 12-13) delineates six typologies of cooperative learning, namely: (a) group goals; (b) individual accountability; (c) equal opportunities for success; (d) team competition; (e) task specialization; and (f) adaptation to individual needs. These six typologies serve as fundamental characteristics of cooperative learning. Despite employing different types, all six aspects must be evident in the learning process, distinguishing it from traditional cooperative methods.
3. Creative Thinking: Creative thinking is associated with the discovery of something, involving the generation of novel ideas by leveraging existing elements. According to Harriman (2017:120), creative thinking is a cognitive process that strives to generate new concepts. Creative thinking involves a series of steps, including understanding the problem, making conjectures and hypotheses about the problem, seeking solutions, proposing evidence, and ultimately reporting the outcomes.

In summary, cooperative learning, grounded in constructivist principles, underscores collaborative group work led by educators to achieve shared goals. Slavin's typologies delineate crucial aspects like group objectives, individual accountability, and equal opportunities for success, ensuring active student participation and engagement. Within cooperative learning environments, creative thinking assumes a pivotal role, fostering the generation of innovative ideas and solutions through cognitive processes. These theories collectively underscore the importance of collaborative learning methods in fostering active engagement, critical thinking, and the cultivation of innovative solutions among students. Thus, these theoretical frameworks inform the examination of the research question posed in this study's problem formulation, which hypothesizes that implementing the Examples of Non-Examples Cooperative Learning Model in social studies can positively influence students' creative thinking abilities and enhance their learning outcomes at Public Junior High School 5 Kupang Tengah.

3. Research Method

This quasi-experimental quantitative study, driven by the inherent challenges of tightly controlling variables and experimental conditions, aims to examine the influence of independent variables on dependent variables (Sugiyono, 2013). In the research design, 49 eighth-grade students were randomly selected and divided into experimental and control groups, following Dantes' approach (2012). The experimental group, comprising 25 students, underwent treatment with the Cooperative Learning model of Examples and Non-Examples, while the control group, consisting of 24 students, received treatment employing a conventional learning model. Afterward, both groups underwent assessments utilizing identical measures. This research involved two independent variables (x), represented by the Cooperative Learning model in the experimental group and the conventional learning model in the control group. The dependent variable (Y) encompassed students' creative thinking ability and academic achievements.

The research tools developed for this study comprise assessments of students' creative thinking capacities and academic performance. The evaluation of creative thinking skills involves a questionnaire with five items, each aligning with Wallas's (1926) criteria, encompassing fluent, flexible, original, and elaborative thinking. Data collected in this study comprises scores from students' completion of the creative thinking skills test. The analysis utilized the descriptive and multivariate analysis of variance (MANOVA).

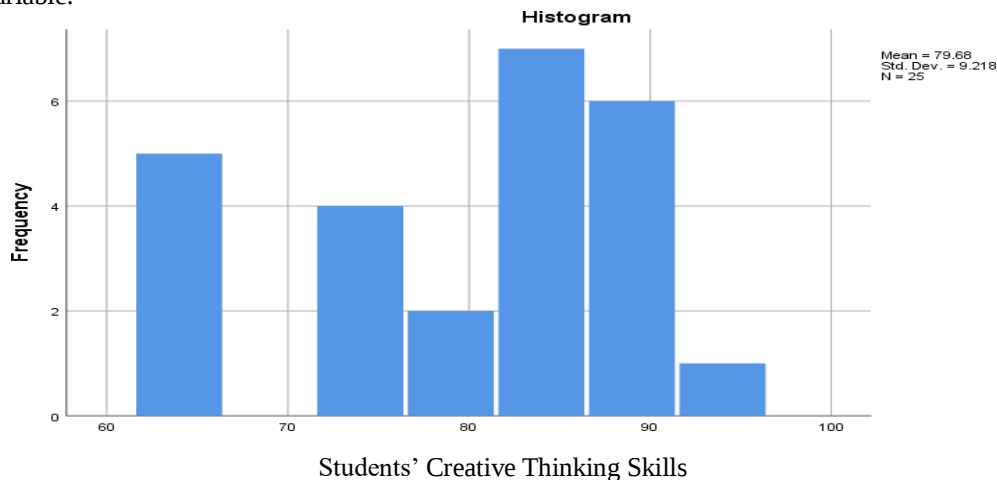
4. Result and Discussion

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Based on the research aims, the data was divided into four categories: (1) creative thinking skills of students learning with the cooperative learning model examples non-examples, (2) creative thinking skills of students employing conventional teaching methods, (3) learning outcomes of students learning with the cooperative learning model examples non-examples, and (4) learning outcomes of students employing conventional teaching methods.

A. The Descriptive Data of Creative Thinking Skills of Students Learning with the Cooperative Learning Model Examples non-Examples (Experimental Class)

The data on student's creative thinking skills with the cooperative learning model examples non-examples has a theoretical score range of 0-100, with a minimum score of 64 and a maximum score of 93. The average score of creative thinking abilities for the experimental class is 79.68, with a standard deviation of 9.218. The variance is 84.97, and the median is 82. The following histogram graph illustrates the frequency distribution of the variable:



Based on the calculation of central tendencies as shown in the histogram above, a conversion table is displayed to determine the classification of students' creative thinking skills scores. Firstly, the mean ideal (Mi) and Ideal Standard Deviation (SDi) are calculated. Mean Ideal (Mi) = $\frac{1}{2} (\text{Maximum Score} + \text{Minimum Ideal Score}) = \frac{1}{2} \times (93 + 64) = 79.68$. SDi = $\frac{1}{6} \times (\text{Ideal Maximum Score} - \text{Ideal Minimum Score}) = \frac{1}{6} \times (93 - 64) = 4.83$. Hence, the calculation results are presented in the following table.

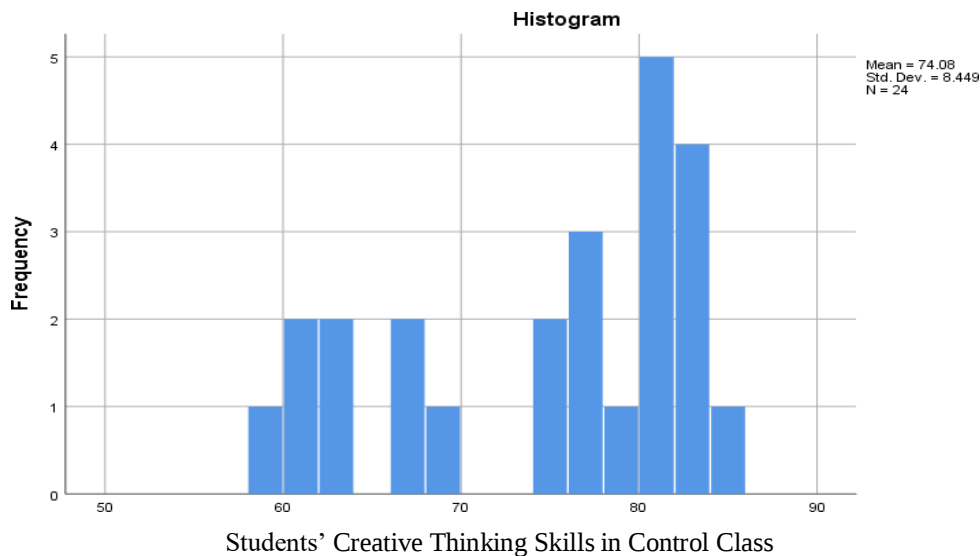
Table 1. The Classification of Students' Creative Thinking Skill in the Experimental Class

Criteria	Interval	Classification
$Mi + 1,5 Sdi \leq X$	$93 \leq x$	Very High
$Mi + 0,5 Sdi \leq X < Mi + 1,5 Sdi$	$89 \leq x < 93$	High
$Mi - 0,5 Sdi \leq X < Mi + 0,5 Sdi$	$74 \leq x < 88$	Fair
$Mi - 1,5 Sdi \leq X < Mi - 0,5 Sdi$	$69 \leq x < 74$	Low
$X \leq Mi - 1,5 Sdi$	$x < 68$	Very Low

On average, the creative thinking ability score of students engaged in the cooperative learning model of examples non-examples is 79.68, with a standard deviation of 9.218. This suggests a relatively high tendency towards creative thinking among students in this learning model, positioned within the range of 69 - 74 from the ideal score.

B. The Descriptive Data of Creative Thinking Skills of Students Learning with the Conventional Learning

The data on students' creative thinking abilities under conventional learning models, obtained from measurements on respondents, displays that the highest score achieved is 85 out of a possible maximum of 93, while the lowest score attained is 59 out of a possible minimum of 50. Additionally, the majority of frequency grouping for the variable of students' creative thinking abilities under conventional learning models is clustered around the mean, with a frequency of approximately 37%, as depicted in the histogram graph of the frequency distribution variable below.



Based on the calculations of central tendencies, the average score obtained is 74.08, with a standard deviation of 8.449 and a variance of 71.384. The mode is 76, and the median is 76.00. To form a conversion table for categorizing student motivation scores under the conventional learning model, the first is computing the mean ideal (MI) and ideal standard deviation (SDi). $MI = \frac{1}{2} \times (\text{ideal maximum score} + \text{ideal minimum score}) = \frac{1}{2} \times (85 + 59) = 72$. $SDi = \frac{1}{6} \times (\text{ideal maximum score} - \text{ideal minimum score}) = \frac{1}{6} \times (85 - 59) = 4.33$. Thus, the following table represents the categorization of student scores in the control class following the conventional learning model.

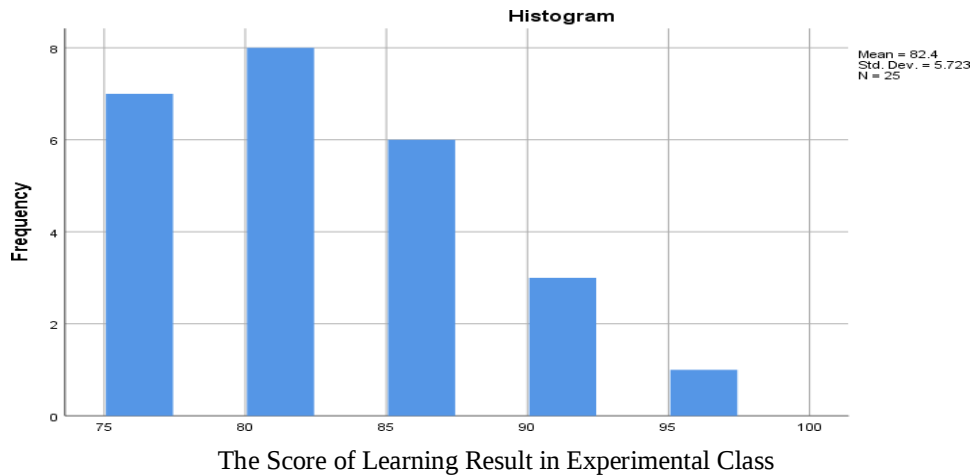
Table 2. The Classification of Students' Creative Thinking Skill in the Control Class

Criteria	Interval	Classification
$MI + 1,5 SDi \leq X$	$83 \leq X$	Very High
$MI + 0,5 SDi \leq X < MI + 1,5 SDi$	$74 \leq X < 78$	High
$MI - 0,5 SDi \leq X < MI + 0,5 SDi$	$69 \leq X < 73$	Fair
$MI - 1,5 SDi \leq X < MI - 0,5 SDi$	$64 \leq X < 68$	Low
$X \leq MI - 1,5 SDi$	$X < 63$	Very Low

The mean score for students' creative thinking skills under conventional learning methods is 63, with a standard deviation of 11.01. This outcome suggests a subdued inclination toward learning motivation among students following traditional teaching approaches, typically ranging from 64 to 68 in comparison to the ideal score.

C. The Descriptive Data of Students Learning Outcome with the Cooperative Learning Model Examples non-Examples (Experimental Class)

The data derived from measuring respondents' performance reveals that students following the cooperative learning model of Examples and non-examples achieved a maximum score of 95 out of 100 and a minimum score of 75 out of a potential range from 0 to 100. Moreover, the most frequent frequency grouping for students' social studies learning results within this cooperative learning model is centered on the mean, comprising 32% of the total frequency. The frequency distribution of this variable is depicted in the histogram graph below.



Based on the calculations of central tendencies, the mean score obtained is 80.5, with a standard deviation of 5.723 and a variance of 32.750. The mode is 85, and the median is 82.00. To construct a conversion table for determining the categorization of student scores in social studies learning outcomes following the cooperative learning model of Examples and non-examples, we first compute the mean ideal (MI) and ideal standard deviation (SDi). $MI = \frac{1}{2} \times (\text{ideal maximum score} + \text{ideal minimum score}) = \frac{1}{2} \times (95 + 75) = 85$. $SDi = \frac{1}{6} \times (\text{ideal maximum score} - \text{ideal minimum score}) = \frac{1}{6} \times (95 - 75) = 15.83$. Thus, the following table represents the categorization of student scores in the experimental class following the cooperative learning model of Examples and non-examples.

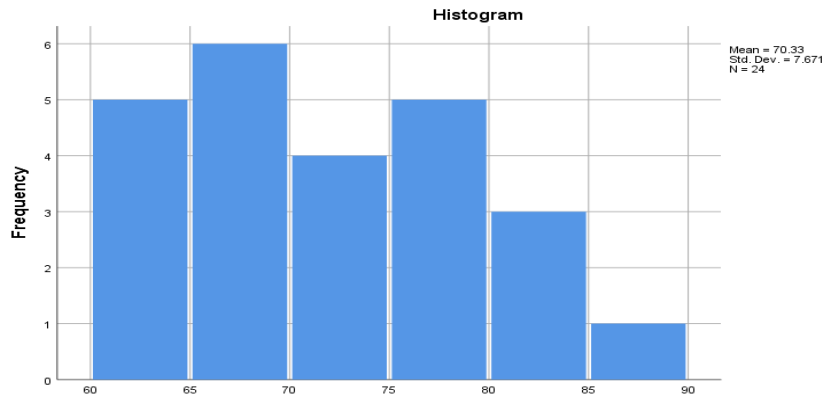
Table 3. The Classification of Students' Learning Outcomes in the Experimental Class

Criteria	Interval	Classification
$MI + 1,5 SDi \leq X$	$95 \leq x$	Very High
$MI + 0,5 SDi \leq X < MI + 1,5 SDi$	$91 \leq x < 94$	High
$MI - 0,5 SDi \leq X < MI + 0,5 SDi$	$81 \leq x < 83$	Fair
$MI - 1,5 SDi \leq X < MI - 0,5 SDi$	$75 \leq x < 79$	Low
$X \leq MI - 1,5 SDi$	$x < 75$	Very Low

The average score for students' social studies learning outcomes following the cooperative learning model of Examples non-examples is 80.5, with a standard deviation of 57.23. This indicates a highly favorable trend in the students' social studies learning outcomes under this cooperative learning model, placing them well above the 95 range from the ideal score.

D. The Descriptive Data of Students Learning Outcome with the Conventional Learning Model (Control Class)

The data obtained from measuring respondents' learning outcomes in a conventional learning model reveal that the highest score achieved is 85 out of a possible maximum score of 100, while the lowest score attained is 65 out of a potential minimum score of 0. Additionally, the most systematic frequency grouping for the student's learning outcomes joining the conventional learning model is centered on a mean frequency of 25%. The following is a histogram graph depicting the frequency distribution of the variable.



The Score of Learning Result in Control Class

Based on the computed central tendencies, including a mean of 67, a standard deviation of 7.761, a variance of 58.841, a mode of 60, and a median of 70.00, a conversion table is being devised for categorizing student learning outcome scores in conventional learning settings. Initially, the ideal mean (MI) and ideal standard deviation (SDi) are calculated, yielding MI as half the sum of the ideal maximum and minimum scores (72.5) and SDi as one-sixth of the difference between the ideal maximum and minimum scores (14.16). It enables the formulation of the categorization scheme.

Table 4. The Classification of Students' Learning Outcomes in the Control Class

Criteria	Interval	Classification
$Mi + 1,5 Sdi \leq X$	$85 \leq x$	Very High
$Mi + 0,5 Sdi \leq X < Mi + 1,5 Sdi$	$80 \leq x < 85$	High
$Mi - 0,5 Sdi \leq X < Mi + 0,5 Sdi$	$75 \leq x < 80$	Fair
$Mi - 1,5 Sdi \leq X < Mi - 0,5 Sdi$	$70 \leq x < 75$	Low
$X \leq Mi - 1,5 Sdi$	$x < 60$	Very Low

Typically, the mean score of students' social studies learning outcomes under conventional instructional models registers at 67, accompanied by a standard deviation of 7.671. It implies a notably elevated trend in students' social studies learning outcomes within the conventional instructional paradigm, aligning within the 65 to 69 score range proximate to the ideal benchmark.

E. Correlational Test between Dependent Variable

The correlation test among dependent variables is conducted using Pearson's Product Moment formula, and the analysis is performed with the assistance of SPSS 26. If the significance value (sig.) in the analysis results

indicates a value above 0.05 (sig. > 0.05), it is concluded that there is no correlation among the dependent variables or the Multivariate Analysis of Variance (Manova) test is deemed appropriate to conduct. The outcomes of the correlation analysis in this study are in the following table. 92

Table 5. The Correlational Analysis

Group	R_{test} (Pearson's Correlation)	(sig.)	Analysis
Experiment	0,098	0,641	Not Significant
Control	0,278	0,189	Not Significant

The above table indicates that the calculated R-values of 0.098 and 0.278 have significance values of 0.641 and 0.189, respectively, which are higher than 0.05 (sig. > 0.05). It indicates that there is no correlation among the dependent variables. Hence, the Manova test is deemed appropriate to conduct.

F. Hypothesis Test

Since the prerequisite tests have been met, the Manova hypothesis test can be conducted. Manova is employed to examine whether there are differences among multiple dependent variables across different groups. To test the first and second hypotheses, the Test of the Between-subjects Effect table from the SPSS calculations can be referred to. The summary of this analysis can be seen in the following tables:

Table 6. The Result of Hypothesis I

Dependent Variable	Sources	JK	Df	RJK	F	Sig.
Creative Thinking Skill	Across	1679.379	1	148.307	23,210	0,000
	Between	249.121	22	11.324		
	Total	1928.500	23			

The table above displays that the dependent variable of learning motivation has an F value of 23.210 with a significance value of 0.000, which is less than 0.05. It indicates that the F value for the dependent variable of creative thinking ability is significant. Consequently, it can be concluded that there is a significant influence of the Examples Non-Examples cooperative learning model in the 8th-grade class at Public Junior High School 5 Kupang Tengah.

Table 7. The Result of Hypothesis II

Dependent Variable	Sources	JK	Df	RJK	F	Sig.
Learning Results	Across	5.149	1	3663,680	3.329	0,003
	Between	1348.184	22	2,075		
	Total	1353.333	23			

The presented table demonstrates that the dependent variable concerning social studies learning outcomes exhibits an F value of 3.329, accompanied by a significance value of 0.003, which falls below the 0.05 threshold. It signifies the statistical significance of the F value for the social studies learning outcomes variable. Consequently, it can be inferred that there exists a notable influence.

For the examination of the third hypothesis, Manova analysis is employed, utilizing Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root analyses through SPSS assistance. The outcomes of this hypothesis testing in the study are outlined as follows:

Table 8. The Result of Hypothesis III

Statistic	F-Value	(sig.)	Analysis
Pillai's Trace	5423.658	0,000	Significant
Wilks' Lambda	5423.658	0,000	
Hotelling's Trace	5423.658	0,000	
Roy's Largest Root	5423.658	0,000	

The analysis revealed that the F-values for Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root have significance levels less than 0.05. Hence, these F-values are deemed significant. Consequently, it can be inferred that the Examples Non-Examples cooperative learning model significantly influenced the advancement of students' creative thinking skills and social studies learning outcomes in the 8th-grade class at public junior high school 5 Kupang Tengah.

Based on the analysis of research variables in experimental classrooms, the cooperative learning model of examples non-examples type has been shown to enhance students' creative thinking abilities by eliciting their cognitive and imaginative capacities to produce something beyond the ordinary (Kurniasari & Adri, 2022). Creative thinking is a learning process that demands educators to motivate and cultivate students' creativity throughout the learning process by employing varied methods and strategies, such as group work, role-playing, and problem-solving (Rusman, 2014).

The study's results revealed a substantial contrast in students' creative thinking prowess and academic achievements. Statistical analysis, with an F value of 79.68 and a significance level of $0.000 < 0.05$, solidly rejected the Null hypothesis (H_0) in favor of the Alternative hypothesis (H_a). It signifies the impactful role of the cooperative learning model of examples and non-examples alongside conventional teaching methods on students' creative thinking and academic performance.

Furthermore, the result of the third hypothesis underscored a simultaneous and significant influence of the cooperative learning model of examples and non-examples on augmenting both students' creative thinking capabilities and academic outcomes. While conventional teaching spotlighted the instructor's guidance, fostering student motivation and engagement, the examples non-examples cooperative approach fosters greater student involvement, resulting in heightened activity and productivity within the learning process.

The statement highlighted the contrasting achievements between the experimental group, which utilized the cooperative learning model of Examples and Non-Examples, and the control group which used traditional teaching methods. Students exposed to the Examples Non-Examples cooperative learning model outperformed those in the control group in both creative thinking abilities and academic outcomes. This difference is further supported by statistical analysis, which indicated significantly higher scores in creative thinking abilities and academic performance in the experimental group compared to the control group.

The statistical analysis yielded an F value of 79.68 with a significance level of $0.000 < 0.05$, across various measures including Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. Consequently, the rejection of the Null hypothesis (H_0) in favor of the Alternative hypothesis (H_a) suggested a notable influence of both the Examples Non-Examples cooperative learning model and conventional teaching methods on students' creative thinking abilities and academic outcomes in the Social Studies subject for 8th-grade students at public Junior High School 5 Kupang Tengah.

5. Conclusion

Based on the hypothesis testing and analysis outcomes, it is evident that the cooperative learning model of examples and non-examples yielded significant impacts on the creative thinking abilities and Social Studies learning outcomes of 8th-grade students at public Junior High School 5 Kupang Tengah. The obtained

significance value of 0.000, lower than the threshold of 0.05, highlights the profound influence of this instructional approach. Through this method, students engage in collaborative learning activities centered roughly on delivering examples and non-examples, fostering a deeper understanding of concepts and enhancing their ability to think creatively. As a consequence, students exhibit enhanced creative thinking skills and achieve better academic performance in the Social Studies subject. 94

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