

The Effect of TPS Learning Model on the Self-Efficacy and Critical Thinking Ability of Multi-Ethnic Students in Elementary Schools

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ABSTRACT

The aim of this research is to determine the influence of the Think Pair Share (TPS) model on the self-efficacy and critical thinking abilities of multiethnic elementary school students in the city of Ternate. This research design uses a quasi-experiment with a non-equivalent control group, pretest-posttest design. The research sample was 42 students, divided into an experimental class of 20 students and a control class of 22 students, with backgrounds from four major ethnic groups in the city of Ternate. The instruments used consist of the academic self-efficacy scale and critical thinking skills rubric integrated in the essay test. Hypothesis testing uses covariance analysis (ANCOVA) accompanied by further LSD testing with the help of the SPSS version 23 program. The results of the research show that: (1) there is a significant influence of the TPS learning model on the self-efficacy of multiethnic students and there is a difference in influence between the TPS model and conventional learning on self-efficacy of multiethnic students ($p, 0.000 < 0.05$), with a mean difference of 7.0; (2) there is a significant influence of the TPS model on the critical thinking abilities of multiethnic students and there is a difference in the influence between the TPS model and conventional learning on the critical thinking abilities of multiethnic students ($p, 0.000 < 0.05$), with a mean difference of 20.8; (3) there is no significant influence between ethnic background on students' self-efficacy and critical thinking abilities, but differences between ethnicities are only shown through notations on the LSD test.

Keywords: Cooperative learning, Think Pair Share, Self-Efficacy, Critical Thinking Ability, Multi-ethnic Students

INTRODUCTION

The learning faced by elementary school students today is very complex due to various challenges in the 21st century. Learning in the 21st century makes students face rapid developments, such as technology, science, economics, and socio-culture, so students are required to learn more and be proactive so that they have adequate knowledge and skills or expertise (Dimiyati & Mudijono, 2013). For this reason, a conscious and planned effort is needed by a teacher to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble morals, and the skills they need in social life (Rohman, 2011).

Teachers are required to be able to provide knowledge, attitudes or behavior, and skills through learning approaches or models that are appropriate to the characteristics of the material and current developmental demands. This means that teachers must have various abilities in the teaching and learning process which has various complex obstacles and challenges. One of the challenges experienced by teachers today is planning and implementing learning in multi-ethnic schools. The existence of a multiethnic phenomenon in elementary schools is characterized by an increasing number of racial and ethnic groups interacting with each other (Mafela, 2013).

The facts show that the majority of elementary schools in the city of Ternate reflect cultural diversity, especially those related to ethnic/ethnic differences, religion, and language. According to Brown (2009), the city of Ternate is one of the cities in Indonesia which is categorized as an area with a fairly high level of ethnic heterogeneity with a total of 28 tribes/ethnicities. Of this number, the largest tribe in the city of Ternate is the tribe; Makian, Ternate, Tidore, Tobelo-Galela, and Sula (Disbudpar, 2020). As a result of the large number of ethnicities, it has an impact on the cultural backgrounds brought by students, causing social interaction patterns

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How to cite this article: Haerullah A, Hasan S, Hasrul (2024). The Effect of TPS Learning Model on the Self-Efficacy and Critical Thinking Ability of Multi-Ethnic Students in Elementary Schools Pegem Journal of Education and Instruction, Vol. 14, No. 4, 2024, 83-91

Source of support: Nil

Conflict of interest: None

DOI: 10.47750/pegegog.14.04.09

Received: 09.02.2024

Accepted: 02.05.2024

Published : 01.09.2024

between them to become increasingly diverse (Hasrul, 2022). The school environment is also a representation of the social conditions of society which are influenced by the culture brought by each student from their family environment.

Cultural differences in a multiethnic context in schools will also have an impact on different beliefs, value systems, and norms, thus influencing their thoughts, attitudes, behavior, and interactions in the classroom and even affecting the quality of learning (Najeemah, 2008; Kusmarini, 2011). Apart from that, learning in multiethnic classes is thought to be more difficult to implement than in monoethnic classes because ethnic differences between students can bring different views and behaviors according to their respective cultures (Haerullah, 2019). This will certainly have an impact on students' self-potential, including academic self-efficacy and critical thinking abilities. For this reason, it is very important for a teacher to implement learning patterns that can help increase students' self-efficacy and critical thinking abilities in conditions of ethnic differences that occur in schools.

So far, the appropriate teaching pattern for teachers in multiethnic schools is to use various types of learning models that are appropriate to the characteristics of the students and the characteristics of their environment. A teacher should use an appropriate approach, strategy, model, or learning method in a multiethnic school so that students can adapt to their social environment (Kusmarni, 2011). Besides that, learning that is implemented appropriately in multiethnic schools has the potential to develop students' abilities and skills (Haerullah, 2019).

Therefore, it is necessary to apply a learning model that has an impact on developing students' abilities to adapt to their social environment. One model that is very appropriate for teachers in multiethnic schools is cooperative learning (Darmadi, 2011; Kusmarni, 2011; Haerullah & Tamalene, 2017; Haerullah, 2019). By using cooperative learning, students are expected to have balanced competencies between attitudes, skills, and better knowledge, so that the learning outcomes are expected to produce productive, creative, innovative students through strengthening the integrated domains of attitudes, skills, and knowledge. Cooperative learning also provides positive results for elementary school teachers' teaching practices (Canbazoglu & Tarım, 2020). The research results of Wuryandani & Herwin (2021), concluded that the application of the think-pair-share (TPS) type cooperative learning model can improve student learning outcomes in elementary schools. The findings of this research also recommend that the TPS model is very suitable to be applied in learning that develops the moral values of national unity and integrity.

The TPS learning model is a learning model that introduces the idea of thinking time which is a strong factor in improving students' abilities, especially in responding to questions given by the teacher (Susilo, 2005). Learning with the TPS model not only allows students to think more focused but can also increase student activity or work together with their peers so as to increase student social activities (Susilo, 2005; Haerullah, 2013; Zubaidah & Corebima, 2016). In its implementation, there are three stages of the TPS learning model that must be carried out by the teacher, namely; (1) Think, in this stage, students are asked to think about answers to questions asked by the teacher; (2) Pair, students are asked to pair up with another friend to discuss the answers put forward by each individual; (3) Share, in this case students are required to share each answer and the results of the discussion at the previous stage with other friends in the class (Zubaidah & Corebima 2016).

Several research results show that there are many advantages obtained through implementing the TPS learning model. Research by Rianingsih et al. (2019), stated that the TPS model of learning has proven to be effective and can build a communicative learning atmosphere between students where they share information with other students. The research results of Nwaukwa et al. (2020), concluded that TPS learning strategies are more effective in improving students' academic achievement and self-efficacy compared to conventional learning models. Research by Khoirudin and Supriyana (2021), shows that the application of the TPS learning model is effective in improving student learning outcomes. Furthermore, research by Silva et al. (2022), states that using the TPS learning model is more effective in improving students' critical thinking skills than traditional learning models. The research results of Sajidan et al. (2023), also concluded that the application of the TPS learning model in the experimental class was more effective than for students in the control class.

Referring to the research findings presented previously, it present information that the use of the TPS-type cooperative learning model provides a positive influence. Especially with regard to the use of the TPS learning model to increase students' academic self-efficacy and critical thinking abilities. However, after conducting a study, we found that; (1) there is still very little research that applies the TPS learning model to multi-ethnic students in elementary schools; (2) there is still a lack of research using the TPS learning model to increase academic self-efficacy, especially for multi-ethnic students in elementary schools; (3) there is still a lack of research using the TPS learning model to improve critical thinking skills, especially in multi-ethnic students in elementary schools.

Although various studies have been carried out to implement the TPS learning model, this does not rule out the possibility for other researchers to do it again. Therefore, it is very important to carry out this research as an effective learning strategy and provide a framework for teachers who work with elementary school students from multi-ethnic backgrounds. Apart from that, the results of this research are also expected to increase the amount of theoretical and practical literature regarding the implementation of cooperative learning models in multi-ethnic situations and conditions. Thus, the main aim of this research is to determine the influence of the TPS learning model on the self-efficacy and critical thinking abilities of multi-ethnic elementary school students in Ternate City, North Maluku, Indonesia.

METHOD

Research Design

The design of this research is to use a quasi-experiment with a non-equivalent control group, pretest-posttest design (Craswell, 2014). The use of a quasi-experiment for the reason that the treatment does not allow such tight control over the group situation as a place of conditioning, as is desired in a pure type experimental design. In this study, two groups will be compared, namely the experimental group with a control group that was not chosen randomly. The research design can be seen as follows (Figure 1):

Group	Pretest	Treatment	Posttest
EG	O1	X1	O2
CG	O3	X2	O4

Fig. 1: Non-equivalent control group design, Zpretest-posttest design

- EG : Experimental Group
- CG : Control Group
- O₁ / O₃ : Pre-test (First measurement EG & CG)
- X₁ : Treatment (TPS Model)
- X₂ : Treatment (Conventional method)
- O₂ / O₄ : Post-test (Second measurement EG & CG)

Research Participants

Participants in this research were 42 students in classes VI-A and VI-B at Elementary School/Madrasah Ibtidaiyah Negeri (MIN) 2 Ternate City, North Maluku, Indonesia. There are 18 male students, and 24 female students, with different ethnic backgrounds. In this research, we identified four large ethnic groups in the city of Ternate which were used as samples, namely; Ternate ethnic group (TR), Makian ethnic group (MK), Tidore ethnic group (TD) and Tobelo-Galela

ethnic group (TG). Then, we divided the 42 students into an experimental group of 20 people and a control group of 22 people.

Instrument and Data Analysis

The instruments used in this research consisted of two, namely; the academic self-efficacy scale and the critical thinking skills rubric. The academic self-efficacy scale was prepared based on a Likert scale which was adapted and modified from the Academic self-efficacy scale: *An Inventory*, by Jinks & Morgan (1999). After being adopted, a validity and reliability test was carried out which obtained an *r alpha* of 0.920, greater than 0.60. This shows that the academic self-efficacy scale items are valid and reliable. Meanwhile, the second variable measured is critical thinking ability. The measurement of critical thinking skills is integrated with the essay test by referring to Hart's (1994) critical thinking ability rubric. All instruments were tested for validity and reliability before being used in research.

The data analysis used was the Anacova test with the help of the SPSS version 23 *for the Windows* program. The Anacova test aims to see or determine the effect of treatment (significant differences) in a group on the influence of other uncontrolled independent variables. The basis for decision-making is that if the *p*-value is smaller or equal to the significance level (Sig.<0.05) then Ho is rejected, which means there is an influence of different treatments on the response variable. Next, to determine differences in levels of self-efficacy and critical thinking abilities at each level of inter-ethnic group interaction, a further test was carried out using the LSD test.

RESULTS

1. Results of analysis of the influence of the TPS learning model on the self-efficacy of multiethnic students
Based on the research that has been carried out, the results of the analysis of the mean self-efficacy scores of multiethnic students are first described. From the results of the ANCOVA test analysis, the average difference in student self-efficacy scores was obtained between classes taught using the TPS learning model (experimental group) and classes taught using conventional learning (control group). The complete analysis results can be seen in Table 1.

Data interpretation in Table 1 informs that the average post-test self-efficacy score in the experimental group was 68.30, greater than the pre-test average self-efficacy score of 59.90, or an increase of 14%. Meanwhile, in the control group, the average post-test self-efficacy score was 60.27, greater than the pre-test average self-efficacy score of 58.86, or an increase of 2%. Then it can be seen that the average difference

is 7.0 (8.40-1.41). These results indicate that TPS learning is effective in increasing the self-efficacy of multiethnic students when compared to conventional learning. However, it is necessary to look further at the level of difference or significant influence between the two lessons on the self-efficacy of multiethnic students through further testing. The complete Ancova test results can be seen in Table 2.

The data in Table 3 informs the output results of the ANCOVA test using the LSD follow-up test, obtained $F(1,41) = 45.007, p(0.000) < 0.05$. Because the *p-value* is smaller than the significance level, the null hypothesis is rejected and the research hypothesis is accepted. Thus, there is a significant influence between students taught using the TPS learning model (experimental group) and students taught using conventional learning (control group) on the self-efficacy of multiethnic students.

Apart from that, it can be seen from the influence of ethnicity on students' self-efficacy, obtained a value of $F(2,41) = 1.335, p(0.276), > 0.05$. Because the *p-value* is greater than the significance level, there is no significant difference between each ethnicity on student self-efficacy. Furthermore,

the test results between the influence of the TPS learning model and conventional learning with ethnicity on student self-efficacy, obtained a value of $F(2,41) = 37.839, p(0.005), > 0.05$. Because the *p-value* is smaller than the significance level, there is a significant difference between the TPS learning model and conventional learning with an ethnic background on student self-efficacy.

2. Results of analysis of the influence of the TPS learning model on the critical thinking abilities of multiethnic students

Based on the results of the analysis, it was found that there was a difference in the average score of students' critical thinking abilities between classes taught using the TPS learning model and classes taught using conventional learning. The complete analysis results can be seen in Table 3.

The data in Table 3 informs that the average post-test critical thinking ability score in the experimental group was 94.10, greater than the pre-test average critical thinking ability score of 59.95, or an increase of 57%. Meanwhile, in the control group, the average post-test critical thinking ability score was 38.95, greater than the pre-test critical thinking

Table 1: Average score of self-efficacy of multiethnic students in the experimental group and control group

Intervention Group	N	Pre-test		Post-test		Mean difference	Enhancement
		Mean	SD	Mean	SD		
Experiment (TPS Model)	20	59,90	4,84	68,30	5,21	8,40	14%
Control (Conventional learning)	22	58,86	3,97	60,27	3,61	1,41	2%
Total mean difference						7,0	-

Table 2: Ancova test results on the influence of learning models on multiethnic students' self-efficacy

Tests of Between-Subjects Effects						
Dependent Variable: Posttest Result_SE						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1045,111 ^a	6	174,185	14,498	,000	,713
Intercept	99,349	1	99,349	8,269	,007	,191
Pretest	304,343	1	304,343	25,331	,000	,420
Group	540,736	1	540,736	45,007	,000	,563
Ethnic	32,068	2	16,034	1,335	,276	,071
Group * Ethnic	76,742	2	38,371	3,194	,005	,154
Error	420,508	35	12,015			
Total	174010,000	42				
Corrected Total	1465,619	41				

a. R Squared = ,713 (Adjusted R Squared = ,664)

ability average score of 25.59, or an increase of 52%. Then it can be seen that the average difference is 20.8 (34.20-13.36). These results indicate that TPS learning is effective in improving the critical thinking skills of multiethnic students when compared to conventional learning. However, it is necessary to look further at the level of difference or significant influence between the two lessons on the critical thinking abilities of multiethnic students through further testing. The complete Ancova test results can be seen in Table 4.

The data in Table 3 informs the output results from the ANCOVA test with the LSD follow-up test, obtained $F(1,41) = 39.889, p(0.000) < 0.05$. Because the *p-value* is smaller than the significance level, the null hypothesis is rejected and the research hypothesis is accepted. Thus, there is a significant influence between students taught using the TPS learning model and students taught using conventional learning on the critical thinking abilities of multiethnic students.

The results of the LSD further test showed that the influence of ethnicity on students' critical thinking abilities was obtained by a value of $F(2,41) = 2.455, p(0.101), > 0.05$. Because the *p-value* is greater than the significance level, there is no significant difference between each ethnicity in

students' critical thinking abilities. However, the difference in notation in the LSD test shows that the average critical thinking ability of TR ethnic students is not significantly different from MK ethnic students, but is significantly different from TD ethnic students, namely 22% critical thinking ability. Then, the test results between the influence of the TPS model and conventional learning with ethnicity on students' critical thinking abilities, obtained a value of $F(2,41) = 2.859, p(0.071), > 0.05$. Because the *p-value* is greater than the significance level, there is no significant difference between the TPS learning model and conventional learning with an ethnic background on students' critical thinking abilities.

Although the interaction between the learning model and ethnicity did not show a significant effect, it is necessary to carry out further tests with LSD. This aims to determine differences in critical thinking abilities at each level of interaction between intervention and ethnic groups. The difference in notation in the LSD test shows that the average critical thinking ability of students in the intervention group and MK ethnicity is not significantly different from that of the TD ethical group, but is 31% different from the intervention group and TR ethnicity.

Table 3: Average score of critical thinking abilities of multiethnic students in the experimental group and control group

Intervention Group	N	Pre-test		Post-test		Mean difference	Enhancement
		Mean	SD	Mean	SD		
Experiment (TPS Model)	20	59,95	1,53	94,10	1,02	34,20	57%
Control (Conventional learning)	22	25,59	4,90	38,95	3,21	13,36	52%
Total mean difference						20,8	-

Table 4. ANCOVA test results on the influence of learning models on multiethnic students' critical thinking abilities

Tests of Between-Subjects Effects						
Dependent Variable: Posttest Result_KTA						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14650,955a	6	2441,826	134,655	,000	,958
Intercept	1841,436	1	1841,436	101,546	,000	,744
Pretest	12,191	1	12,191	,672	,418	,019
Group	723,347	1	723,347	39,889	,000	,533
Ethnic	89,043	2	44,521	2,455	,101	,123
Group * Ethnic	103,689	2	51,845	2,859	,071	,140
Error	634,688	35	18,134			
Total	249291,000	42				
Corrected Total	15285,643	41				

a. R Squared = ,958 (Adjusted R Squared = ,951)

Discussion

Based on the research results and findings described previously, it can be said that the TPS learning model is effective in increasing the self-efficacy of multi-ethnic students at MIN 2 Ternate City. It can be seen in the difference between the average pre-test and post-test self-efficacy scores in the experimental group which experienced an increase of 14% when compared to the average pre-test and post-test self-efficacy scores in the control group which experienced an increase of only 2 %. These results indicate that there was a difference in increasing the self-efficacy of multiethnic students taught using the TPS learning model (experimental group) with classes taught using conventional learning (control group).

Apart from that, the results of the ANCOVA test analysis show that the significance value obtained is less than 0.05, namely 0.000 (Sig. < 0.05), which means there is a significant influence. Based on these results, it can be concluded that there is a significant influence of the TPS learning model on the self-efficacy of multiethnic students and there is a difference in the influence between the TPS learning model and conventional learning on the self-efficacy of multiethnic students. We also found that there was no significant influence between ethnicity on student self-efficacy. Significant differences were only shown between the TPS learning model and conventional learning with an ethnic background on student self-efficacy.

The results of this research support previous research conducted by Sinaga et al. (2018), which states that there is a significant influence of the TPS model with Autograph on student self-efficacy. Then research by Nugraha et al. (2018), also stated that TPS learning had a positive effect in increasing students' self-efficacy in mathematics subjects. In addition, the research results of Nwaukwa et al. (2020), also concluded that TPS learning strategies are more effective in improving students' academic achievement and self-efficacy compared to conventional learning models. Research by Sajidan et al. (2023), also concluded that the application of the TPS learning model in the experimental class was more effective than for students in the control class.

Furthermore, the results of this research also provide information that TPS learning can have a positive impact on the critical thinking abilities of multi-ethnic students at MIN 2 Ternate City. It can be seen from the difference in the average score of critical thinking ability during the pre-test and post-test in the experimental group which apparently experienced an increase of 57% when compared to the average score of critical thinking ability during the pre-test and post-test in the control group which experienced an increase of only 52%.

These results indicate that there is a difference in increasing the critical thinking skills of multiethnic students taught using the TPS learning model (experimental group) with classes taught using conventional learning (control group).

The results of the ANCOVA test analysis also show that the significance value obtained is less than 0.05, namely 0.000 (Sig. < 0.05). Based on these results, it can be concluded that there is a significant influence of the TPS learning model on the critical thinking abilities of multiethnic students and there is a difference in the influence between the TPS learning model and conventional learning on the critical thinking abilities of multiethnic students. Even though there are no significant differences between ethnicities, the differences are only shown through the notation in the LSD test that the average critical thinking ability of TR ethnic students is not significantly different from MK ethnic students, but is significantly different from TD ethnic students.

The results of this study support previous research conducted by Karjum et al. (2020), who explained that the use of the TPS model was effective in improving students' critical thinking skills as evidenced by the significant differences between the groups that used the TPS model and the conventional method. The research results of Fauji et al. (2020), state that the application of the TPS learning model and the Group Investigation (GI) model can improve students' critical thinking abilities. This research also supports the findings of Silva et al. (2022), who describe that using the TPS learning model is more effective in improving students' critical thinking skills than traditional learning models.

These various research results show that there are many advantages obtained through implementing the TPS learning model. The results of this research also provide a description that a learning process that is carried out well by the teacher, has an impact on increasing students' self-efficacy and critical thinking abilities in a positive way. Good self-efficacy and critical thinking skills will have implications for various activities and activities carried out by students, especially in facing lessons in ethnically diverse classes. In this position, the researcher believes that there are several success factors that influence the research results:

First, the superiority of the TPS model on the influence of self-efficacy and learning outcomes of multiethnic students lies in the syntax of the TPS learning model. The stages of this model can encourage students to organize their thinking processes through questions that are arranged systematically and directed so that all students will grow a sense of self-confidence in the teaching and learning process. Students' active role in the three TPS model syntaxes can develop their awareness and sense of competence regarding the material they are studying. Through the use of an appropriate TPS

learning model, students can increase active participation, open up understanding, formulate their thoughts before communicating, and build experience with other people in interacting (Nwaukwa et al., 2020).

The results of this research analysis also illustrate that the level of self-efficacy requires students to have more confidence or belief that they can solve problems and can measure the extent of their ability to understand, analyze, reason, and solve the problems or problems they face. Sundari et al. (2017), stated that students with high self-efficacy have better performance than students who have low self-efficacy. Students' high self-efficacy can regulate academic performance and improve their thinking processes. In other words, the student has given up when working on problems because his fighting power in facing problems is very weak. This is because students who have weak self-efficacy in dealing with problems will result in results that are not optimal, so that in the end they cannot solve the problems they are facing.

Self-efficacy is a form of self-confidence that students must have to develop their abilities. Self-efficacy is an assessment of a person's confidence in their ability to organize and implement action plans that will influence their life in the future (Bandura 2002; Setiawan 2018). It can be said that self-efficacy in students requires them to have confidence that they can solve problems and be able to measure the extent of their ability to understand, analyze, reason, and solve the problems they face. Students who have low academic self-efficacy will appear less confident, doubt their academic abilities, avoid difficult tasks, and put in less than optimal effort. Likewise, if students' self-efficacy increases, it will make it easier for them and feel more capable of facing difficulties (Hasrul, 2016).

Second, through the application of learning models that can develop students' critical thinking abilities. Fisher (2007) states that critical thinking is the ability to interpret and evaluate skillfully and actively the results of observations, communication, information, and arguments. The critical thinking skills possessed by students will train them to be responsive to existing problems so that they are able to filter the information they receive well. Therefore, thinking skills are needed to support a learning activity. Muhammad et. al., (2019), say that the science learning process in elementary schools is an interaction between students and the environment which aims to achieve educational goals. The role of the teacher in the learning process is only as a facilitator and motivator so that the teacher is able to provide encouragement to encourage fellow students to interact with the environment and the objects around them.

Critical thinking skills enable students to have a high level of knowledge. They tend to stabilize and think carefully about what they are going to achieve so that they have a

realistic view of themselves and their environment. Through TPS learning syntaxes, students have the opportunity to develop relationships between groups, accept classmates who are weak in the academic field, appreciate differences, and increase their self-esteem, thereby encouraging the growth of awareness of mutual learning between students. As stated by Silva et al. (2022), using the appropriate TPS learning model will be more effective in improving students' critical thinking skills than traditional learning models.

Third, the results of this research also provide an illustration that the TPS learning model used by teachers can create a pleasant learning atmosphere so that there is good interaction and collaboration between multiethnic students. According to Sumiyatun (2003), meetings of several groups can produce positive and negative things as a manifestation of social interaction. Positive things will happen if each individual is able to accept and respect each other. Ahmadi (2007) states that social interaction is a relationship between two or more individuals, where the behavior of one individual influences, changes, or improves the behavior of another individual or vice versa.

Although the results of this study show that there is no significant influence between ethnicity and self-efficacy and critical thinking skills, it can be concluded that there is a slight influence at each ethnic level. This is because internal culture greatly influences their thoughts, attitudes, behavior, and interactions and even influences the quality of learning in the classroom (Najeemah, 2008). In addition, according to Oprah (2003), students as individuals will show the attitudes they were raised with. When students are in a cultural environment that is always accustomed to an optimistic attitude and a sense of capability, this will have an impact on attitudes and behavior. Bandura (2002) stated that individuals' assessments of their abilities will also influence their thinking patterns and emotional reactions. Individuals who assess themselves as not having confidence in facing environmental demands will experience personal deficiencies and will think about potential difficulties that are greater than they actually are. The consequence is that individuals will feel anxious and nervous, which can reduce the effectiveness of using their abilities.

Likewise, students' critical thinking abilities tend to be influenced by academic and non-academic experiences (Patrick, 1995). According to Haerullah (2012), schools that have ethnically diverse students have more potential for competition between students in developing their critical thinking skills. This can happen because of interactions between students with different characteristics and the student's abilities in understanding and appreciating differences. Pastoor, (2005) reports that multiethnic classes

are able to provide a shared understanding of linguistic and cognitive competencies. In multiethnic classes, students have the ability to carry out cooperative activities in a racially or ethnically diverse classroom with competitive norms which can have a positive effect on psychological and social outcomes (Ayotte et al., 2003; Gorgorió & Planas, 2005).

CONCLUSION

Based on the research results, it can be concluded that: (1) TPS learning is effective in increasing the self-efficacy and critical thinking abilities of multiethnic students when compared to conventional learning; (2) there is a significant influence of the TPS learning model on the self-efficacy of multiethnic students and there is a difference in the influence between the TPS learning model and conventional learning on the self-efficacy of multiethnic students; (3) there is a significant influence of the TPS learning model on the critical thinking abilities of multiethnic students and there is a difference in the influence between the TPS learning model and conventional learning on the critical thinking abilities of multiethnic students. (4) there is no significant influence between ethnic background on students' self-efficacy and critical thinking abilities, but the difference is only shown through the notation on the LSD test that the average critical thinking ability of TR ethnic students is not significantly different from MK ethnic students, but is significantly different from TD ethnic students.

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