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THE EFFECT OF THINK-PAIR-SHARE MODEL ON STUDENTS' INTEGRATED THEMATIC LEARNING OUTCOMES IN ELEMENTARY SCHOOL

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ABSTRACT

This article analyzes the effect of the Think Pair Share (TPS) as a cooperative learning model on students' integrated thematic learning outcomes at grade IV of SD Gugus IV Agam. The type of research is quantitative research with experimental methods and quasi-experimental design with a nonequivalent pretest-posttest control group design. The sampling technique used was cluster random sampling that consisted of several elementary schools in one cluster IV, Agam Regency. The fourth-grade students of SDN 13 Sungai Sariak were the experimental class and the fourth-grade students of SDN 22 Koto Gadang were the control class. Based on the results of hypothesis testing using a t-test, it was obtained t_{count} = 3.28 and t_{table} = 1.68 with a significant level of 0.05. Thus, t_{count} 3.28 > t_{table} 1.68. It can be concluded that Ha is accepted in which there is a significant influence from the application of the Think Pair Share (TPS) as a cooperative model on students' integrated thematic learning outcomes at grade IV of SD Gugus IV Agam.

Keywords*: *TPS model, students' learning outcomes, integrated thematic learning

PENGARUH MODEL THINK PAIR SHARE TERHADAP HASIL BELAJAR TEMATIK TERPADU SISWA DI SD

ABSTRAK

Artikel ini membahas pengaruh model pembelajaran kooperatif tipe *Think Pair Share* (TPS) terhadap hasil belajar peserta didik pada pembelajaran tematik terpadu di kelas IV SD Gugus IV kabupaten Agam. Jenis penelitian adalah penelitian kuantitatif dengan metode eksperimen dan desain Kuasi Eksperimen, dengan bentuk *non-equivalent pretest-posttest control group design*. Teknik sampel yang digunakan yaitu *cluster random sampling* dengan populasi terdiri dari beberapa SD dalam satu gugus IV Kabupaten Agam. Yang terpilih sebagai kelas eksperimen adalah kelas IV SDN 13 Sungai Sariak dan kelas IV SDN 22 Koto Gadang sebagai kelas kontrol. Berdasarkan hasil uji hipotesis dengan menggunakan uji-t, diperoleh hasil t_{hitung} = 3,28 dan t_{tabel} = 1,68 dengan taraf signifikan 0,05. Dengan demikian t_{hitung} 3,28 > t_{tabel} 1,68. Maka dapat disimpulkan bahwa Ha diterima yang mana terdapat pengaruh yang signifikan dari penerapan model kooperatif tipe *think pair share* (TPS) terhadap hasil belajar peserta didik pada pembelajaran tematik terpadu di kelas IV SD Gugus IV Kabupaten Agam.

Kata Kunci: model TPS, hasil belajar siswa, pembelajaran tematik terpadu

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INTRODUCTION

Integrated thematic is learning that combines several subjects into a theme. Integrated thematic learning is learning that integrates lesson content into in the form of a theme (Rusman, 2016) . Integrated thematic learning has the characteristics of active and student-centered learning, which can provide direct experience, the separation between learning content is not too clear, provides lesson content designs, and applies the principles of learning while learning.

According to (Azzahra & Hamimah, 2021) Integrated thematic learning is learning that can share a broader understanding of the material, integrating various subjects with personal experience so that learning is more meaningful and memorable for students, providing opportunities for students to become

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subjects of learning , a fun learning process and varied media, so as to achieve learning objectives.

According to Astimar and Indrawati (Murti & Reinita, 2020) learning outcomes are a measuring tool to determine student success in understanding the material during learning. Learning outcomes can be known after an authentic assessment in the form of a test. With the test can be seen how far the understanding of the material, skills and attitude changes in students. In carrying out integrated thematic learning in order to obtain maximum results, teachers must determine appropriate and efficient learning models, one of which is the cooperative learning model.

The cooperative learning model is one of the creative and innovative models because in its implementation this model prioritizes cooperation in groups to achieve learning objectives. According to (Helmiati, 2012) cooperative learning model is a learning activity that works together in groups to help each other build concepts, complete tasks, solve problems, or do something to achieve other common goals.

The cooperative model is a learning strategy that is presented to improve learning outcomes, student interaction and can increase respect for the opinions of others. This is in line with the opinion (Reinita & El Fitri, 2019) which states that cooperative learning is a learning plan that focuses on student involvement in groups to achieve learning objectives so as to obtain maximum learning outcomes. There are several types of cooperative learning, one of which is *Think Pair Share* (TPS) cooperative learning.

Think Pair Share is a model whose application is done in pairs, students exchange ideas in solving a problem raised by the teacher so that it can encourage students' thinking to be more active and creative. According to Lestari (Reinita & Andriaka, 2017) using TPS type learning can improve thinking skills and share knowledge with other students in pairs.

According to Hamdayama (Rahmatina & Eliyasni, 2021) *Think Pair Share* is a simple technique that can develop students' ability to remember material, learn from each other, and share ideas for discussion before presenting them in class. The TPS model is also a learning model that can influence student interaction patterns. According to (Istarani, 2014) TPS is a learning model that can affect the interaction between students.

The *Think Pair Share model* has many advantages, among others, it can increase students' creative thinking and participation in the learning process, by studying in groups they will be trained to apply concepts, and will further increase students' self-confidence because they are given full opportunities to express opinions. According to (Kurniasih & Sani, 2016) the advantages of the TPS model include providing opportunities for students to think, respond, and cooperate with each other, then can increase student participation in learning, provide opportunities to involve each group member, easily and quickly in forming group, can practice expressing opinions for discussion, can increase self-confidence and provide opportunities to participate , can grow the ability to think and communicate between students, as well as work to help each other in small groups, student involvement increases because small groups are formed.

According to (Kamil et al., 2021) TPS is cooperative learning that can make learning fun, reduce boredom, motivate and improve student learning outcomes.

Learning outcomes are the successes that have been achieved by students after following the learning process. According to Sudjana (Parwati et al., 2018) learning outcomes are changes that include affective, cognitive, and psychomotor aspects. Learning outcomes consist of several aspects, namely affective, cognitive, and psychomotor . In line with the opinion of Saftari, Maya, and Fajriah (Yuza & Reinita, 2020) that learning outcomes consist of three aspects, namely cognitive assessment related to thinking ability, psychomotor assessment related to skills, and affective assessment related to attitude.

Based on observations made in class IV SD Cluster IV, Agam Regency on November 22-26, 2021. In this integrated thematic learning the teacher has not applied creative and innovative models so that during the learning process

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students tend to be bored, students are less enthusiastic about understanding the material because the teacher only applies the lecture method, students are not given time to think about understanding related learning materials and the lack of interaction and student participation during the learning process, students have not fully developed their thinking skills so that it has an impact on student learning outcomes.

Based on these problems, the background of this research is to know the effect of using the TPS model on integrated thematic learning outcomes for fourth grade elementary school students .

REASERCH METHOD

The type of research that researchers use is quantitative research. This quantitative research uses numbers, both from data collection to the results of research conducted. According to Arikunto (Murti & Reinita, 2020) quantitative research is research that uses numbers starting from collecting data, interpreting data and displaying the results.

This study uses an experimental method. This method aims to observe and assess the effect of a treatment on the object being treated. According to opinion (Sugiyono, 2017) that the experimental method is a method that aims to determine the effect of a treatment on other variables under controlled conditions. The experimental research design used was a *nonequivalent control group* design that used a *pretest* before being given treatment and a *posttest* after treatment.

This research was conducted in class IV of SDN 13 Sungai Sariak as an experimental group using the TPS model and SDN 22 Koto Gadang as a control group using a conventional model. This research was carried out in the even semester of 2021/2022 in March 2022.

In this study, the population was fourth graders of SD Cluster IV, Agam Regency in the even semester of 2021/2022 totaled 126 students. The sampling technique is *cluster random* sampling technique, the sample is taken based on class *clusters* . The first stage is compiling *clusters in the* form of schools that are taken randomly from seven elementary schools in *cluster* IV, Agam Regency, so that SD 13 Sungai Sariak and SD 22 Koto Gadang are selected. Furthermore, it is taken randomly to determine the class that will be used as the research sample. The research design used is the *nonequivalent control group design* .

Table 1. ***Nonequivalent control group design***

Class	Pretest	Treatment	Posttest
Experiment	O_1	X	O2
Control	O3	-	O_4

Source: (Sugiyono, 2016, p. 79)

Information :
O_1 = *Pretest* result of experimental class
O2 = Experimental class *posttest* results
O_3 = Result control class *pretest*
O_4 = *Posttest* results for class k control
X = Treatment of the experimental group with the TPS . model
- = Control group with conventional learning

Instruments are tools used to measure research variables. The instrument of this research is a multiple choice test which consists of 45 questions with 4 answer choices. The questions are tested first in a class that is at a higher level than the sample class before being used.

RESULTS AND DISCUSSION

According to the *pretest* results, the experimental group consisted of 20 students, the highest score was 100 and the lowest was 40, the average standard deviation was 16.62 and the variance was 276.32. While the control group consisted of 20 people with the highest score of 85 and the lowest score of 50, the average standard deviation of 10.62 and the variance value of 112.83.

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Table 2 . Results *pretest*

Variable	*Pretest*	
	Experiment Class	Control Class
N	20	20
The highest score	100	85
Lowest value	40	50
Average	70	71.25
Standard deviation	16.62	10.62
difference	275.32	112.83

Based on the *posttest* results of the experimental group with 20 students, the highest score is 100 and the lowest is 70, the mean standard deviation is 12.19 and the variance is 148.68. While the control class consisted of 20 people with the highest score 90 and the lowest 65, the average standard deviation was 7.15 and the variance was 51.05.

Table 3 . *Posttest* Results

Variable	*Posttest*	
	Experiment Class	Control Class
N	20	20
The highest score	100	90
Lowest value	70	65
Average	87.5	77
Standard deviation	12.19	7.15
difference	148.68	51.05

The value obtained by the experimental group is 72.5 and the control group is 74. And the average *posttest* for the experimental group was 89 and the control group was 86.5 .

Table 3 . The difference between the average *pretest* and *posttest*

Class	Average value		Enhancement
	Pretest	*Posttest*	
Experiment	70	87.5	17.5
Control	71.25	77	5.75

The background of this investigation is to find out the effect of using the TPS model on integrated thematic learning outcomes for fourth grade elementary school students. Researchers conducted an investigation on November 22-26 2021 with two meetings with the same material. Before learning in the sample class, a *pretest was conducted* to determine the initial ability of the sample class and as a reference for changes in learning outcomes. The *pretest* uses 20 questions consisting of 4 alternative answers that have been tested, analyzed the validity of the questions, the reliability of the questions, the power of discrimination, and the index of difficulty.

The average *pretest* of the experimental group was 70 and the control group was 71.25 . The results of the *pretest* showed an average difference of 1.25 between the experimental group and the control group. This proves that the results of the normality test of the *pretest* data of the two sample groups were normally distributed and the data obtained were homogeneous.

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Furthermore, the application of the TPS model in the experimental group and the conventional learning model in the control group, then given a *posttest* which aims to see student learning outcomes after applying different learning models to the two sample classes.

The average *posttest* result obtained by the experimental group was 87,5 and the control group was 77. Judging from the results obtained, the change in both groups from the *pretest* to the *posttest score* was 17,5 while for the control group it was 5,75. So the difference between the two changes in value is 11.75 .

Furthermore, the prerequisite test was carried out, namely the normality and homogeneity test of the data. The prerequisite test course is to determine whether the data is normally distributed or not. Test *Liliefors* test normality with the provisions of $L_{count} < L_{table}$, then the data is normally distributed at a significant level of 0.05. Based on the *Liliefors test* on the class *pretest* experimentally obtained the value of $L_{count} = 0.1$ and $L_{table} = 0.19$ so that $L_{count} < L_{table}$ means the experimental class *pretest* data were normally distributed. While in the control class, $L_{count} = 0.105$ and $L_{table} = 0.19$ so that $L_{count} < L_{table}$ means data distributed control class *pretest* normal.

While the results of the *posttest* tested for normality of the experimental group obtained L_{count} 0.174 and L_{table} 0.19 at a significant level of 0.05, so that $L_{count} < L_{table}$ means that the *posttest data* of the experimental group is normally distributed. And in the control group obtained Lcount = 0.186 and Ltable = 0.19 so that $L_{count} < L_{table}$ means the *posttest* results of the control group were normally distributed.

Then the homogeneity test uses the F test, which is the largest variance compared to the smallest variance with the criteria $F_{count} < F_{table}$, meaning that the data comes from homogeneous data. Based on the homogeneity test of the experimental group 's *pretest* results and the control group obtained Fcount = 0.41 and Ftable = 0.46 at a significant level of 0.05. So it can be concluded that the *pretest* data of the two classes has a homogeneous variance. The F test was also carried out on the *posttest* data of the experimental group *and the control g*roup, obtained $F_{count} = 0.34$ and $F_{table} = 0.46$. It was concluded that the *posttest* data of the two groups had a homogeneous variance.

Based on the *pretest* and *posttest* learning outcomes, the sample group was normally distributed and had a homogeneous variance. This shows that the initial conditions of the two sample groups came from the same conditions .

Hypothesis testing followed the t-test. Based on the t-test obtained $t_{count} = 3,28$ and $t_{table} = 1.68$ at the level of confidence 0.05, so that $t_{count} > t_{table}$ (3.28 > 1.68), then H_0 is rejected and Ha is accepted, so this investigation has a significant effect on students' abilities. The results of the hypothesis test show that there is a positive effect of the application of the TPS model on students' abilities. From the processed data, there are differences in the ability of the experimental group using the TPS model with the ability of the control group using the conventional learning model, namely the average of the experimental group 87.5 and the control group 77. This is because the TPS learning model makes the learning process able to solve problems that allow students to exchange ideas and dare to express opinions, so as to create meaningful and fun learning.

Based on the results of research conducted by researchers in class IV Cluster IV, Agam Regency, there are differences in the learning outcomes of students in the experimental class who apply the think pair share (TPS) cooperative learning model with learning outcomes in the control class using conventional learning. Based on the results of the t-test that has been carried out, it is obtained tcount 3.28 > ttable 1.68. The following is an explanation of the description of learning in the experimental class by applying the think pair share (TPS) cooperative learning model with the control class using conventional learning.

Treatment In The Experiment Class

Learning in the experimental class is carried out by applying the think pair share (TPS) type of cooperative learning model. The TPS model is a cooperative learning model which in its application involves students actively to be able to think independently and work together in groups,

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and can share knowledge with their friends. The researcher uses the steps of the cooperative model of the think pair share type according to (Istarani, 2014), namely: 1) thinking, the teacher asks a question or problem, which discusses the lesson, and asks students to take a few minutes to think for themselves. or problems. 2) pairing, then the teacher asks students to pair up and based on what they get. Interaction during the time allotted can be without answers to questions asked or without the idea of a specific problem being identified. Normally the teacher gives no more than 4 or 5 minutes for pairs, 3) sharing, in the final step asking pairs to share with the whole class what they have produced.

During the learning process by applying the think pair share type of learning model, it appears that students are more active and eager to solve problems/questions posed by the teacher. Students have participated in small groups and can work well with group members. The students' self-confidence has also increased, as can be seen from the students reading the results of their discussions in front of the class well.

Treatment In Control Class

The learning process in the control class uses conventional learning. Learning is done by delivering material by the teacher, asking questions and presenting exercises to strengthen the material for students. Learning causes participants to become passive, bored and lack of interaction, so that participants are less active and less given the opportunity to exchange ideas during the learning process.

CONCLUSIONS AND RECOMMENDATION

According to data analysis, it was concluded that learning outcomes using the TPS model were higher than those using conventional models in integrated thematic learning, theme 8, sub-themes 1, learning 3 and 4, in grade IV at SDN 13 Sungai Sariak and at SDN 22 Koto Gadang. This is evident from the results of hypothesis testing with a significant level of 0.05 obtained $t_{count} > t_{table}$ that is 3.28 > 1.68. According to the results of the analysis H_0 is rejected and Ha is accepted, meaning that there is an effect of the TPS model on the results of integrated thematic learning themes 8 sub-themes 1 learning 3 and 4 in grade IV SD Cluster IV, Agam Regency.

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