International Journal of Academic Research and Development
www.academicjournal.in
ISSN: 2455-4197
Received: 04-12-2021, Accepted: 20-12-2021, Published: 05-01-2022
Volume 7, Issue 1, 2022, Page No. 3-8

The think pair and share (TPS) learning model to improve student learning outcomes in thematic learning in class V SD Inpres Wasian

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Abstract
Based on the results of the researcher's interview with the fifth grade teacher at SD Inpres Wasian, student learning outcomes in the application of the Think Pair and Share learning model are still relatively low. In general, teachers have not fully mastered the application of the Think Pair and Share model. This research is about "Implementation of Think Pair and Share (TPS) Learning Model to Improve Student Learning Outcomes in Thematic Learning in Class V SD Inpres Wasian" which was held on March 7 and April 10, 2021. The formulation of the problem from this research is: How are student activities, teacher abilities and student learning outcomes through the application of the Think Pair and Share model in thematic learning in class V SD Inpres Wasian? The objectives to be achieved from this research are: To determine student activities, teacher abilities and student learning outcomes through the application of the Think Pair and Share model in thematic learning in class V SD Inpres Wasian. The subjects in this study were class V students, totaling 40 students. The research method used was Classroom Action Research (CAR) which was conducted in two cycles. Each cycle has four stages, namely design, research implementation, observation and reflection. Data was collected through observation and final tests. This observation is used to determine student activities and teacher abilities through the application of the Think Pair and Share model. The test is used to see student learning outcomes, the test used is in the form of multiple choice. Then these results were analyzed by the percentage formula. The results showed that the student activities in the first cycle scored 89.47% in the very good category and the second cycle scored 92.10% in the very good category. The teacher's ability in the first cycle scored 84.21% in the very good category, the second cycle scored 97.22 in the very good category. Student learning outcomes in the first cycle of 62.16% in the good category, increased in the second cycle 85.30% in the very good category and have reached the predetermined Minimum Completeness Criteria, namely 70. From the results of data processing, it can be concluded that the use of learning models Think Pair and Share can improve student learning outcomes in Thematic learning in class V SD Inpres Wasian.

Keywords: student learning outcomes, think pair and share method, thematic learning

Introduction

Along with the development of science and technology, education today must be based on the quality and ability of teachers. One of the teacher's abilities is how to use learning models. This is related to the problems faced by students. According to Kunandar, a teacher who has high qualifications, competence and dedication is needed in carrying out his professional duties. Teachers must prepare lessons that can foster students' thinking to become more critical and creative. The learning model is a series of teaching materials that cover all aspects of the learning process carried out by the teacher. A learning model is very effective to use in learning because teachers and students will find it easier and more focused to follow learning based on the model used. Learning is a part that has a full role in realizing quality, from the process to the educational output. Learning can also greatly affect the quality of student learning outcomes. One of the ways to achieve good learning outcomes is very dependent on the abilities of the teacher. If learning is carried out properly and appropriately, it will also have a good influence on students. Conversely, learning that is carried out in an incorrect way will cause student learning outcomes to be low. Therefore, teachers are required to have the ability as well as be sensitive to the potential of students. Think Pair and share learning model is a learning model that forms students in pairs to complete the learning tasks they receive through stages. The stages in question are: think, pair, and share. According to Trianto, the Think Pair and Share learning model is a type of cooperative learning designed to influence student interaction patterns and an effective way to vary the atmosphere of discussion patterns. Think Pair and Share model is a learning model that allows students to work together in small groups with the stage of students being required to think (thinking), then students in pairs (pairing) and sharing to all pairs (sharing). With the application of the Think Pair and Share model, it is hoped that the learning process will be able to improve student learning outcomes. This can be seen from the activities of students in discussing with their partners to solve problems given by the teacher. Students share with their classmates by presenting the results of the discussion with their partners. In addition, with the application of this model students will better master the material, because students have to think for themselves to solve the problems assigned to them Thematic learning is integrated learning that links several subjects using one theme so that it can provide meaningful experiences to students. This learning aims to prepare students to be more active and have the ability to achieve learning outcomes. This learning also prioritizes students as actors in the classroom. The teacher acts as a facilitator when students do not find answers to their problems. Thematic learning in the

2013 curriculum requires students to be more active and have prior knowledge. The Think Pair and Share model is very suitable for thematic learning. Thematic acts as a unifier of learning activities, by combining several subjects at once. Teachers are also required to provide learning that can arouse students' curiosity. Students' abilities can be seen in the application of the Think Pair and Share model when students work together with their respective partners. Thus the problems faced can be solved by students themselves. This model can improve learning outcomes because students can solve problems by finding their own answers. SD Inpres Wasian as an educational institution is also required to use a learning model in the process of teaching and learning activities. The learning model can be applied every day during teaching and learning activities. Based on the results of the researcher's interview with the fifth grade teacher of SD Inpres Wasian, it was found that the teacher had used the Think Pair and Share model in learning, however, the implementation that had been carried out was not successful. This resulted in student learning activities are not as expected. In general, teachers have not fully mastered the application of the Think Pair and Share model, so the class becomes noisy and students who are focused are also affected by their classmates. The minimum completeness criteria value that has been set in the class is 70. From the results of the learning process that has been carried out by the class teacher, student learning outcomes have not increased. Therefore, to repeat the problem, the researcher.

Research Methods

Research Design

The steps used in this study are steps according to Trianto's opinion. By taking data collection actions, namely teaching the material theme 8: Our Friends Environment by using the Think Pair and Share model. Furthermore, conducting observations in class to determine student learning activities through the application of the Think Pair and Share model.

There are 4 steps that must be considered in this research

1. Planning (planning)
2. Implementation (acting)
3. Observation
4. Reflection

Research Subject

The subjects in this study were the fifth grade students, totaling 40 students, 14 male students and 26 female students. The theme that will be taught in this research is the theme 8 Environments of Our Friends. The theme is indeed in class V. Researchers took class V on the grounds that the number of students in this class is even and all students will have partners.

Data Collection Instruments

1. Observation Sheet
2. Test Questions

Data Collection Techniques

1. Student Observation
2. Teacher's Observation
3. Test

Data Analysis Techniques

The data analysis stage is the most important stage in a study, because at this stage the researcher formulates the results of the research. The data obtained in this study were then analyzed and useful to determine the ability of teachers and student development.

The data analyzed are

a. Student Activities

The results of the student activity observation data were taken from the observation sheet that was filled in during the Thematic learning process. Student activity data were analyzed using the percentage formula.

$$P = f/N \times 100\%$$

Description

P = Percentage sought
f = Score obtained
N = Maximum score

Teacher's Ability

The results of the teacher's activity observation data were taken from the observation sheet that was filled in during the Thematic learning process. The teacher's ability data were analyzed using the percentage formula:

$$P = f/N \times 100\%$$

Description

P = Percentage sought
f = Score obtained
N = Maximum score

Table 1: Classification of Values

Score	Criteria
80-100	Very good
66-79	Pine
50-65	Enough
36-49	Less
0-35	Fail

Study Results Test

The learning outcomes test was carried out to determine student learning completeness through the use of the Think Pair and Share model in thematic learning, researchers used the formula:

$$P = f/N \times 100\%$$

Description

P = Percentage of student scores
f = Number of students who completed
N = Total number of students

The procedure for the final results in each of the above data analysis techniques is to use the same formula. P to find the final result of student scores. Then f is the score obtained. Next N is the maximum score. While 100% is a fixed number. To find this result, the score obtained is divided by the maximum score. the quotient which is then multiplied by a fixed number. If the final score meets the criteria of Good, then the learning that has been carried out has been successful. However, if the final score has the criteria of Less, the learning that has already taken place can be said to have failed. Researchers must repeat the learning in the next cycle.

Results and discussion

Research results

The research was carried out on August 7 to 10, 2019. The research location was at SD Inpres Wasian, class V with a total of 40 students. The type of research is Classroom Action Research (CAR). The learning process is carried out by applying the Think Pair and Share model. This is done to see student activities, teacher abilities and student learning outcomes in thematic learning in class V SD Inpres Wasian mentioned above. The results of the research can be described as follows:

Cycle 1

a. Planning
b. Implementation
c. Observation

Results of Observation of Student Activities and Teacher's Ability

The results of observations on student activities and the ability of teachers in the learning process are known from the results of observation sheets on student activities and teacher abilities. Observations on student activities and teacher abilities were observed by peers and homeroom teachers for class VI. In the initial activity, 80% of the results were included in the very good category, however, in the apperception students only passively listened to what the teacher said. Meanwhile, the activity of answering greetings has been running smoothly. Students also listen to the delivery of the learning theme and its objectives. In the core activity, the results obtained were 91.66% in the very good category, almost all the steps were achieved. Students follow the guidance directed by the teacher. Students look for partners and come forward to present their assignments in front of the class. Students also ask things that are not clear. While in the final activity, 95% results were obtained in the very good category. Students are able to draw conclusions, do evaluation tests and reflect, and listen to moral messages. If the percentage is calculated with the total number of activities, the results will be obtained, namely 89.47% occupying a very good category position. The process to get these results is 68 obtained from the total value of the initial activity, core activity and closing activity, then divided by the maximum value of 76, then multiplied by 100%. Thus the student activity in the first cycle obtained 89.47% results. In the initial activity, the score was 85% in the very good category. The lesson started with greetings and a very good prayer. In class management is good. connecting the material with students' prior knowledge and conveying the learning theme is good. In the core activity, the teacher's ability reached 91.66% in the very good category. The stage of exploring students' knowledge by asking and answering questions about the shape of objects and their characteristics is very good, distributing students in pairs and answering student questions is also very good. While in the final activity, 70% of the results were included in the good category, in the step of evaluating verbally, not distributing questions. The teacher also reflects well on moral messages. If the total number of activities is calculated, the result will be 84.21% in very good category.

The process to get these results is obtained from all initial activities, core activities and closing activities. Then divided by the maximum value of 76, then multiplied by 100%. Thus the teacher's ability in the first cycle obtained 84.21% results.

Test

After the teaching and learning process took place in the first cycle of lesson plans, the teacher gave a test with a total of 10 questions followed by 37 students to determine student learning outcomes. The minimum completeness criteria set are 70. The results of the first cycle of learning tests on the theme of saving living things can be seen in the following table

Based on the results showed that the number of students who achieved mastery learning individually as many as 23 people or 62.16% while 14 people or 37.84% have not achieved mastery learning. Therefore, the percentage of student learning completeness is still below 85%, so student learning outcomes in thematic learning for the first cycle have not reached the overall learning mastery (classical). These results are obtained based on the formula:

$$\text{Percentage} = f/N \times 100\%$$

The number of students who completed is 23 divided by the number of students who attended 37 students, then multiplied by 100%. Thus, the students' completeness score reached 62.16%. Similarly, to find incomplete results, namely the number of students who did not complete 14 people divided by 37 students who attended, then multiplied by 100%. The score of students who did not complete was 37.84%.

d. Reflection

Cycle II

a. Planning
b. Implementation
c. Observation

Results of Observation of Student Activities and Teacher's Ability

The same applies to observations made in cycle I, namely observations made by two observers. What is observed is the activity of students and the ability of teachers during the learning takes place. In the initial activity, 90% results were obtained in the very good category. Students are good in answering greetings and class presentations. At the apperception stage, students listened to the theme and learning objectives very well.

Cycle II

a. Planning
b. Implementation
c. Observation

Results of Observation of Student Activities and Teacher's Ability The same applies to observations made in cycle I, namely observations made by two observers. What is observed is the activity of students and the ability of teachers during the learning takes place. In the initial activity, 90% results were obtained in the very good category. Students are good in answering greetings and class presentations. At the apperception stage, students listened to the theme and learning objectives very well. In the core activities, the results obtained 91.66 are still in the very

good category. Students can give examples of changes in liquids to solids, present the results of their group work well. Some students are already active in asking questions with the teacher. Meanwhile, in the final activity, 95% of the results were classified in the very good category. at the reflection stage reached the good category. In the activity, they presented the results of their group work very well. Working on evaluation questions and listening to moral messages and closing prayers were also done well by all students. If the percentage is calculated with the overall value of the activity, the result will be 92.10%, very good category. The process to get these results is 70 obtained from the total score, from initial activities, core activities and closing activities, then divided by the maximum value of 76, then multiplied by 100%. Thus the student activity in the second cycle obtained 92.10% results. In the initial activity, 90% of the results were in the very good category. the results obtained were good in class mastery at the beginning of learning and in conveying the learning theme. In the core activities, very satisfactory results were obtained by obtaining full marks on each activity with a value of 100% in the excellent category. Likewise in the final activity, satisfactory results were obtained and the plans made were very well conveyed. If the percentage is calculated with the overall value of the activity, the result will be 97.22%. The process to get these results is 70 obtained from the total score, from initial activities, core activities and closing activities, then divided by the maximum value of 72, then multiplied by 100%. Thus the teacher's ability in the second cycle obtained 97.22% results.

Test

In the second cycle the teacher also gave a test to determine student learning outcomes, by dividing the question sheets to students with a total of 10 questions which were followed by 34 students. The purpose of the test is to collect evidence of the results of the action so that it can be evaluated and used as a basis for reflection. Student learning outcomes through the application of the Think Pair and Share model in thematic learning for cycle II based on table 4.7 above, shows the number of students who achieved individual learning mastery as many as 29 students or 85.30%, while 5 students or 14.70% did not. achieve mastery learning. These results are obtained based on the formula:

$$\text{Percentage} = f/N \times 100\%$$

The number of students who completed is 29 divided by the number of students who attended 34 students, then multiplied by 100%.

Thus the student's completeness score reached 85.30%. Similarly, to find incomplete results, namely the number of incomplete students 5 people divided by 34 students present, then multiplied by 100%. The score of students who did not complete was 14.37%.

Table 2: Recap of Completeness and Uncompleted Values in Cycle II

No	Completenes	Frequency (F)	Percentage(%)
		Cycle II	Cycle II
1	Complete	29	85,30%
2	Incomplete	5	14,70%
	Total	34	100%

It is clear from table 4.8 which shows that the percentage of student learning completeness is 85.30% greater than 85% to achieve classical mastery. Thus, it can be concluded that student learning outcomes through the application of the Think Pair and Share model in thematic learning for cycle II in class V SD Inpres Wasian has increased (achieved classical learning completeness).

Reflection

During learning activities, students are more active in participating in the learning process. This can be seen from good group cooperation and understanding of the theme of saving living things that has reached completeness. Based on the observations after the two cycles were carried out, it can be concluded that learning activities using the Think Pair and Share model to save living things have achieved learning outcomes. The application of learning with the Think Pair and Share model is very good. There is no need for improvement from the teacher to continue to the next cycle. However, it is better if the teacher always reflects on himself to maintain what has been achieved.

Discussion

This research is a classroom action research (CAR). This research is not only to see the thematic learning outcomes, but also to find out student activities in learning. This research is to improve and improve the conditions and quality of learning in the classroom. This study was conducted to see student learning outcomes using the Think Pair and Share model on data obtained from student activities and teacher abilities as well as from student learning test results. The results of data analysis on student activities and teacher abilities indicate that the ongoing learning has met the learning criteria for the Think Pair and Share model. There is an increase obtained from cycle I to cycle II. According to Hilmi in Winkel's book, the success or failure of learning depends on various factors. One of them is the teaching factor which includes knowledge of subject matter, teaching skills, interests, motivation, attitudes, attention, health and physical condition in general.

The factors that support the success of teachers in managing learning include the availability of media and learning tools such as Student Worksheets (LKS). This is as according to Azhar stated by Gagne and Briggs, "Media is a source component or physical vehicle that contains instructional material in the student environment that can stimulate students to learn". This proves that in using the Think Pair and Share model, teachers must always try to maximize student activities during learning. So that student activity in learning continues to increase. Thus, student activity using the Think Pair and Share model has increased.

Student Activities

In this classroom action research, the obstacle for teachers (researchers) on student activities in teaching in class V SD Inpres Wasian in cycle I based on input from observers, namely, students are not enthusiastic in answering greetings and their seats are not neat. In the final activity, presenting the results of group work, they are still not confident and doing questions and answers still does not dare to speak.

In learning, students and their groups should be able to develop abilities and skills in solving problems and making decisions. As stated by Istarani that students can develop thinking skills and develop curiosity both individually and

in groups. Student activity efforts in learning can be active, so the teacher continues research to correct these deficiencies.

In cycle II, students have the courage to ask questions, dare to express their ideas without being afraid of being wrong and dare to convey the results of their discussions. This proves that in applying the Think Pair and Share model to the theme of objects in the surrounding environment, the teacher always tries to make students active, motivates students to dare to ask questions, cooperate in groups and students dare to present the results of discussions in front of the class.

From the results that have been described previously, it shows an increase in student activity for each cycle. This can be seen clearly from the results obtained by students in cycle II which has increased. For the first cycle (table 4.1) can be categorized as very good, the percentage value (89.47%). In the second cycle (table 4.6) can be categorized as very good, the percentage value (92.10%).

Thus the data shows that student activity in learning by using the Think Pair and Share model on the theme of saving living things increased in the second cycle. The increase value is 2.63%. Thus the learning process on the results of observing student activities is said to be successful in the very good category.

Teacher's Ability

The teacher's ability in cycle I was based on input from observers, there were still shortcomings in class mastery, connecting the material with students' initial abilities and in delivering learning themes. It has not been fully achieved at the step of exploring students' knowledge by asking questions about the benefits of the environment for life, in dividing students as well as the teacher is still confused and the teacher is still a little stiff when asking students to ask questions. In cycle II the teacher was able to adjust the time well so that no activity was missed.

Based on the results of research that has been obtained about the ability of teachers in each cycle, changes are very good. Cycle I (table 4.2) can be categorized as very good, the percentage value (84.21%). In the second cycle (table 4.7) can be categorized as very good, the percentage value (97.22%).

From the results of the research that has been described, it is stated that the percentage value of the teacher's ability in implementing the Think Pair and Share model from cycle I to cycle II has increased by 13.01%. This shows that there are improvement efforts made by the teacher in applying the Think Pair and Share model to thematic learning in class V SD Inpres Wasian.

Completeness of Student Learning

To find out the completeness of student learning outcomes on the theme of saving sentient beings, the author conducted a test. The tests given were two times including tests in cycle I and tests in cycle II. Each cycle experienced an increase in yield. After learning by using the Think Pair and Share model in the first cycle the number of students who reached the KKM was 23 people with a percentage of 62.16%, while those who were still below the KKM were 14 people with a percentage of 37.84%. Giving tests in the second cycle showed an increase, where students who completed learning reached 29 students with a percentage of 85.30% while those who did not complete were 5 people with a percentage of 14.70% who achieved scores below the KKM.

From the presentation of the results of the research above, it can be seen that the improvement obtained in each cycle. Students are able to answer the post test questions that have been studied well. Student learning achievement from cycle I and cycle II increased by 23.14%. From the explanation of the two cycle tests above, it can be concluded that the use of the Think Pair and Share model can improve student learning outcomes on the theme of saving living things.

The achievement of these learning outcomes cannot be separated from the efforts, guidance and role of the teacher in motivating students and learning steps that are focused on the applied learning model. This is in accordance with Soekanto's opinion in Trianto's book that, "the learning model is a systematic procedure in organizing learning experiences to achieve certain learning objectives and serves as a guide for teachers in planning teaching and learning activities".

One of the things that can improve student learning outcomes is the students who are actively involved in learning activities. The enthusiasm for learning that can be seen from students when learning begins. Students also enjoy learning by conducting experiments and other activities during the learning process.

Conclusion

Based on the results of the research and analysis of the results of action research, it can be concluded that:

1. Student activities through the application of the Think Pair and Share model in thematic learning in class V SD Inpres Wasian in the first cycle 89.47%. While in the second cycle with a percentage value of 92.10% with a very good category. Thus, student activity increased by 2.63%.
2. The ability of teachers to manage learning through the application of the Think Pair and Share model in thematic learning in class V SD Inpres Wasian in the first cycle with a percentage value of 84.21% and the second cycle 97.22% with a very good category. Thus the ability of teachers in managing learning increased by 13.01%

Student learning outcomes through the application of the Think Pair and Share model in thematic learning in class V SD Inpres Wasian in the first cycle with a percentage value of 62.16% and 85.30% in the second cycle. Thus, student learning outcomes increased by 23.14%.

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