THE THINK PAIR SHARE LEARNING MODEL TO IMPROVE LEARNING OUTCOMES UNDER INTEGRATIVE THEMATICS

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ABSTRAK

Guru jarang menggunakan model dalam proses belajar mengajar kelas IV, sehingga mengakibatkan rendahnya semangat belajar dan hasil belajar siswa. Tujuan penelitian ini adalah untuk mengetahui peningkatan hasil belajar tematik terpadu melalui model pembelajaran *Think Pair Share* pada siswa kelas IV SD Negeri Candi 01 Semarang Tahun Pelajaran 2014/2015. Penelitian dilakukan selama 4 bulan, dari bulan Desember sampai Maret. Subjek penelitian ini adalah siswa kelas IV SD Negeri Candi 01 Semarang yang berjumlah 27 siswa, terdiri dari 14 siswa laki-laki dan 13 siswa perempuan. Hasil analisis data menunjukkan bahwa hasil belajar siswa (aspek kognitif) menunjukkan peningkatan pada kondisi pra siklus, nilai rata-rata hasil belajar siswa 56,10, dan ketuntasan belajar siswa 56%. Sedangkan pada siklus I nilai rata-rata hasil belajar siswa meningkat menjadi 71,16, dan ketuntasan belajar siswa sebesar 80%. Sedangkan pada siklus II nilai rata-rata hasil belajar siswa meningkat menjadi 83,2 dan ketuntasan belajar siswa 100%. Berdasarkan analisis data hasil penelitian, dalam penelitian ini dapat disimpulkan bahwa penggunaan model pembelajaran *Think Pair Share* dapat meningkatkan hasil belajar tematik integratif siswa kelas IV SD Negeri Candi 01 Semarang.

Kata kunci: Model Pembelajaran *Think Pair Share*, Hasil Belajar.

ABSTRACT

Teachers rarely use models in the fourth-grade teaching and learning process, resulting in low learning enthusiasm and student learning outcomes. The purpose of this research is to determine the improvement of learning outcomes through the integrated thematic Think Pair Share learning model for class IV SD Negeri Candi 01 Semarang in 2014/2015. The research was conducted for 4 months, from December to March. The research subjects were the fourth-grade students of SD Negeri Candi 01 Semarang, totaling 27 students, consisting of 14 male students and 13 female students. The results of data analysis showed that student learning outcomes (cognitive aspects) showed an increase in the pre-cycle conditions, the average value of student learning outcomes was 56.10, and student learning completeness was 56%. Whereas in the first cycle, the average value of student learning outcomes increased to 71.16, and students' learning completeness was 80%. Whereas in cycle II the

average value of student learning outcomes increased to 83.2 and student learning completeness was 100%. Based on the data analysis of the research results, in this study, it can be concluded that the use of the Think Pair Share learning model can improve the integrative thematic learning outcomes of class IV SD Negeri Candi 01 Semarang.
***Keywords**: Think Pair Share Learning Model, Learning Outcomes.*

INTRODUCTION

High-quality education is critical to boosting the country's competitiveness. Education quality is an important pillar in human resource development, and it plays a strategic role in national development (Mahmudah, Suhartono, & Fatimah, 2017). Teachers have become one of the most important roles in providing quality education. This is due to the fact that the quality of education is determined more by how the learning and guidance process is planned and managed. Qualified teachers can have a positive impact on students' intellectual, personality, and psychosocial development when they are fully supported by a strong school administration. The curriculum used, in addition to being influenced by quality teachers, has a significant impact on educational quality. The curriculum in question has several characteristics, including being open, dynamic, and adaptable to global skills, as well as being supported by qualified teachers. The 2013 curriculum meets these criteria.

Teachers must create active, creative, interactive, real-world, and critical learning opportunities for students when implementing the 2013 curriculum. But, unfortunately, the majority of learning is still centered on the teacher (Fatimah & Mahmudah, 2020; Rachmawaty, 2019). This undoubtedly affects students' enthusiasm for learning, which may have an impact on their learning outcomes. As a result, the integrative thematic learning used in the 2013 curriculum must be implemented as effectively as possible. This is a learning strategy that combines various competencies from various subjects into a single theme. The integration is accomplished in three ways: attitudes, skills, and knowledge are all integrated. According to Saud (2006: 17), integrated learning is an approach that integrates several

related subjects in harmony to provide a meaningful experience to students.

To meet the demands of the 2013 curriculum's learning model, the Think Pair Share-based learning model can be used as an alternative to improve student learning outcomes. There have been numerous studies that show this model's ability to improve student performance and achievement (see Sugiarto & Sumarsono, 2014; Surayya, Subagia, & Tika, 2014; Zulfah, 2017). From the research conducted by Endang Goulap (2011), it was reported that the implementation of learning using the think pair share learning model has succeeded in improving student learning outcomes. The average student activity in the first cycle was 71.16 percent, and it increased to 80.77 percent in the second cycle. Meanwhile, the average student learning outcomes in the first cycle reached 77.84 percent and increased by 83.20 percent in the second cycle. Sugiarto & Sumarsono (2014) found sufficient evidence to state that students' ability to read narrative texts increased after the application of the Think-Pair-Share model. It was evident in the increase in average test scores from 74 in the first cycle to 80 in the second cycle. Additionally, the number of students who met the minimum mastery criteria (KKM) increased from 25 to 31. Meanwhile, Wisnuardani & Abadi (2021) report that students' enthusiasm for learning can be increased by using the think pair share learning model. There is a significant difference in science knowledge competence between students taught using the think pair share learning model.

A preliminary study conducted by researchers at SD Negeri Candi 01 Semarang on November 5, 2014, as well as an interview with a fourth-grade teacher named Sri Astuti, S.Pd about the implementation of the 2013 curriculum, which revealed that the teacher did not fully understand the implementation of the 2013 curriculum. Then, on the cognitive or knowledge aspect of the midterm exam scores in the 2014/2015 period, which were held on October, 11 of 27 students in fourth grade were found to be incomplete, while 16 students were included in the

complete category. Many factors contribute to this, including a lack of enthusiasm for learning and a learning process that rarely employs a proper learning model.

Furthermore, direct observation was also carried out in the learning process in the fourth grade of SD Negeri 01 Candi Semarang which applied integrative thematic learning. Several issues were discovered, including 1) the teachers have difficulty delivering the material to be taught so that they did not appear to be standing alone; 2) the learning model used is still centered on the teacher; 3) Teachers rely solely on government guidebooks or teaching materials, resulting in less teacher-developed teaching materials; 4) a lack of student participation in the learning process whereas they should be the primary actors and the focal point of learning; 5) many students are less confident in their ability to learn in class; 6) the teacher's learning model is monotonous and lacks innovation, resulting in low student learning enthusiasm; 7) students' attention cannot be focused on the teacher because the learning model is boring, and their concentration is easily divided, and 8) teachers rarely use models when teaching, and when they do, the majority of the models are only lectures that focus on the teacher, and students tend to just listen.

Although many studies have used the Think Pair Share learning model, there are few that focus on student learning outcomes based on integrative thematic. Whereas thematic learning is very good to apply, particularly to elementary school students, due to the characteristics of students who still view things holistically, they have not been able to sort out concepts from various disciplines. As a result, integrative thematic learning becomes learning that is tailored to the characteristics of elementary school students. The primary goal of this research is to examine the Think Pair Share learning model's ability to improve integrative thematic learning outcomes.

This study's subjects were fourth-grade students from SD Negeri Candi 01 Semarang. The total number of students is 27, with 13 male students and 14 female students. A total of 21 students did

not complete because they obtained scores below the Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal-KKM*) and 6 students completed integrative thematic learning. This research is a classroom action research (CAR) conducted with a collaborator, namely the fourth-grade teacher. Students as subjects in this study have the following characteristics: 1) they come from a wide range of socioeconomic backgrounds; 2) public awareness of the importance of education is still low, and 3) almost all students come from low-income families.

The study was carried out over five months in the second semester, from November 2014 to March 2015. Furthermore, the research data used in the study were student learning outcomes obtained from the assessment sheet of evaluation test results. Individual student learning outcomes are calculated by dividing students' scores by the maximum score multiplied by one hundred percent, whereas classical completeness of learning outcomes is calculated by dividing the number of students who complete by the total number of students multiplied by one hundred percent. This study employs quantitative descriptive data analysis techniques, such as the presentation of student learning outcomes and the search for the average value. This study uses the Minimum Completeness Criteria as the limit for students' completeness in the learning process.

Procedures or research cycles must be followed in classroom action research. This study adheres to Lewin's (Suyati, 2011: 253) four-step cycle, which includes: (1) planning (planning), (2) action or action (acting), (3) observation (observing), and (4) reflection (reflecting). The following is an explanation of how the research will be carried out:

Stage 1: Planning

The planning stage is designed to test the hypotheses that have been compiled empirically. The researcher meticulously plans all of the requirements for classroom action research, such as reviewing learning materials, compiling a syllabus, and then compiling a Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran-RPP*) with integrative thematic materials.

The material used is theme 5 (*Pahlawanku*), sub-theme 2 (*Pahlawanku Kebangganku*), Learning 1, 2, and Learning 3, 4 (Kemendikbud, 2014). Aside from that, it prepares learning models, evaluation tools in the hope that students will understand the outcomes achieved, observation sheets on student learning outcomes, and observation sheets for teacher skills in integrative thematic learning.

Stage 2: Implementation

The action's implementation stage is the application of the determined design content, specifically in class actions. The researcher acted on this study's action implementation stage by using the Think Pair Share learning model in two cycles of integrative thematic learning. Each cycle is completed in two lessons.

Stage 3: Observation

The observation stage is a type of observation activity performed by observers. Data is collected using observation sheets of learning outcomes. According to the above-mentioned opinion, the researcher conducted observation activities in which teachers or colleagues served as observers to observe student learning outcomes during the integrative thematic learning process using the Think Pair Share learning model.

Stage 4: Reflection

The Reflection Stage is a critical review of the changes that occur in students, the classroom environment, and teachers. Researchers can gain an understanding of the processes, problems, problems, and difficulties encountered, as well as the impact of implementing the actions taken, through reflection. Furthermore, the researcher double-checked whether the learning objectives had been met through the approach used to solve the problems at hand. If there are issues with the reflection process or if the success indicators are not met, the researcher moves on to the next cycle, and so on until the planned learning objectives are met.

RESULTS AND DISCUSSION

Description Of Initial Conditions

The initial condition is the condition of students before the implementation of learning by applying the Think Pair Share learning model. The teacher does not

use the learning model in the implementation of learning, resulting in students receiving less than the maximum score. This is because students receive materials from the teacher without any reciprocal interaction, resulting in a lack of active, creative, interactive, real, and critical learning.

Description Of Pre Cycle

The pre-cycle was held on Saturday, January 10, 2015, at 07.00-08.00 at the first hour in 60 minutes. The teacher did not use the Think Pair Share learning model during the pre-cycle. The researcher wanted to know the students' level of understanding, so before the class action, the students were given a pretest (initial test) to determine their level of understanding. Here are the results of pre-cycle learning. Only 25 of the 27 students were present before the learning was conducted using the Think Pair Share model. 14 students scored higher than the KKM (completed), and 11 students scored lower than the KKM (uncompleted). It is important to note that the 2013 Curriculum KKM score is ≥ 65. Table 1 shows the completeness of student learning outcomes in the pre-cycle.

Table 1. Completeness of Pre-Cycle Learning Outcomes

Completeness	**Scores**	**Total**	
		Students	**Percent (%)**
Completed	≥ 65	14	56
Uncompleted	<65	11	44
Total		**25**	**100**

The minimum completeness for all basic competencies in knowledge competence is 2.34 (B-) / 65 (Kemendikbud (2013: 33). According to table 1, 14 students complete, with a completion percentage of 56percent, and 11 students who do not complete, with a completion percentage of 44percent. This demonstrates that there are still many students who have not completed, as the teacher did not use the Think Pair Share learning model in this pre-cycle.

RESULTS OF CYCLE I

1) Action Planning

The teacher prepares a Think Pair Share learning model after knowing the material to be taught, namely the theme 5 (Pahlawanku),

sub-theme 2 (Pahlawanku Kebanggaanku), learning 1-2, and learning 3,4. The teacher then prepares learning tools, such as a syllabus and a learning implementation plan (RPP), to be used in the teaching and learning process. The syllabus and lesson plan guide the teacher during the learning process. The very next step is to prepare the teaching resources, materials, and tools, as well as to compile an assessment of learning outcomes, observation sheets, and evaluation questions.

2) Action Execution

The actions in the first cycle of the first meeting were carried out over 6 x 35 minutes on Monday, January 12, 2015, from 07.00-11.30 a.m. (Indonesian time), using learning material I. Meanwhile, the second meeting was held on Tuesday, January 13, 2015, from 07.00-11.30 a.m., by using Learning Materials II. The first step is for the teacher to open the lesson with the presence of students and conveys a plan for implementing a different learning model in the teaching and learning process. Following that, the teacher explains the competencies to be attained in the subject of the day's learning, the materials that will be studied and divides the class into pairs. Furthermore, the teacher explains the procedures in the Think Pair Share learning model, distributes student evaluation sheets after learning is completed, and collects student work.

3) Learning Outcomes in Cycle I

The researcher conducted a test of learning outcomes in the first cycle, which included 15 items that were tested at the time of evaluation. This test is carried out to measure the level of knowledge (cognitive) of students. The frequency distribution of student learning outcomes in cycle 1 is shown in Table 2.

Table 2. Learning Outcomes in Cycle 1

Intervals	**Frequency**	**Percent (%)**
80 – 88	6	24
71 – 79	2	8
62 – 70	12	48
53 – 61	2	8
44 – 52	3	12
Total	**25**	**100**

According to table 2, the very good category is obtained by 6 students with a total percentage of 24

percent; a good category is obtained by 2 students with a percentage of 8 percent; the sufficient or moderate category includes 12 students with a percentage of 48%, in the poor category there are 2 students with a percentage of 8%, and 3 students in the very poor category with a percentage of 12%. Using the Minimum Completeness Criteria equal to 65, it is safe to conclude that 20 students are declared complete because they obtain scores of ≥ 65, and 5 students are declared incomplete because they receive scores of < 65. Table 3 shows the test results in the first cycle.

Table 3. Descriptive Statistics of Scores of Cycle 1

Category	Scores
Maximum score	86
Minimum score	44
Average	71,16

In order to determine the level of student learning completeness in cycle I, an analysis of the student evaluation test scores was performed and compared to the minimum completeness criteria so that the number of students who completed and did not complete was known, as shown in Figure 1.

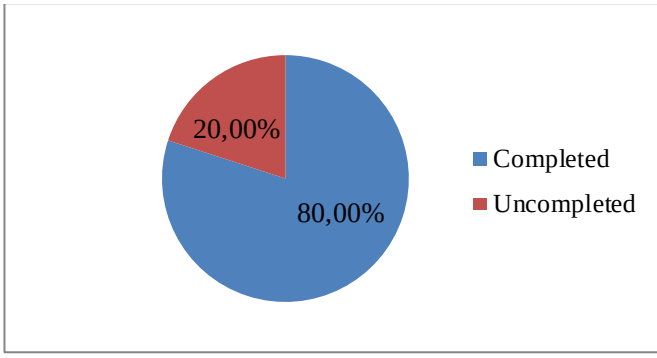

Figure 1. Completeness of Cycle I Learning Outcomes

Figure 2 shows that 20 students, or 80.00 percent, have completed their studies, while 5 students, or 20.00 percent, have not completed their studies or are below the KKM (<65).

4) Reflection

The researchers reflected on the findings of observations with teachers (colleagues) and students to determine the benefits and drawbacks of the learning process. Because learning is presented using the Think Pair Share learning model, students feel happier and more enthusiastic about participating in the learning process during the first cycle. The shortcomings during the learning process in cycle 1 are as follows; (a) Some students did not fully express their opinions when

participating in the learning process; (b) some students deviated from what was expected when answering questions because they did not understand the concept of the material and the teacher's explanation, and (c) some students did not understand the use of the Think Pair Share learning model during the learning process. Based on the findings of these reflections, the researcher decided to continue the study in cycle II because the learning outcomes revealed that there were students who had not completed the course. This is done to correct the deficiencies discovered during the first cycle of learning.

RESULTS OF CYCLE II

1) Action Planning

The planning of the second cycle, is slightly different from the planning of the first cycle, where the teacher identifies the problems of the weaknesses and shortcomings in the first cycle. It is used as a basis for planning the second cycle based on the reflection on the results of the activities in the first cycle. Subsequently, the teacher devises and implements alternative problem-solving strategies. Followed by determining the materials and lesson plans (RPP) for learning cycle II, preparing materials (models and learning tools) to be implemented in cycle II, developing and correcting errors or weaknesses in cycle I, and compiling program activities of action II due to weaknesses in cycle I.

2) Action Execution

The actions in the second cycle of the third meeting were carried out on Thursday, January 15, 2015, in 6 x 35 minutes from 07.00-11.30 WIB using Learning material 3. Meanwhile, the fourth meeting was held on Friday, January 16, 2015, in 6 x 35 minutes starting at 07.00-11.30 WIB by using 4 learning materials. The first step is the teacher opens the lesson by praying and then continues by filling out the student attendance list. Apperception is given by the teacher to encourage students to learn. Apperception is accomplished by asking several questions to remind them of the material covered in the previous lesson.

3) Learning Outcomes in Cycle I

In cycle II, the researcher conducted a test of learning

outcomes, which included 15 items tested at the time of evaluation. This learning outcome test was used to assess students' cognitive knowledge (levels 3 and 4), and then analysis was performed. Table 4 displays the results of the frequency distribution of the second cycle of testing.

Table 4. Learning Outcomes in Cycle 1

Intervals	Frequency	Percent (%)
95 – 100	2	8
89 – 94	6	24
83 – 88	5	20
77 – 82	4	16
71 – 76	8	32
Total	25	100

From table 4 it is known that 25 students were declared complete because they got scores above the KKM. Table 5 shows descriptive statistics for student learning outcomes in cycle II.

Table 5. Descriptive Statistics of Scores of Cycle II

Category	Scores
Maximum score	100
Minimum score	72
Average	83,2

In cycle II, the level of completeness of student learning is determined by comparing test scores of student learning outcomes to the minimum completeness criteria, so that the number of students who have completed and have not completed is known. According to the results of the second cycle, up to 25 students were declared complete because their learning outcomes exceeded the KKM. This also means that based on the second cycle process, 100 percent of students have been declared to have completed.

4) Reflection

The researchers reflected on the findings of observations with teachers (colleagues) and students to determine the benefits and drawbacks of the learning process. The benefit of the cycle II learning process is that students feel happier, more enthusiastic, and more active in participating learning process. Teachers, as well as students and their partners, fully utilize the Think Pair Share learning model. As a result, student learning outcomes are maximized and show an increase from pre-cycle to cycle I, and then to cycle II. In the second cycle, the final decision is obtained learning outcomes 100 percent of the total

number of students have been completed. Based on these considerations, it is safe to conclude that the research should be terminated in cycle II because it has met the predetermined success indicators. Based on the findings of the preceding reflection, it is possible to declare the Classroom Action Research to be a success.

Broadly speaking, this classroom action research is divided into two cycles, the first of which consists of two meetings and the second of which consists of two meetings. The researchers conducted tests to determine student learning outcomes during each cycle. Student learning outcomes have improved when using the Think Pair Share learning model from pre-cycle to cycle I, and then from cycle I to cycle II. Table 6 shows the student learning outcomes for the pre-cycle, cycle I, and cycle II.

Table 6. Learning Outcomes

Category	Pre-cycle	Cycle I	Cycle II
Maximum score	70	86	100
Minimum score	40	44	72
Average	56,10	71,16	83,20
Completeness	56%	80,00 %	100 %

According to table 6, the highest score in the pre-cycle was 70, the lowest score was 40, with an average value of 56.10, and learning completion only reached 56 percent of the total number of students. In the first cycle, the highest score was 86, the lowest score was 44, with an average value of 71.16, and learning completeness reached 80.00%. Meanwhile, in the second cycle, the highest score was 100, the lowest score was 72, with an average score of 83.20, and learning completion was 100%. These findings also show that learning mastery increased from pre-cycle 56 percent to 80.00 percent, a 24.00 percent increase in the first cycle. During the second cycle, there was a 20.00 percent

increase to 100 percent completion of students.

This means that incorporating the Think Pair Share learning model into integrative thematic learning can help students learn more effectively. In other words, this model can improve student learning outcomes. Because there are changes or improvements in each cycle, these results can also be said to be following the nature of learning outcomes. Bloom's taxonomy defines learning outcomes as cognitive, affective, and psychomotor abilities. Changes in behavior as a whole, rather than just one aspect of human potential, are considered learning outcomes. According to the above description, the goal of learning outcomes is to change individual behavior in the cognitive, affective, and psychomotor domains. Changes in behavior are obtained after students complete their learning program through interaction with various learning resources and learning environments.

CONCLUSION

Based on the findings of a classroom action research (CAR) conducted in the fourth grade of SD Negeri Candi 01 Semarang, it is reasonable to conclude that using the Think Pair Share learning model can improve student learning outcomes in integrative thematic learning. Student learning outcomes in the cognitive aspect showed an increase in the conditions of pre-cycle, cycle I, and cycle II. For students, the classroom environment becomes more enjoyable and conducive, rather than boring. Completeness of student learning is achieved in cycle II when all students are declared complete.

For further researches, the application of the Think Pair Share learning model needs to be developed on other materials. Teachers should constantly develop and improve the learning process so that students' learning is of higher quality and more enjoyable.

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