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Improving Student Learning Outcomes Of Grade V By Using The Think Pair Share Cooperative Learning Model In Thematic Learning At SDN Sungai Salai Hilir

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ABSTRACT

This research aims to improve the learning outcomes of class V students through the application of the Think Pair Share (TPS) cooperative learning model in thematic learning at SDN Sungai Salai Hilir. This classroom action research (PTK) involved 26 students and was carried out in two cycles consisting of planning, implementation, observation and reflection. Data is collected through observation, tests, questionnaires and documentation. The research results showed a significant increase in student learning outcomes from cycle I to cycle II. In cycle I, the percentage of student learning completion only reached 58%, while in cycle II it increased to 85%. Student activities during the learning process and teachers' abilities in managing learning have also increased. The application of the TPS model has been proven to be able to increase student involvement in the learning process, help understand the material, and create a more interactive and enjoyable learning atmosphere. Thus, the TPS cooperative learning model is effectively used in improving student learning outcomes in thematic learning.

Keywords: learning outcomes, thematic learning, Think Pair Share, cooperative learning.

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Introduction

Education plays an important role in developing the potential of each individual. According to Law Number 20 of 2010 which discusses the National Education System, education is a deliberate effort to create an atmosphere and learning model that allows students to achieve their maximum potential. According to him, (Farida, Engol, Tindangen, & Yulliono, 2024)education is one thing that can never be separated from human life. Because education is the foundation for achieving student achievement. One area that needs to be considered for its quality is education, which needs to be continuously improved to become even better.

According to (Andrian & Rasto, 2019)Education has the goal of improving the quality of human resources in terms of psychology, intellectual, and social. Therefore, the education process in schools needs to be designed in such a way that educators and provide motivation to students to be able to learn and achieve their potential to the maximum. According to him, (Ubabuddin, 2019)learning is an interactive process that includes interaction between educators and students and learning resources in an educational scope. An interaction between educators and students in thematic learning.

To foster creativity and problem-solving skills in students, thematic learning emphasizes active student participation in the problem-solving process. (Prastowo, 2019)The term thematic learning refers to learning that is centered on a theme that connects various topic concepts, so that the concept is easier for students to understand because there is only one theme used in several classes. To ensure the achievement of student learning outcomes according to their abilities, teachers can provide facilities in the learning process must create a well-structured learning implementation plan. If students achieve the desired and optimal learning outcomes, then the teacher is considered to have competent and effective abilities in the classroom.

To implement the thematic learning process, teachers must have the skills needed to deliver material as interestingly as possible for students, without separating the subject matter, and in line with the students' learning environment (Mallewai, 2019). Learning thematic own characteristics as following : 1) Student - centered , learning thematic student centered , things This customized with approach more modern learning show student as subject Study while teachers are more Lots play a role as facilitator that is give convenience to student For do activity learn ; 2) give experience direct , learning thematic give experience direct to student so that student expected in something real (concrete) as base For understand things more abstract ; 3) separation eye lesson No so clear , in learning thematic separation eye lesson directed at discussion the closest themes with life real ; 4) present draft self as eye lessons , learning serve concepts from various eye lesson in a learning process , with thus student capable understand draft the in a way intact ; 5) has the character of flexible , learning thematic nature flexible (flexible) where the teacher can to link teaching materials from One eye lesson with eye other lessons , even to link with life students and circumstances environment Where school and students be ; 6) use principle Study while play and fun , learning thematic adopt principle learning PAKEM, namely learning active , creative , and enjoyable (Zativalen , 2021) Student learning outcomes are a benchmark for assessing the level of understanding of learning materials and are communicated in the form of values to indicate the achievement of the expected learning objectives . The achievement of learning objectives can be seen from the learning outcomes obtained by students, this shows that learning outcomes are a benchmark that will determine the level of student understanding of the material taught which is expressed in the form of values. The learning outcomes of the 2013 Curriculum that students are expected to achieve include aspects of attitudes, knowledge, and skills that are expected to be obtained together in a learning process.

Based on the results of the researcher's initial observations, it was found that at the beginning of learning there were still students who were busy chatting with their deskmates, some were just daydreaming, some were busy themselves and it was found that the students' daily test

scores were still low, many students had not reached the Minimum Completion Criteria (KKM) which was set, namely 75. This can be seen from the way the teacher conveyed the material during learning which was considered monotonous, namely only using the lecture method and giving assignments in his learning approach so that students easily got bored with thematic learning. This shows the need for the implementation of a more effective and interactive learning model for teachers to use during learning in the classroom.

Think pair share is a learning model that involves students in the process of thinking individually, discussing with their partners, and sharing the results of the discussion with all students in the class. This model is expected to provide positive stimuli that can activate students in learning, increase student involvement, and help students to more easily understand the learning that is taught better. Thus, the application of *the Think Pair Share cooperative model* is expected to improve the learning outcomes of fifth grade students of SDN Sungai Salai. Hilir in thematic learning, especially in theme 8 "Our Friend's Environment" sub-theme 3 "Environmental Conservation Efforts". This study aims to see the learning outcomes of fifth grade students using *the Think Pair Share cooperative learning model* in thematic learning at SDN Sungai Salai. Hilir.

METHODS

Classroom Action Research or PTK is a classroom action research procedure that takes place in a flow called a cycle. Each cycle is (Arikunto, Suhardjono, Supardi, & Suryani, 2019)stated that one PTK cycle consists of four steps, namely the first is planning, the second is implementation, the third is observation, and the fourth is reflection. The subjects in this study were all fifth grade students of SDN Sungai Salai. Hilir, with a total of 26 subjects consisting of 14 females and 12 males. The time of this research was carried out for 2 months.

The data collection techniques used by researchers in this study include several activities, including observation, tests, questionnaires, and documentation. The data analysis stage is a very important research process, a quantitative descriptive analysis approach is used to present data from this study, this analysis is useful in understanding student development. This data analysis stage is divided into four parts, namely analysis of learning outcomes, analysis of student activities, analysis of teacher activities, and analysis of student responses.

The analysis of learning outcomes is determined from the individual value of KKM (Minimum Completion Criteria) at SDN Sungai Hilir in thematic learning that has been set by the school, namely a minimum value of 75. Students can be declared complete if the value obtained reaches 75 and have not been declared complete if students get a score of less than 75. According to (Rahmah, Samritin, & N, 2023)the individual and classical completeness calculation formula:

Presentation Value %	Category
85-100	Very Good
70-84	Good
55-69	Enough
055	Not enough

$$\text{Student grades} = \frac{Jumlah\ skor\ perolehan\ peserta\ didiik}{skor\ \ maksimal} X\ 100$$

Classical learning completion to analyze a class is declared complete if in that class ≥75% of students have completed their learning from the KKM value set by the school, which is 75, the classical learning completion value is calculated using the formula:

$$P\ (\%tuntas) = \frac{\sum fi}{n} X\ 100$$

Information:
Q : Presentation
$\sum fi$: Number of students in the learning completion category
N: Total number of students.

Table 1 Criteria for Completion of Classical Learning

Presentation Value %	Category
85-100	Very Good
70-84	Good
55-69	Enough
055	Not enough

(Idayani, 2021)

Analysis of student activity is done through observation sheets, these results are obtained from observations during the learning process in accordance with the steps of *the Think Pair Share cooperative learning model.* The percentage of student activity can be calculated using the formula (Rahmah, Samritin, & N, 2023):

$$Presentase\ Skor = \frac{Total\ skor\ yang\ diperoleh}{Total\ skor\ maksimal} X\ 100$$

Table 2 Teacher Activity Criteria

Presentation Value %	Category
85-100	Very Good
70-84	Good
55-69	Enough
055	Not enough

(Rahmah, Samritin, & N, 2023)

Analysis of teacher activities is seen during learning using the following formula (Rahmah, Samritin, & N, 2023):

$$Presentase\ Skor = \frac{Total\ skor\ yang\ diperoleh}{Total\ skor\ maksimal} X\ 100$$

Analysis of student responses using percentages that can be seen through the results of answering the questionnaire is declared effective if the percentage of student responses is "Yes or No" and Agree or Disagree". The following is (Zahida, Ellianawati, & Susilo, 2023)the calculation of the percentage of student responses using the formula:

$$Kriteria\ Nilai = \frac{Jumlah\ Skor}{Jumlah\ Skor\ Maksimal} X\ 100$$

After that, to get the response percentage category, it is as follows:

Table 3 Didi Participant Response Criteria

Presentation Value %	Category
85-100	Very Good
70-84	Good
55-69	Enough
055	Not enough

(Alyusfitri, Y, & I., 2023)

RESULTS

The results of the study conducted by researchers at SDN Sungai Salai Hilir, Candi, Laras Utara District, Tapin Regency. This study uses *the Think Pair Shere type of cooperative learning model,* especially in thematic learning of theme 8 sub-theme 3 to improve the learning outcomes of grade V students. This study is divided into two cycles, each cycle is divided into two meetings with a learning time of two hours (2 x 35 minutes) in one meeting or each meeting.

Implementation of Cycle I

Think Pair Share is used twice in meetings, especially in thematic learning theme 8 subtheme 3, *Pretest* (initial test) is given at the initial stage of the cycle and *Posttest* (final test) at the conclusion stage to determine student learning outcomes using *the Think Pair Share cooperative learning model.* The steps taken in cycle I include planning, implementing activities, observation, and reflection. In planning at this stage, the researcher provides a Lesson Implementation Plan (RPP) that is adjusted to *the Think Pair Share cooperative learning model.* The first meeting was held on Tuesday, May 21, 2024 and the second meeting was held on Wednesday, May 22, 2024.

The test data of cycle I includes students' cognitive scores, students' learning outcomes based on students' abilities in solving *pretest* and *posttest questions* conducted by 26 fifth grade students of SDN Sungai Salai. Hilir accompanied by teachers in cycle I.

Table 4 Student Learning Outcomes in Cycle I

Cycle I	*Pre-exam*	*Post-exam*
Total score	year 1564	1908
Number of students who completed	7	15
Number of students who did not complete	19	11
Presentation	27%	58%

Table 4 shows the learning outcomes of students from the results of *the pretest* and *posttest* of cycle I. At the first meeting, classical completeness can be seen through the results of *the pretest,* students obtained a percentage of 27% and posttest students obtained a percentage of 58%. The table shows an increase in student learning outcomes in thematic learning theme 8 subtheme 3 Environmental Conservation Efforts using *the Think Pair Share cooperative model* in class V SDN Sungai Hilir.

Based on the table above, it can be concluded that the learning outcomes of students in cycle I in thematic learning theme 8 subtheme 3 on the material of environmental conservation efforts have not reached the target set, namely a classical learning completion value of at least 75%. In meetings one and two, students still have not achieved the completion value. *The Think Pair Share learning model* used in theme 8 subtheme 3 runs well. Tables 5 and 6 show the results of observations of the percentage of success of student activities and teacher activities during the learning process.

Table 5 Student activities in cycle 1

	Meeting	Number of Students	Presentation	Criteria
Cycle 1	Meeting 1	26	60%	Enough
	Meeting 2	26	76%	Good

The results of the percentage of student activity in cycle I at meetings 1 and 2 showed that the percentage value of meeting 1 was 60% meeting the sufficient criteria. The percentage value of student activity increased to 76% which showed good criteria. From these findings, it was concluded that the researcher carried out learning activities in accordance with the stages and objectives of learning although there were still some shortcomings during the learning process. In thematic learning about environmental conservation efforts, theme 8 subtheme 3, this has been carried out well using *the Think Pair Share type cooperative learning model.*

Table 6 Teacher Activities in Cycle I

	Meeting	Total Earnings	Maximun Amount	Presentation	Criteria
Cycle 1	Meeting 1	57	75	68%	Enough
	Meeting 2	60	75	74%	Good

The percentage data of teacher activity shown in the table above obtained data at meeting 1 of 68% which met the criteria of sufficient, and the percentage of teacher activity at meeting 2 showed an increase to 74% which met the criteria of good. This shows that teachers are involved in the learning process as a whole.

Implementation of Cycle II

In this second cycle, two meetings are required, the learning process uses *the Think Pair Share cooperative model.* To see student learning outcomes, *the Think Pair Share cooperative model is applied* in the thematic learning process of theme 8 sub-theme 3 at the beginning of the cycle *(Pretest)* and at the end of the cycle *(Posttest).* In this second cycle, the implementation stage includes planning, implementation, observation and reflection.

In the planning stage in cycle II, this is a step to improve from the previous cycle I, improvements are made by preparing a lesson plan (RPP) that is adjusted to the use of *the Think Pair Share cooperative model.* In this second stage, reflecting the previous cycle, the learning process is more focused. The teacher provides clearer directions and full attention to students. In the implementation stage before entering the core learning process, the teacher gives *pre-test questions* first, then in the next meeting *post-test questions are given* after carrying out the core

activities of the learning process to determine the value of student learning outcomes. The first meeting in cycle II was held on Saturday, May 25, 2024 and the second meeting was held on Monday, May 27, 2024 with material on how to appreciate the economic business activities of others around us, how important it is to understand socio-cultural diversity.

The learning outcomes of this study include students' cognitive values, assessment of students' learning outcomes based on students' abilities in solving *pre-test and post-test questions* given previously by the teacher to 26 students in grade V of SDN Salai. Hilir in cycle II.

Table 7 Student Learning Outcomes in Cycle II

Cycle II	*Pre-exam*	Post-exam
Total Score	1,846	2,093
Number of Students Completed	16	22
Number of Students Not Completed	10	4
Percentage	62%	85%

The learning outcomes of students in classical completeness in cycle II meeting I obtained a score of 62% and in meeting II increased to 85% as seen in the table above indicating an increase in student learning outcomes in thematic learning theme 8 subtheme 3 environmental conservation efforts using *the Think Pair Share cooperative learning model* in class V SDN Sungai Hilir. The use of *the Think Pair Share cooperative model* in theme 8 subtheme 3 went well as can be seen in table 8 showing the results of observations of the percentage of success of student activities and teacher activities during the learning process.

Table 8 Student Activities in Cycle II

	Meeting	Number of Students	Presentation	Criteria
Cycle 1	Meeting 1	26	80%	Good
	Meeting 2	26	88%	Very Good

The results of the percentage of student activity in cycle II at meetings one and two showed good results where at the first meeting the percentage value of students was 80% meeting good criteria. The percentage value of student activity at the second meeting increased to 88% which showed very good criteria. Teaching and learning activities were carried out in accordance with the stages and objectives of learning. Thus, thematic learning using *the Think Pair Share cooperative model* has been implemented well.

Table 9 Teacher Activities in Cycle II

	Meeting	Total Earnings	Maximun Amount	Presentation	Criteria
Cycle 1	Meeting 1	62	75	78%	Good
	Meeting 2	65	75	87%	Very Good

The table above shows that the percentage of teacher activity at the first meeting was 78% which is included in the good criteria, and the percentage of teacher activity at the second meeting increased to 87% which is included in the very good criteria. This shows that teachers are very involved in the learning process.

Student Response

By using a questionnaire instrument, students show their responses from the learning process during the previous two cycles. The results of observing student responses to assess the learning outcomes *of the Think Pair Share cognitive learning model* , student responses can be seen in the table below:

The table above shows that the percentage of teacher activity at the first meeting was 78% which is included in the good criteria, and the percentage of teacher activity at the second meeting increased to 87% which is included in the very good criteria. This shows that teachers are very involved in the learning process.

Table 10 Student Responses

Number of Positive Responses	22
Number of Negative Responses	4
Positive Presentation	85%
Negative Presentation	15%

Student Cognitive Learning Outcomes

The learning outcomes of students in theme 8 subtheme 3 on environmental conservation efforts using cooperative models increased from cycle I to cycle II. Where the percentage of learning in cycle I was known *pretest* 27% the highest score obtained was 79 for the lowest score 43 while only 7 students completed and 19 did not complete, *the posttest results* were 58% the highest score achieved by students 86 and for the lowest score 61 while those who achieved the complete score were 15 students and 11 did not complete. This is due to the limited factors of students in understanding the language used by the teacher, lack of focus in learning, lazy to read, and lack of understanding of the learning model. In cycle I it was found that only a few students were able to achieve the KKM score.

In cycle II, the level of student learning outcomes completion in *the pretest* was 62%, the highest score achieved was 86, the lowest score achieved was 54, there were 16 students who completed and 10 students who did not complete, *the posttest results* were 85%, the highest score achieved was 96, the lowest score was 61, while the number of students who completed was 22 students and 4 students who did not complete. The results of the analysis of student learning outcomes data and the percentage of students who completed in each cycle can be seen in the graph below:

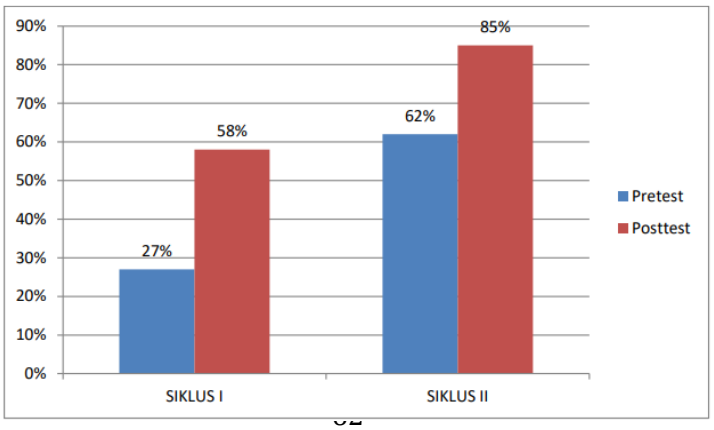

Figure 1 Graph of Students' Cognitive Learning Outcomes in Cycle I and Cycle II

The improvement of learning outcomes of fifth grade students using *the cooperative learning model of the Think Pair Shar type* in thematic learning at SDN Sungai Hilir can be said to have successfully increased and met the minimum completion criteria of KKM 75, and reached a percentage of 85% in the last cycle. This study is in line with research conducted by (Latifah & Luritawaty, 2020).

Student Activities

In cycle I, the first meeting, there was a percentage of student activity of 60% and was included in the sufficient criteria. In the second meeting, the percentage of student activity reached 76 and was included in the good criteria. Thematic learning using *the Think Pair Share cooperative model* has been implemented according to the stages determined in cycle I. *The* percentage of student activity in the first and second meetings reached 60% and 76% which were included in the good criteria. However, there were still some students who did not carry out discussions in pairs and did not listen to the teacher's instructions.

In cycle II, the first meeting, the percentage of student activity reached 80%, including good criteria, and in the second meeting, the percentage of student activity increased to 88%, including very good criteria. In cycle II, this shows an increase in the learning process, namely in accordance with the RPP (Learning Plan), students have been able to carry out discussions and have begun to dare to ask questions. The results of the research activity data show that student activity increases in each cycle along with the increase in students' ability to understand the material being taught.(Latifah & Luritawaty, 2020)

Teacher Activity Cycle I and II

The results of observations of teacher activities in the first meeting of cycle I obtained a learning percentage of 68% including sufficient criteria. In the second meeting of cycle I, the level of teacher involvement in the learning process reached 74% including good criteria. At this stage, the teacher has tried to use language that is easy for students to understand. In the first meeting of cycle II, the percentage of teacher activities obtained a value of 78% including good criteria. In the second meeting of cycle II, the presentation of teacher activities increased to 87% including very good criteria. Learning in the classroom is in accordance with the RPP, students begin to look focused in the learning process, and students are confident in conveying the results of their group work. In line with the opinion that the (Khoirudin & Supriyana, 2021)*Think Pair Share cooperative learning model* is one way to build self-confidence and allow all students to participate in class.

Student Response

Student response data was obtained through filling out a questionnaire with a total of 26 student learning responses after participating in learning by implementing the *Think Pair* Share cooperative method which was responded positively by students. This can be seen from the high percentage of questionnaire completion, although there were still students who gave negative responses. The questionnaire consisted of 15 questions where the questions asked students to answer "yes" or "no", each question asked was related to the material during four meetings.

The results of the study showed a positive response from students with the results of the study showing a percentage of 85% and 15% negative responses from students, thus it can be concluded that most students like the use of *the Think Pair Share cooperative model* in their learning process. All indicators of success in cycle II have been achieved during the learning process using *the Think Pair Share cooperative method* . Therefore, after achieving results in accordance with learning objectives, the application of this model can be used as a reference for further learning.

CONCLUSION

Think Pair Share The Think Pair Share type of cooperative learning model in thematic learning for class V theme 8 subtheme 3 environmental preservation showed positive results. This model succeeded in significantly improving student learning outcomes. This can be seen from the increase in the percentage of good student learning completion from cycle I to cycle II. This shows that with this model students are more active in thinking independently, confident in speaking, and able to work together well. *This Think Pair Share type cooperative model* is also able to increase the activities of teachers and students in the learning process.

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