ISIHUMOR
Jurnal Ilmu Sosial dan Humaniora
http://www.putrapublisher.org/ojs/index.php/isihumor Publisher: putrapublisher.org

ISIHUMOR: Jurnal Ilmu Sosial dan Humaniora
Vol. 3 No. 4 Oktober 2025, Hlm 229-241

THE EFFECT OF THE THINK PAIR SHARE LEARNING MODEL TO IMPROVE PKN LEARNING OUTCOMES OF GRADE III STUDENTS

Jesica Butar-Butar[a,1], Minar T. Lumbantobing[b,2], Emelda Thesalonika[c,3]
[a]*Pendidikan Guru Sekolah Dasar (PGSD), Fakutas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia*
[b]*Pendidikan Guru Sekolah Dasar (PGSD), Fakutas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia*
[c] *Pendidikan Guru Sekolah Dasar (PGSD), Fakutas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia*
Cocoresponden: jesicabutarbutar.123@gmail.com

INFO ARTIKEL

Sejarah Artikel: (Diisi Editor)
Diterima: 05 September 2025
Direvisi: 10 September 2025
Disetujui: 30 September 2025
Tersedia Daring: 30 October 2025

Kata Kunci:
Model Pembelajaran, Think Pair Share , Hasil Belajar

ABSTRAK

Salah satu pertimbangan utama dalam proses pembelajaran adalah tujuan pembelajaran yang diinginkan. Mengingat peran guru yang krusial dalam proses pembelajaran, guru harus mampu mengembangkan aktivitas pembelajaran. Penelitian ini bertujuan untuk menentukan pengaruh model pembelajaran Think Pair Share terhadap hasil belajar siswa kelas III di Sekolah Dasar 124398 Pematang Siantar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode desain pra-eksperimen satu kelompok pra-tes-pasca-tes. Penelitian ini dilakukan di Sekolah Dasar 124398 Pematang Siantar. Berdasarkan analisis data, diperoleh peningkatan yang signifikan pada hasil belajar siswa setelah penerapan model pembelajaran Think Pair Share. Hal ini ditunjukkan oleh peningkatan rata-rata nilai siswa dari 47,48 pada pretest menjadi 85,74 pada posttest. Jadi, setelah menggunakan model pembelajaran Think Pair Share, hasil belajar yang diperoleh lebih tinggi dibandingkan sebelum menggunakan model pembelajaran Think Pair Share. Selain itu, nilai yang dihasilkan dari uji normalitas adalah 0,323. Uji ini digunakan untuk menentukan apakah data terdistribusi secara normal atau tidak. Kemudian uji t dapat dilihat t_(hitung) > t_(tabel), dengan tingkat signifikansi 0,05. Hasil menunjukkan bahwa t_(hitung) = 18,21 sedangkan t_(tabel) = 1,714, yang berarti terdapat perbedaan yang signifikan. Hal ini menunjukkan bahwa terdapat pengaruh Model Pembelajaran Think Pair Share dalam meningkatkan hasil belajar mata pelajaran Kewarganegaraan siswa kelas III SD Negeri 124398 Pematang Siantar pada tahun ajaran 2025/2026.

Keywords:
Learning Model, Think Pair Share, Learning Outcomes

ABSTRACT

One of the key considerations in the learning process is the desired learning objectives. Given the teacher's crucial role in the learning process, teachers must be able to develop learning activities. This study aims to determine the effect of the Think Pair Share learning model on the learning outcomes of third-grade students in Elementary School 124398 Pematang Siantar. This study uses a quantitative approach with the One Group Pretest-Postest pre-experimental design method. This study was conducted at Elementary School 124398 Pematang Siantar. Based on data analysis, a significant increase in student learning outcomes was obtained after the implementation of the Think Pair Share learning model. This is indicated by an increase in the average student score from the Pretest of 47.48 to 85.74 on the posttest. So, after using the Think Pair Share learning model, the learning outcomes obtained were higher compared to before using the Think Pair Share learning model. Furthermore, the value resulting from

the Normality test is 0.323. This test is used to determine whether the data is normally distributed or not. Then the t-test can be seen t_(hitung>) t_(tabel), with a significance level of 0.05. So the results show that t_(hitung>) = 18.21 fromt_(tabel)= 1.714 which means there is a significant difference. This means that there is an Effect of the Think Pair Share Learning Model to Improve Civics Learning Outcomes of Grade III Students of SD Negeri 124398 Pematang Siantar in the 2025/2026 Academic Year.

1. Introduction

Education is a fundamental human need for the present and the future. Education can be obtained at school, within the family, or within the community. Education aims to develop individuals with strong character and a broad outlook, enabling them to achieve their dreams. (Dewi & Dharsana, 2020). Education plays a role in developing quality human resources, especially in preparing students to become a future generation that is independent, critical, and creative, and capable of solving the problems they face. In this case, students are human resources who are expected to be able to face every development and be able to make changes for the better. (Pilu & Hardianto, 2019).

Education based on Law No. 20 of 2003 article 1 paragraph 1 concerning the national education system states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Based on the explanation above, it can be concluded that education is an effort made to shape a person's character, therefore education is very important for a person's life because with education a person can develop the potential that exists in him. (Wuryandani, 2021).

Learning is a series of activities carried out by teachers to guide and direct students so that learning activities occur so that they gain learning experiences. According to Law No. 20 of 2003, learning is defined as the process of interaction between students and educators and learning resources in a learning environment. Learning is a physical and mental activity carried out consciously by students so that it is expected that changes will occur in knowledge, attitudes, and skills as a result of learning possessed by students (WATI, 2019). Therefore, learning must be planned and developed so that the learning process can run effectively, efficiently, creatively, productively, and enjoyably for students. Learning planning according to the learning planning model theory (*Camp and Dick & Carry*) planning learning is the process of compiling learning that begins with setting objectives, learning materials, learning strategies, student activities in learning, and assessment instruments for the learning process and results. (Wakijo & Puri, 2019)
.

One of the key considerations in the learning process is the desired learning objectives. Given the teacher's crucial role in the learning process, teachers must be able to develop learning activities. This can be achieved through the development of learning methods, models, techniques, strategies, and media. The chosen learning activities must be appropriate and tailored to the material and student circumstances to ensure the material is well-received and achieves optimal learning outcomes. Learning activities that actively engage students and interact with each other can influence students to achieve optimal learning outcomes and encourage them to develop in various aspects, including cognitive, affective, and psychomotor abilities (Rosdi, 2020).

Learning is a vital human activity and will be carried out continuously for as long as a person is alive. Humans cannot live as human beings if they are not educated or taught by other humans (Destiniar et al., 2019). Learning as a concept of acquiring knowledge is widely adopted in practice. Learning is also a process of effort undertaken by a person to achieve a new, overall behavioral change as a result of their own experiences in interactions with their environment. Teachers can also provide students with various learning models.

A model is a systematic and structured method or procedure for achieving a goal or solving a problem. Models can also be used in various fields such as research, development, education, and others. It has been proven effective in increasing motivation, interaction between students and learning outcomes. Cooperative learning provides opportunities for students or learners to learn actively, discuss with each other, and help each other understand the material being taught. This is very relevant for implementation at the elementary school level, especially in grade III, which is a crucial developmental period for children in developing their social and cognitive skills (I. Lestari & Luritawaty, 2021).

The cooperative learning model is an effective way that teachers can use to provide opportunities for students to solve problems in groups. *The Think Pair Share learning* model encourages students to think individually, discuss with a partner, and then share their thoughts with a large group. In this way , students are not only trained to think critically , but also learn to collaborate. (Wisnuardani & Surya Abadi, 2021) .

Think Pair Share (TPS) is a cooperative discussion strategy developed by Frank Lyman. (D. Kurniawan et al., 2020a) . Students engage in thinking activities, discuss in pairs, and share their findings with their partners. The *Think Pair Share* (TPS) cooperative learning model can encourage students to actively think in understanding concepts and solving problems, both individually and with other students. (Editia, 2020).

Therefore, it can be concluded that cooperative learning can improve student learning outcomes in understanding material, not only improving the material but also developing students' social skills. Based on the researcher's observations, there was a lack of student interest in learning, making it difficult for students to absorb or understand the material presented by the teacher. The learning methods currently used by students lack interaction between students and teachers.

In the classroom learning process, it is not enough to just listen, memorize, and work on questions, but there needs to be group learning to build students' cooperative

character. To overcome the above problems, researchers use *Think Pair Share* learning model (Heliza, 2023).

The Think Pair Share model is a cooperative learning model designed to improve student learning outcomes through teamwork. This model is one of the models widely used at various levels of education, including in Elementary Schools. By using the *Think Pair Share model* , students or learners are divided into groups so they can discuss material, both theory and practice. *The Think Pair Share model* is suitable for application in education in Indonesia, because students or learners in general understand learning more quickly when discussed together, so that at the end of the lesson the teacher gives a reward or award to the best group so that other groups will motivate each group to work harder and more enthusiastically (HR Kurniawan et al., 2018) . Therefore, a group learning model is needed or required to achieve maximum results and foster good cooperation among students. (L. Lestari et al., 2020).

Based on the results of PPL conducted at UPTD SD Negeri 124398 Pematangsiantar on Thursday, October 17, 2024 ± 3 months with the homeroom teacher of grade III, namely Mam Mayana Basauli Panggabean S.Pd about how the learning activities of students during the learning process in the odd semester. From the results of the research that the author conducted with him, information was obtained that in learning activities students tend to be passive, there are only a few students who are active in participating in learning activities (Fardiansyah et al., 2019) . This is because students still find it difficult when asked to read, as a result when given questions they only tend to pay attention and be silent.

Observations by a third-grade teacher at the UPTD of Pematangsiantar State Elementary School 124398 show that many students still have insufficient or incomplete learning outcomes. This is evident in the odd-semester daily test scores for Mathematics, which are still below the specified Minimum Completion Criteria (KKM), which is 75.

Table 1. Daily Civics Test Scores for Odd Semester, Grade III, UPTD SD N 124398 Pematangsiantar

No	Mark	Criteria	Number of students	Percentage(%)
1	<75	Not finished	13	61.90%
2	≥75	Completed	7	38.09%
Amount			2 0	100%

Source: Results of the 3rd grade Civics exam

In table above, there are 7 students (38.09%) who passed the minimum completeness criteria (KKM) and 13 students (61.90%) who obtained learning outcomes below the minimum completeness criteria (KKM) or did not pass the mathematics lesson. This is what motivated the author to conduct research because the author is a prospective teacher who is required to be able to plan and implement learning that attracts students' attention so that improved learning outcomes are achieved. In this case, the author tries to find a solution to overcome this problem. The solution offered to overcome this problem is to use an effective and efficient learning model in the learning process. The basic idea is that through selecting the right learning model in delivering learning materials is very

important. An interesting learning model can stimulate students' attention and interest in learning (Rahmawati & Hanipah, 2018) .

The Think Pair Share learning model places more emphasis on activities and interactions between students to motivate and help each other in mastering the lesson material in order to achieve maximum results which are also useful for students' future social lives (Suryani, 2018) .

Based on the background explained above, the author will conduct research with the title " *The Effect of the Think Pair Share* Learning Model to Improve Civics Learning Outcomes of Grade III Students of Elementary School 124398 Pematangsiantar"

2. Method

Type of Research and Research Design The type of research that is in accordance with the title of this research is quantitative. Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research certain populations and samples, sampling techniques are usually carried out randomly, data collection uses instruments in research, data analysis is quantitative/statistical with the aim of testing the hypothesis that has been made.

According to Sugiyono (Nuryasana, 2019) The research design is an experimental method, meaning the research method is used to find the effect of certain treatments on others under controlled conditions. Furthermore, the research design uses a Pre-Experimental/One Group Pretest-Posttest Design. Pre-Experimental is an experimental study with a relationship between independent variables and dependent variables. There are three types of Pre-Experimental research, but the researcher used a One Group Pretest-Posttest Design.

One Group Pretest-Posttest is a type of research that compares the conditions before and after treatment. The pretest (initial test) is given before learning with the model, while the posttest (final test) is given after using the TPS model. The author's research design involves giving students a pretest in the form of questions before creating a final test based on the research.

The location of this research was conducted at SD Negeri 124398 Pematangsiantar in August of the 2025/2026 academic year, odd semester. According to Sugiyono (Fitri & Budiman, 2017) Population is a generalization area consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn. Population research is conducted if the researcher allows the researcher to collect data in total, this can be done if the population is small. If the population is large, population research is not possible, so it can be done by taking a portion of the population which is called sample research.

A sample is a portion of the population, with the characteristics and quantity possessed by the population. According to Sugiyono (Rati & Murda, 2017), The sample used in this study was purposive sampling. In this study, the sample used was all third-grade students of SD Negeri 124398 Pematangsiantar, totaling 20 students: 11 female students and 9 male students.

Data collection techniques are the most important step in research, because the main goal of research is to obtain data. Without knowing the data collection techniques, researchers will not obtain data that meets the data standards set by Sugiyono (Raditya et al., 2015) . Therefore, this stage must not be wrong and must be carried out carefully according to procedures.

In this quantitative research, data analysis techniques were used to obtain research results. The data analysis techniques are clearly directed at answering the problem or testing the hypothesis formulated in the proposal. According to Sugiyono (D. Kurniawan et al., 2020b), Data analysis techniques are the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing the data into categories, breaking it down into units, synthesizing, choosing what is important and what will be studied, and drawing conclusions so that it is easy for oneself and others to understand. In this study, all research data were analyzed using the SPSS program.

3. Result and Discussion

This research is a Pre-experimental (quantitative) research using a one group Pretest Posttest design conducted in class III of SD 124398 Pematangsiantar located at Jalan Perwira, Merdeka Village, East Siantar District, Pematangsiantar City, North Sumatra Province with postal code 21135, with a total of 24 students. The research activities were carried out on September 2-3, 2025. This research was conducted in the odd semester of the 2025/2026 academic year. The reason for choosing this location was because of the research experience during PPL, which made the researcher aware of the problems faced by students during the learning process at the school. The questions given during the research were tested for validity first in class III at different schools, namely SD Negeri 091540 Hutabayu Raja, Bosar Bayu Village, Hutabayu Raja District, Simalungun Regency, North Sumatra Province, with a total of 24 students (Reinita & Andriska, 2017) . After the validation of the questions was carried out, the research was continued in class III of SD Negeri 124398 Pematangsiantar on the PPKn subject with the material "Rights and Obligations at Home", the first thing done in this research was giving a Pretest to students in order to know the learning outcomes of students before the Think Pair Share learning model was carried out, then learning was carried out on the PPKn subject in learning 2 using the Think Pair Share learning model after learning was carried out, then a Posttest was carried out, the aim was to know the learning outcomes of students after using the Think Pair Share learning model. (Sulianto et al., 2019) .

The researcher conducted a trial of 30 questions on the instrument in grade III of SD Negeri 091540 Hutabayu Raja, Bosar Bayu Village, Hutabayu Raja District, Simalungun Regency, North Sumatra Province, on August 27, 2025. 24 students were given the trial. The trial was conducted to determine the Validity Test, Reliability Test, Level of Question Difficulty and Discriminatory Power used in this study.Before conducting the research, the questions to be tested were first tested to determine whether they were valid or invalid. The instrument test was conducted at Hutabayu Raja 091540 Public Elementary School with 24 students and 30 multiple-choice questions.

In this study, the questions used are valid questions, while invalid questions will be eliminated. A question is said to be valid if Rhitung > Rtabel. Based on the data obtained, it is known that Rtabel = 0.413 .

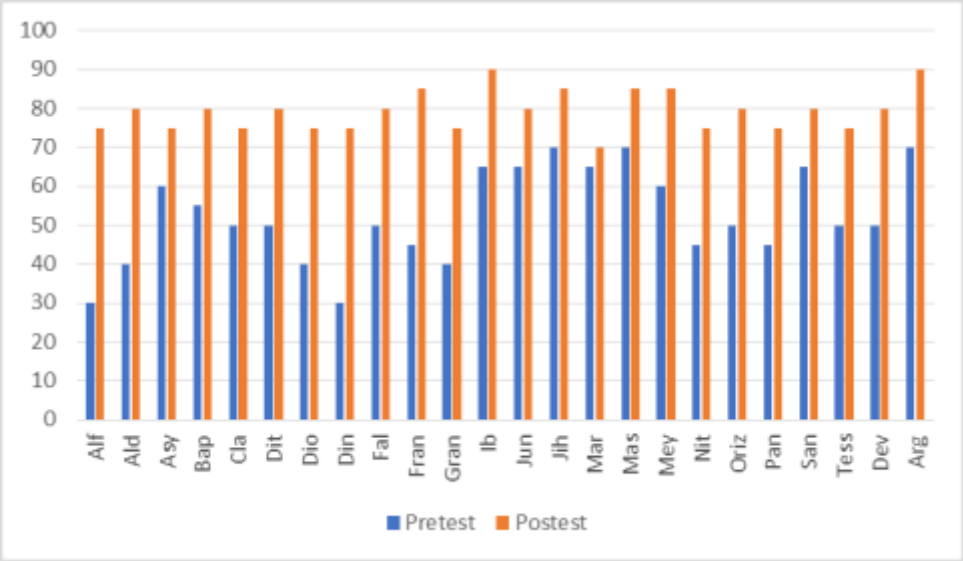

Figure 1. Pretest and Posttest Average Diagram

In the diagram of the average pretest and posttest for students above, you can clearly see the difference between the pretest before treatment and the posttest after treatment. The descriptive table of student learning outcomes in *the Pretest* and *Posttest* above shows that the minimum value of *the Pretest* that was conducted was 30, while in *the Posttest* the minimum value obtained was 75. In *the Pretest* the maximum value obtained was 70, while the maximum value obtained in *the Posttest* was 90. (Zulfah, 2017) . Then it can be seen that the mean in *the Pretest* is 52.5 and the mean in *the Posttest* is 79.375. Then the standard deviation above can be seen that in *the Pretest* is greater than in *the Posttest* , namely in the pretest the standard deviation is 12.069 which indicates that student scores vary, some are very low and some are quite high and in *the Posttest* the standard deviation is smaller, namely 5.174 which means that in *the Posttest the Posttest* scores are more even or consistent and closer to the average.

Data Analysis Techniques

The data analysis technique in this study uses two stages, namely normality testing and hypothesis testing.

Normality Test Results

The normality test aims to determine whether the data obtained is normally distributed. The following are the results of the normality test.

Table 1. Normality Test Results

	Sig. Shapiro Wilk	**Sig Level**	**Information**
Pretest	0.130	0.05	Normal
Posttest	0.014	0.05	Normal

(source: SPSS Version 25)

The normality test results table shows that *the pretest* obtained a sig. 0.130 value > 0.05, indicating that the *pretest data* were normally distributed. The *posttest* obtained a sig. 0.014 value > 0.05, indicating that *the posttest data* were normally distributed.

The following image shows the results of the student normality test data for the pretest and posttest, which the researcher presented in the form of a curve diagram

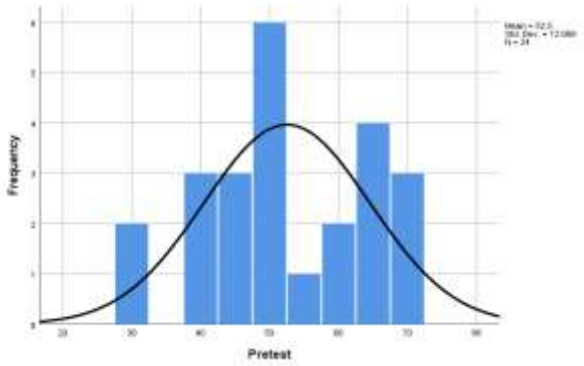

Figure 1. *Pretest* Curve

In the image of the student pretest curve, it can be clearly seen that the results of the normality test are normally distributed.

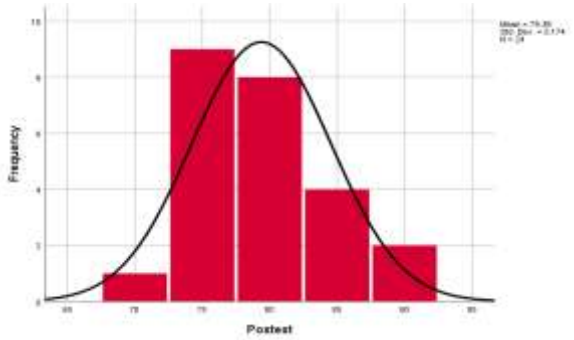

Figure 2. *Posttest Curve*

In Figure 4.3, the student post-test curve can clearly be seen that the results of the normality test are normally distributed.

Hypothesis Test Results

In this hypothesis test, a *paired sample test* (paired t-test) was used to determine significant differences between before and after treatment. The following are the results of the hypothesis. (Rachmawati & Erwin, 2022) .

Table 2. Hypothesis Test Results

Information	**Mark**
t-count	12,781
t-table	1,714
Sig.	0.00
Significant level.	0.05

Based on the results of the *paired sample test,* the calculated t value is obtained > t table = 12.781 > 1.714. With a sig. value < from the sig. level of 0.00 0.05, HO is rejected and Ha is accepted. Thus, it can be concluded that there is an influence of the use of Monopoly Game-Based learning media on student learning outcomes in science learning on plant body parts in grade IV of SD Negeri 091608 Sinaksak. (Litna & Seli, 2019) .

Research Discussion

This research was conducted in grade III of SD Negeri 124398 Pematangsiantar during the 2025/2026 academic year, with a sample size of 24 students. This section discusses the results obtained during the research process. These results represent conclusions drawn based on the collected data and an in-depth analysis of the data. (Lasmanah, 2017) . The purpose of this study is to determine the extent to which *the Think Pair Share learning model influences* student learning outcomes in the subject of Civics in Class III of SD Negeri 124398 in the 2025/2026 academic year. (Kamil et al., 2021) .

From the results obtained through the initial test (*Pretest*), it was found that on average students got a score of 52.5. (Ardiyani et al., 2019) . The average value of these students shows that student learning outcomes before the implementation of the *Think Pair Share learning model* were still relatively low. (Sutiarso & Wijaya, 2018) . After learning using the *Think Pair Share learning model* , students were given another final test (*posttest*) with an average score of 79.375. The results of this *posttest* showed a significant increase in the average score of students. (Amaliyah et al., 2019) .

This improvement indicates that the use of the *Think Pair Share learning model* has a positive impact on student understanding. The *Think Pair Share learning model* is not only visually appealing but also capable of improving student learning outcomes. (Nainggolan & Surya, 2024) . It was also found that students were interested in listening and understanding the lesson. This can be seen from the students who asked many questions during the learning process. This shows that this model also increases students' curiosity (Liunokas, 2019) . So that learning becomes more lively and not monotonous, making it easier for students to understand the material being taught

4. Conclusion

Based on the results of research and discussion conducted by researchers, which shows that the results of *the pretest* (before being given treatment) of students is 52.5 while after being given treatment using the *Think Pair Share learning model* , the average value of *the Posttest* is 79.375. So the results from *the pretest* (before being given treatment) to *the posttest* (after being given treatment) experienced an increase of 26.875. The results of the normality test obtained in *the pretest* are sig. Of 0.130 and in *the posttest* obtained a sig. Of 0.014, the data in *the pretest* and *posttest* can be said to be normally distributed because the sig. value is > 0.05. Furthermore, in the t test in the paired sample test, the t count value is obtained > t table 12,781 > 1.714. With a sig. value < from the sig. level of 0.00 < 0.05, H0 is rejected and Ha is accepted. Thus, it can be concluded that there is an influence of the *Think Pair Share learning model* to improve the civics learning outcomes of grade III students of SD 124398 Pematangsiantar.

Suggestion

Based on the research that has been conducted, the researcher provides the following suggestions:

1. For Researchers . Future researchers are expected to develop the application of *the Think Pair Share model* in various subjects and other materials to determine its effectiveness in improving student learning outcomes.
2. For Teachers : Teachers are advised to use the *Think Pair Share learning model* because it can increase interaction between students, train critical thinking, and provide students with opportunities to exchange ideas, making learning more active and meaningful.
3. For Students . Students are expected to be more active in each stage of *Think Pair Share* , by thinking independently, discussing with partners, and daring to express opinions to create fun and interactive learning.
4. For Schools : Schools are expected to support the implementation of innovative learning models such as *Think Pair Share* by providing adequate facilities and creating a conducive learning environment for optimal student discussion and collaboration.
5. For Other Researchers . This research is expected to serve as a reference for further research, particularly in the development of collaborative learning models that can improve student activity and learning outcomes

5. References

Amaliyah, N., Fatimah, W., & Abustang, P. B. (2019). Kontribusi Model Pembelajaran Kooperatif Tipe Think Pair Share (Tps) Terhadap Hasil Belajar Ips. *Satya Widya*, *35*(2), 126–139. Https://Doi.Org/10.24246/J.Sw.2019.V35.I2.P126-139

Ardiyani, S. M., Gunarhadi, G., & Riyadi, R. (2019). The Impact Of Think Pair Share Model On Mathematics Learning In Elementary Schools. *Journal Of Education And Learning (Edulearn)*, *13*(1), 93–97. Https://Doi.Org/Https://Doi.Org/10.11591/Edulearn.V13i1.8427

Destiniar, D., Jumroh, J., & Sari, D. M. (2019). Kemampuan Pemahaman Konsep Matematis Ditinjau Dari Self Efficacy Siswa Dan Model Pembelajaran Think Pair Share (Tps) Di Smp Negeri 20 Palembang. *Jurnal Penelitian Dan Pembelajaran Matematika*, *12*(1), 115–128. Https://Doi.Org/10.30870/Jppm.V12i1.4859

Dewi, K. R., & Dharsana, I. K. (2020). Penggunaan Teknik Think Pair Share Dan Teknik Index Card Match Dalam Lesson Study Mampu Meningkatkan Hasil Belajar Siswa. *Jurnal Pedagogi Dan Pembelajaran*, *3*(2), 248. Https://Doi.Org/10.23887/Jp2.V3i2.26554

Editia. (2020). *Pengaruh Model Pembelajaran Think Pair Share (Tps) Berbantuan Media Ultrasi Terhadap Hasil Belajar Pkn (Penelitian Pada Siswa …*.

Fardiansyah, M. A., Purwadi, P., & Mudzanatun, M. (2019). Efektivitas Think Pair Share Terhadap Hasil Belajar Peserta Didik Di Sd Pada Materi Analisis Isi Cerita Anak. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, *28*(2), 66–72. Https://Doi.Org/10.17977/Um009v28i22019p066

Fitri, S. U., & Budiman, T. (2017). *Pengaruh Think Pair Share Terhadap Hasil Belajar Matematika Di Kelas V Sekolah Dasar."*. Tanjungpura University. Https://Doi.Org/Http://Dx.Doi.Org/10.26418/Jppk.V6i5.20051

Heliza, S. N. (2023). *Pengaruh Model Pembelajaran Think Pair Share (Tps) Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Ips Kelas Iv Di Mi . Al-Falah Ujung*.

Kamil, V. R., Arief, D., Miaz, Y., & Rifma, R. (2021). Pengaruh Penggunaan Model Pembelajaran Kooperatif Tipe Think Pair Share Terhadap Motivasi Dan Hasil Belajar Belajar Siswa Kelas Vi. *Jurnal Basicedu*, *5*(6), 6025–6033. Https://Doi.Org/10.31004/Basicedu.V5i6.1744

Kurniawan, D., Wahyuningsih, T., & Normala Sari, D. (2020a). Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Dengan Menggunakan Power Point Terhadap Hasil Belajar Matematika. *Jurnal Pendidikan Matematika (Kudus)*, *3*(1), 69. Https://Doi.Org/10.21043/Jpm.V3i1.7149

Kurniawan, D., Wahyuningsih, T., & Normala Sari, D. (2020b). Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Dengan Menggunakan Power Point Terhadap Hasil Belajar Matematika. *Jurnal Pendidikan Matematika (Kudus)*, *3*(1), 69. Https://Doi.Org/10.21043/Jpm.V3i1.7149

Kurniawan, H. R., Elmunsyah, H., & Muladi, M. (2018). Perbandingan Penerapan Model Pembelajaran Project Based Learning (Pjbl) Dan Think Pair Share (Tps) Berbantuan Modul Ajar Terhadap Kemandirian Dan Hasil Belajar Rancang Bangun Jaringan. *Jurnal Pendidikan (Teori Dan Praktik)*, *3*(2), 80. Https://Doi.Org/10.26740/Jp.V3n2.P80-85

Lasmanah, A. (2017). Peningkatan Hasil Belajar Matematika Siswa Melalui Model Kooperatif Teknik Think Pair Share (Tps) (Penelitian Tindakan Kelas Terhadap Siswa Kelas Vii-A Smpn Sukasari Sumedang". *Jurnal Analisa*, *2*(3), 18. Https://Doi.Org/10.15575/Ja.V2i3.1221

Lestari, I., & Luritawaty, I. P. (2021). Peningkatan Kemampuan Pemahaman Konsep Matematis Siswa Dengan Model Think Pair Share Dan Problem Based Learning. *Plusminus: Jurnal Pendidikan Matematika*, *1*(2), 353–362. Https://Doi.Org/10.31980/Plusminus.V1i2.907

Lestari, L., Erwandi, R., & Gusti Satria, T. (2020). Pengaruh Model Pembelajaran Think Pair Share (Tps) Terhadap Hasil Belajar Pembelajaran Tema 1 Indahnya Kebersamaan Subtema 2 Kebersamaan Dalam Keberagaman Pembelajaran 1 Siswa Kelas Iv Sd Negeri 54 Lubuklinggau. *Wahana Didaktika : Jurnal Ilmu Kependidikan*, *18*(3), 280. Https://Doi.Org/10.31851/Wahanadidaktika.V18i3.4417

Litna, K. O., & Seli, M. S. (2019). Penerapan Model Pembelajaran Kooperatif Tipe Think-Pair-Share (Tps) Untuk Meningkatkan Aktivitas Dan Prestasi Belajar Matematika. *Jurnal Ilmiah Sekolah Dasar*, *3*(4), 504–510.

Liunokas, Y. (2019). The Use Of Think, Pair And Share (Tps) Strategy In Teaching Reading Skill. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, *7*(2). Https://Doi.Org/Http://Dx.Doi.Org/10.24256/Ideas.V7i2.1020

Nainggolan, A. P., & Surya, E. (2024). Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share (Tps) Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Siswa Dalam Menyelesaikan Soal Cerita: Bahasa Indonesia. *Cartesius: Jurnal Pendidikan Matematika*, 142–152.

Nuryasana, E. (2019). Keefektifan Model Pembelajaran Think Pair Share (Tps) Dan Model Pembelajaran Inkuiri Terhadap Hasil Belajar Ipa Siswa Kelas V Sekolah Dasar. *Trapsila: Jurnal Pendidikan Dasar*, *1*(01), 72–80.

Https://Doi.Org/Http://Dx.Doi.Org/10.30742/Tpd.V1i01.725

Pilu, R., & Hardianto. (2019). *Efektivitas Model Pembelajaran Koperatif Tipe Think Pair Share Terhadap Pemahaman Konsep Matematika.Pdf*. *22*, 90–99. Https://Doi.Org/Https://Doi.Org/10.30605/Cjpe.222019.147

Rachmawati, A., & Erwin, E. (2022). Pengaruh Model Pembelajaran Think Pair Share (Tps) Berbantuan Media Video Animasi Terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7637–7643. Https://Doi.Org/10.31004/Basicedu.V6i4.3613

Raditya, I. W., Kristiantari, M. G. R., & Suara, I. M. (2015). Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share (Tps) Terhadap Hasil Belajar Ipa Siswa Kelas Vi Sd Gugus Letda Made Putra Kecamatan Denpasar Utara Tahun Ajaran 2014/2015. *Mimbar Pgsd Undiksha*, *3*(1).

Rahmawati, N. K., & Hanipah, I. R. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share (Tps) Dan Model Pembelajaran Kooperatif Tipe Student Team Achievement Division (Stad) Terhadap Hasil Belajar Matematika Siswa Pada Materi Garis Singgung Lingkaran. *Numerical: Jurnal Matematika Dan Pendidikan Matematika*, 99. Https://Doi.Org/10.25217/Numerical.V2i1.185

Rati, N. W., & Murda, I. N. (2017). Pengaruh Model Pembelajaran Think Pair Share Terhadap Hasil Belajar Ipa Siswa Kelas V Sd Gugus Ii Kecamatan Melaya. *Mimbar Pgsd Undiksha*, *5*(2). Https://Doi.Org/Https://Doi.Org/10.23887/Jjpgsd.V5i2.10906

Reinita, R., & Andriska, D. (2017). Pengaruh Pengunaan Model Kooperatif Tipe Think Pair Share (Tps) Dalam Pembelajaran Pkn Di Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, *1*(2), 61–73. Http://Repository.Unp.Ac.Id/Id/Eprint/16289

Rosdi, I. (2020). Meningkatkan Minat Dan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Melalui Pembelajaran Kooperatif Tipe Tps (Think Pair Share). *Indonesian Journal Of Social Science Education (Ijsse)*, *2*(2), 191–198. Https://Doi.Org/Http://Dx.Doi.Org/10.29300/Ijsse.V2i2.3419

Sulianto, J., Purnamasari, V., & Febriarianto, B. (2019). Pengaruh Model Pembelajaran Think-Pair-Share Terhadap Hasil Belajar Siswa Kelas V (Lima) Materi Organ Tubuh Manusia Dan Hewan. *International Journal Of Elementary Education*, *3*(2), 124. Https://Doi.Org/10.23887/Ijee.V3i2.18515

Suryani, E. (2018). Meningkatkan Hasil Belajar Ekonomi Melalui Pembelajaran Kooperatif Metode Think Pair Share Pada Siswa Kelas Xi Sma Negeri 3 Mataram. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *4*(2), 141–150. Https://Doi.Org/10.33394/Jk.V4i2.1122

Sutiarso, S., & Wijaya, A. P. (2018). Pengaruh Model Think Pair Share Terhadap Pemahaman Konsep Matematis Peserta Didik. *Jurnal Pendidikan Matematika Unila*, *6*(7), 681–692.

Wakijo, W., & Puri, L. M. (2019). Pengaruh Model Pembelajaran Kooperatif Think Pair Share Terhadap Hasil Belajar Ekonomi Siswa. *Promosi: Jurnal Program Studi Pendidikan Ekonomi*, *7*(2). Https://Doi.Org/Http://Dx.Doi.Org/10.24127/Pro.V7i2.2519

Wati, R. S. (2019). Pengaruh Model Pembelajaran Think Pair Share Terhadap Motivasi Dan Hasil Belajar Pelajaran Ekonomi. *Tajdidukasi: Jurnal Penelitian Dan Kajian Pendidikan Islam*, *8*(2). Https://Doi.Org/10.47736/Tajdidukasi.V8i2.249

Wisnuardani, A. A., & Surya Abadi, I. B. G. (2021). The Influence Of Think Pair Share Model Assisted By Mind Mapping Media At Fourth Grade Science Competence. *Journal Of Education Technology*, *4*(4), 479. Https://Doi.Org/10.23887/Jet.V4i4.27119

Wuryandani, W. (2021). The Effect Of The Think-Pair-Share Model On Learning Outcomes Of Civics In Elementary School Students. *Cypriot Journal Of Educational Sciences*, *16*(2), 627–640. Http://Www.Cjes.Eu/

Zulfah, Z. (2017). Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share Dengan Pendekatan Heuristik Terhadap Kemampuan Pemecahan Masalah Matematis Siswa Mts Negeri Naumbai Kecamatan Kampar. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *1*(2), 1–12. Https://Doi.Org/10.31004/Cendekia.V1i2.23