

IMPLEMENTATION OF THE THINK PAIR SHARE TYPE COOPERATIVE LEARNING MODEL TO IMPROVE STUDENTS' LEARNING OUTCOMES IN THE PKN SUBJECT IN GRADE V OF MI

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas penerapan model pembelajaran kooperatif jenis *Think Pair Share* dalam meningkatkan prestasi belajar siswa pada mata pelajaran Pendidikan Kewarganegaraan di kelas V MI At-Taqwa Manado. Permasalahan yang dikaji dalam penelitian ini yaitu bagaimana penerapan model pembelajaran kooperatif tipe *Think Pair Share* berkontribusi terhadap peningkatan hasil belajar peserta didik pada mata pelajaran PKN di kelas V MI At-Taqwa Manado. Penelitian ini menggunakan jenis penelitian tindakan kelas (PTK) dengan pendekatan model Kurt Lewin, yang mencakup empat tahapan utama: perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Pengumpulan data dalam penelitian ini dilakukan melalui tiga metode, yaitu observasi, tes, dan dokumentasi. Penelitian dilaksanakan di kelas V MI At-Taqwa Manado yang terdiri atas 25 siswa. Temuan penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif tipe *Think Pair Share* berdampak positif terhadap peningkatan keterlibatan siswa dalam proses pembelajaran serta hasil belajar mereka. Pada siklus I peningkatan aktivitas pendidik sebesar 50 meningkat menjadi 95,83, aktivitas peserta didik dalam pembelajaran sebesar 2,36 meningkat menjadi 3,24, dan peserta didik yang mendapatkan ketuntasan belajar sebesar 60% meningkat menjadi 92% pada siklus II. Jadi materi yang diberikan dalam model pembelajaran kooperatif tipe *Think Pair Share* dapat meningkatkan hasil belajar siswa pada mata pelajaran PKN di MI At-Taqwa Manado.

Kata Kunci: *Think Pair Share, Hasil Belajar, Pendidikan Kewarganegaraan (PKN)*

ABSTRACT

This study aims to examine the effectiveness of implementing the cooperative learning model *Think Pair Share* in improving students' academic achievement in the subject of Civics Education (PKN) in Grade V at MI At-Taqwa Manado. The research problem addressed is how the application of the *Think Pair Share* cooperative learning model contributes to improving student learning outcomes in Civics Education for Grade V at MI At-Taqwa Manado. The research employed a classroom action research (CAR) approach based on the Kurt Lewin model, which consists of four main stages: planning, action implementation, observation, and reflection. Data collection was carried out using three methods: observation, testing, and documentation. The study was conducted in Grade V at MI At-Taqwa Manado, involving a total of 25 students. The findings indicate that the application of the *Think Pair Share* cooperative learning model has a positive impact on increasing student engagement in the learning process as well as their academic performance. In the first cycle, teacher activity improved from 50 to 95.83, student learning activity increased from 2.36 to 3.24, and the percentage of students achieving mastery learning rose from 60% to 92% in the second cycle. Therefore, the material delivered through the *Think Pair Share* cooperative learning model effectively enhances student learning outcomes in Civics Education at MI At-Taqwa Manado.

Keywords: *Think Pair Share, Learning Outcomes, Civics Education (PKN)*

INTRODUCTION

Education is a key pillar in a country's development process and reflects the quality of a nation. This aligns with the provisions of Law Number 20 of 2003 concerning the National Education System, which states that education is a conscious and systematic effort to create a learning environment and learning process so that students can actively develop their potential. In the realm of basic education, the subject of Civics (PKn) plays a crucial role in shaping responsible citizens, namely individuals who are aware of their rights and obligations and possess a spirit of nationalism and citizenship. However, the implementation of PKn learning at the elementary school level still faces various obstacles. Research conducted by Handayani & Yanti (2017) shows that students tend to be less interested in Civics lessons because they are considered subjects that only emphasize memorization. This aligns with Dewi et al. (2018), who found that the low levels of student participation and achievement in Civics classes were a result of conventional teaching approaches that remain heavily dominated by the teacher. Similar conditions were also found in research Nuryati et al. (2025) which shows that monotonous and less varied PKN learning causes students to feel bored and fed up with following the learning.

The difference between ideal expectations and reality in the implementation of Civics learning is evident through various phenomena in the field. Ideally, Civics instruction should cultivate students' critical thinking skills, support the development of democratic dispositions, and engage them actively in the classroom experience. However, in practice, learning remains largely teacher-centered, with an emphasis on one-way information delivery. Initial observations in class V of MI At-Taqwa Manado revealed that students tended to be inactive, paid little attention to teacher explanations, and engaged in other activities unrelated to the subject matter. This resulted in less than optimal learning outcomes.

Recent research has indicated that cooperative learning models serve as a promising strategy for enhancing the effectiveness of Civics education. Among various cooperative learning strategies, Think Pair Share (TPS) has demonstrated success in boosting student engagement and improving learning outcomes. Musliani (2024) found that cooperative learning models enhance student achievement by encouraging active participation throughout the learning process. Similarly, Wahyuningsih et al. (2019) demonstrated that implementing innovative instructional models can lead to a significant improvement in student learning outcomes.

According to Sharma and Saarsar (2018), the Think Pair Share (TPS) model creates opportunities for students to engage in individual learning while also collaborating with peers through three main phases: independent thinking (Think), partner discussion (Pair), and sharing ideas with the larger group (Share). This method emphasizes the development of critical thinking and collaborative abilities, aligning well with the nature of Civics (PKn) education, which requires students to grasp key concepts and practice civic values in their daily lives. The uniqueness of this study lies in the contextual adaptation of the TPS model to suit the specific needs of Civics instruction in Islamic elementary schools, aiming to enhance student learning outcomes through a more interactive and student-centered learning process. This study is anticipated to offer a meaningful contribution in developing more effective and engaging Civics learning strategies for elementary school students.

RESEARCH METHODS

This research employed the Classroom Action Research (CAR) method using the Kurt Lewin model, carried out over the course of two implementation cycles. The process in each cycle involves four essential stages: developing a plan, executing the action, conducting

observations, and engaging in reflection. The research activities were carried out in class V of MI At-Taqwa Manado, located on Jl. Manguni Raya, Perkamil, Paal Dua District, Manado City, North Sulawesi Province. The subjects in this study were all fifth-grade students in the even semester of the 2023/2024 academic year, totaling 25 people, consisting of 12 male students and 13 female students.

The instruments used in this study included: (1) a teacher activity observation sheet consisting of 6 assessment aspects with a value scale of 1 to 4, (2) a student activity observation sheet referring to 5 assessment indicators, and (3) a learning outcome test compiled based on the basic competencies of the Civics subject with a scope of cognitive domains C1 (knowledge) and C2 (understanding). Data collection techniques included observation, testing, and documentation. Observation was used to monitor the activities of educators and students during the learning process. Tests were given at the beginning and end of each cycle to evaluate student learning outcomes. Meanwhile, documentation served to record the progress of learning activities. Qualitative data obtained from observations were analyzed descriptively by calculating the percentage of teacher and student involvement. Meanwhile, quantitative data from test results were analyzed using the classical learning completion formula and the calculation of the average class score. The minimum limit for individual learning completion was set at a score of ≥ 70 , and classical completion was determined if at least 75% of students achieved that score.

RESULTS AND DISCUSSION

Results

This research unfolded in three stages, consisting of a preliminary phase (pre-cycle) and two subsequent implementation cycles. Each phase demonstrated a notable improvement in student learning outcomes, attributed to the application of the Think Pair Share cooperative learning model. In the pre-cycle stage conducted on April 22, 2024, the learning had not yet implemented the TPS cooperative model. The results obtained showed that out of a total of 25 students, only 3 people (12%) succeeded in achieving learning mastery based on the Learning Objective Achievement Criteria (KKTP) with a threshold value of 70. The average class score at this stage was 40.6, with the highest score of 75 and the lowest 5. This finding indicates that students' initial abilities in the subject of Civic Education are still classified as very low.

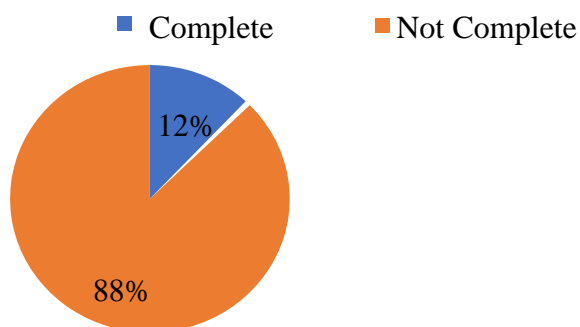


Figure 1. Student Pre-Cycle Results Diagram

Cycle I involved two class meetings that applied the cooperative learning approach of Think Pair Share. The results revealed a substantial increase when compared to the outcomes of the pre-cycle stage. The number of students achieving learning mastery increased to 15 (60%), with an average class score of 62.74. The highest score achieved was 100, while the lowest was 30. Despite this improvement, this achievement did not meet the established success indicator, which is a minimum of 75% of students achieving mastery. This 48% increase from pre-cycle

to cycle I was still limited because some students did not fully understand the material despite using the TPS learning model. Some students still obtained below-average scores, were less active in the learning process, lacked the confidence to ask questions to the teacher, and some did not participate in group discussions. Therefore, the researcher decided to continue to the next cycle to improve student learning outcomes to meet the Learning Objective Achievement Criteria (KKTP).

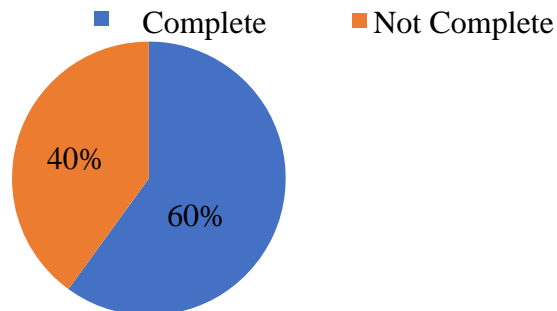


Figure 2. Diagram of Learning Outcomes Completion in Cycle I

Observations of student activities were conducted with reference to five indicators, namely: (1) student readiness to participate in learning, (2) student level of attention to teacher explanations, (3) student ability to complete assignments independently (Think), (4) discussion skills in small groups or pairs (Pair), and (5) ability to convey discussion results (Share). Based on the results of observations in cycle I, an average score of 2.36 was obtained, which is included in the "Enough" category. This finding shows that most students still experience obstacles in working together in groups and lack confidence when expressing opinions.

Cycle II was conducted in two meetings on May 13 and 16, 2024, with improvements based on the results of reflections from cycle I. The focus of learning was directed at increasing student confidence in discussing and presenting group work results. The results obtained showed a very encouraging improvement, where 23 out of 25 students (92%) successfully achieved learning mastery, while only 2 students did not reach the standard. The average class score increased significantly to 87, with the highest score being 100 and the lowest score being 60. This achievement has met the established success indicators, namely a minimum of 75% of students reaching the learning mastery limit.

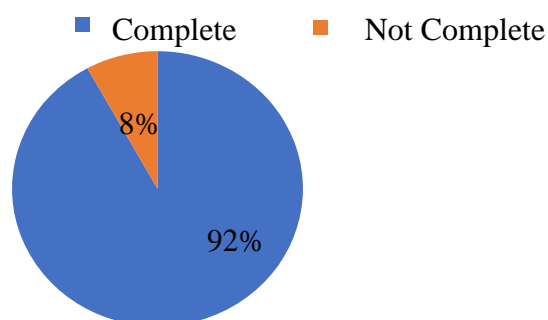


Figure 3. Diagram of Learning Outcomes Completion in Cycle I

Cycle II showed a significant increase in performance, as reflected by an average score of 3.24, indicating a "Good" level of achievement. Students began to appear more active and enthusiastic during the learning activities, and showed greater courage in asking questions and participating in discussions.

Table 1. Summary of Student Learning Outcomes

Stage	Completed Students	Completeness (%)	Average value	The highest score	Lowest Value
Pre Cycle	3	12%	40,6	75	5
Cycle I	15	60%	62,74	100	30
Cycle II	23	92%	87	100	60

The data in Table 1 show a steady enhancement in academic performance across all stages, starting from the pre-cycle to the second cycle. The increase in mastery level from 12% to 92% highlights the effectiveness of the Think Pair Share cooperative learning model in enhancing Civics learning outcomes among fifth-grade students.

Discussion

This research provides evidence that the Think Pair Share cooperative approach significantly improves learning outcomes in Civics among Grade V students at MI At-Taqwa Manado. This finding has significant relevance considering that Civics learning is often faced with the problem of low student engagement and less than optimal learning achievement. The improvement in student mastery levels, progressing from 12% in the pre-cycle to 68% in cycle I and reaching 92% in cycle II, reflects the successful application of the Think Pair Share learning approach in Civics education. The effectiveness of this model can be attributed to its three core stages: individual reflection (Think), paired discussion (Pair), and group sharing (Share), as described by Fatmawati (2024). These stages offer a structured learning process that encourages students to participate actively in classroom activities.

In the initial stage, known as Think, learners are encouraged to independently analyze and contemplate the given issues before engaging with peers. This stage aligns with the learning principle that aims to create conditions that encourage individuals to learn optimally in order to achieve learning objectives (Gunawan, 2012). The Pair stage allows students to work together with their peers, which is in line with the advantages of group learning where students can overcome their learning problems together Rosita & Leonard (2015). Meanwhile, in the Share stage, students are given space to convey the results of their thoughts to the whole class, which contributes to increasing their self-confidence and communication skills.

Based on observation results, student engagement increased from a score of 2.36 in cycle I to 3.24 in cycle II, indicating a shift from the "adequate" level to the "good" level of activity. This improvement reflects a shift in student learning behavior, from a passive attitude to more active involvement. Previously, students tended to be less interested in Civics because they considered it a subject that only emphasized memorization (Sri, 2025). The use of the Think Pair Share model helps transform this learning paradigm by allowing students to engage in independent thinking while also working collaboratively with their peers (Mei, 2024). Teacher activity also showed a significant increase, from a score of 50 in cycle I to 95.83 in cycle II, categorized as "very good." This improvement reflects the teachers' success in mastering and effectively implementing the Think Pair Share cooperative learning model. This achievement aligns with the role of professional teachers, who are required to have full authority and responsibility for the educational process of students, both individually and in groups, both within and outside the school environment (Basori et al., 2021).

The success of implementing the Think Pair Share model in civics learning is in line with the main objective of civics education, namely to form the character of good citizens, namely individuals who know, understand, and are aware of their rights and obligations (Ramadhan et al., 2023). This learning model not only contributes to improving students'

cognitive aspects but also encourages the development of social skills and the ability to work in teams essential values in civic education. Civic Education, as a subject focused on instilling values, morals, and norms in a comprehensive and continuous manner (Busara, 2023), can be more effectively delivered through cooperative learning methods. The Think Pair Share model, in particular, offers students the opportunity not only to grasp theoretical concepts but also to practice core values like collaboration, tolerance, and democratic principles within the learning process. These findings are in line with Setyosari and Sumarmi's (2017) research, which demonstrated that the use of the Think Pair Share strategy led to an increase in student achievement—from 71.42% in cycle I to 91.42% in cycle II.

The consistency of these findings supports the validity of the Think Pair Share strategy as an effective alternative for improving student academic performance (Sari, 2019). This finding is also supported by research findings showing the positive impact of implementing the Think Pair Share cooperative learning model on improving students' civics learning outcomes. Siti Amilia Nurjannah et al (2025) this demonstrates that the model is consistently effective and reliable in various civics learning situations. Theoretically, this research strengthens the foundation of cooperative learning, emphasizing the crucial role of social interaction in the learning process. The Think Pair Share model provides a systematic framework for building such interactions, starting with individual thinking, continuing with pair discussions, and finally presenting the results to the entire class. Practically, this research offers a concrete solution to the problems faced in Civics learning, which has tended to rely on conventional methods. The Think Pair Share approach offers educators a practical option for designing a more lively and student-centered learning environment, helping to better realize the objectives of Civics education.

CONCLUSION

This study successfully provided answers to the problem formulation related to the implementation of the Think Pair Share cooperative learning model in an effort to improve Civics learning outcomes in fifth grade students at MI At-Taqwa Manado. The main meaning of this finding shows that the shift from conventional learning methods to a cooperative approach has proven effective in overcoming the problem of low learning achievement in Civics subjects.

The Think Pair Share learning model has proven effective in improving student learning outcomes, from 12% in the pre-cycle stage to 92% in the second cycle. This improvement not only covers cognitive aspects but also contributes to the development of students' social and communication skills, which aligns with the main goal of civics education in shaping the character of good citizens. Through the Think, Pair, and Share stages, students are trained to apply the values of democracy, cooperation, and tolerance, which are the core of civics education. Going forward, this model has the potential to be applied to other subjects and combined with the use of learning technology. Further research is recommended to develop more comprehensive evaluation instruments and conduct longitudinal studies to observe the long-term impact on student character formation.

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