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# IMPLEMENTATION OF THINK-PAIR-SHARE MODEL TO INCREASE THE SIXTH-GRADE STUDENTS' LEARNING ACTIVITIES AND OUTCOMES AT SD NEGERI 4 PANARUNG

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# IMPLEMENTASI MODEL *THINK-PAIR-SHARE* UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR SISWA KELAS VI DI SD NEGERI 4 PANARUNG

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**ABSTRACT**

***Abstract:*** *The lack of students' learning activities and outcomes in class VI-B at SDN 4 Panarung is based on the teacher-dominated learning and lecture method. To overcome the problem, the classroom action research through the Think-Pair-Share model was applied to the students. This paper reports the improvement of the student's learning activities and outcomes on the theme of "Menjelajah Angkasa Luar" (Exploring Outer Space) and the subtheme of "Keteraturan Yang Menakjubkan" (Amazing Order) by applying a cooperative learning model, TPS. There are three classroom action research cycles applied to 16 sixth-grade students in which each cycle contains planning, action, observation, and reflection. The data analysis technique of the research used was descriptive, which compares the test value of each cycle with the success indicators. The research results indicate that (1) the average score of student activity in cycle I was 69, in cycle II it was 76.53, and in cycle III it was 90.53 and (2) the average score of student learning outcomes in cycle I was 65.63, in cycle II it was 74.67, and cycle III it was 82.14. It can be inferred that the implementation of the Think-Pair-Share model can improve student learning activities and outcomes in the theme of "Menjelajah Angkasa Luar" (Exploring Outer Space) and the subtheme of "Keteraturan Yang Menakjubkan" (Amazing Order).*

***Keywords: think-pair-share (TPS), students' learning activities and outcomes, elementary students***

**Abstrak:** Rendahnya aktivitas dan hasil belajar siswa kelas VI-B di SDN 4 Panarung disebabkan oleh pembelajaran yang didominasi oleh guru melalui penerapan metode ceramah dan penugasan. Untuk mengatasi hal tersebut, Penelitian Tindakan Kelas yang menggunakan model pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) diterapkan pada peserta didik. Artikel ini melaporkan peningkatan aktivitas dan hasil belajar siswa pada tema "Menjelajah Angkasa Luar" subtema "Keteraturan Yang Menakjubkan" dengan menggunakan model pembelajaran kooperatif tipe TPS. Terdapat tiga siklus PTK yang diterapkan pada 16 siswa, dengan masing-masing siklus memuat tahap perencanaan, tindakan, observasi, dan refleksi. Teknik analisis data yang digunakan pada penelitian ialah deskriptif, yang mana membandingkan nilai tes antarsiklus dengan indikator keberhasilan. Hasil penelitian menunjukkan bahwa (1) nilai rata-rata aktivitas siswa pada siklus I sebesar 69, pada siklus II sebesar 76,53, dan pada siklus III sebesar 90,53, dan (2) nilai rata-rata hasil belajar siswa pada siklus I sebesar 65,63, pada siklus II sebesar 74,67, dan pada siklus III sebesar 82,14. Dapat disimpulkan bahwa penerapan model pembelajaran kooperatif tipe TPS dapat meningkatkan aktivitas dan hasil belajar siswa dalam pembelajaran tema "Menjelajah Angkasa Luar" dengan subtema "Keteraturan Yang Menakjubkan".

***Kata Kunci: think-pair-share (TPS), aktivitas dan hasil belajar belajar, siswa sekolah dasar***

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## INTRODUCTION

Various studies and literature suggest that students must be actively involved in the learning process (Cetin-Dindar, 2016; Arin et al., 2016; Hartanto et al., 2023). Through active learning, students are trained to find information for themselves through a series of experiences that have been designed by the teacher. Constructivist experts state that learning is an active process of assembling experiences to build knowledge in the minds of students (Sanjaya, 2011). This implies the important role of learning, namely building knowledge in students through their activities. The implementation of activity-oriented learning requires the teacher not to be the sole and dominant source of learning in conveying subject matter to students, but rather how to create conditions to facilitate students to learn well (Singh & Yaduvanshi, 2015).

Learning means creating conditions for students to learn well. Conditions are created by the teacher, for example, by (a) asking questions that train students to think (Suryanti et al., 2018), (b) facilitating interactions between students (Benckert & Pettersson, 2008), (c) providing media that students use in the learning process (Purwaningsih & Wangid, 2021), (d) create a pleasant learning atmosphere (Akyurek, 2022), (d) build interactive teacher-student relationships (Coşkun & Kara, 2020), (e) using a learning model that requires students to play an active role (Sanjaya, 2011). These methods can be used by teachers to build more effective and meaningful learning for students.

The facts of learning that occur in the field are different from what is expected. The results of observations on learning activities in class VI-B SDN 4 Panarung show that learning activities are still dominated by the teacher. The role of students during learning tends to be passive, student activities are dominated by note-taking activities, listening to teacher explanations, and doing assignments in books. Portions for students to be actively involved, for example, in discussion activities, expressing opinions, and exploring material, are still not optimal. Cetin-Dindar (2016) states that many teachers interpret the meaning and nature of learning only as receiving information from information sources (teachers and textbooks). As a result, teachers still interpret teaching activities as activities of transferring information from teachers to students. If learning with a pattern like this continues to occur, it is feared that many students will not have an interest in taking lessons because learning is difficult and boring so it might have an impact on learning outcomes. The results of the interview with the class VI-B teacher at SDN 4 Panarung, obtained information that the learning outcomes of students were still not optimal, there were still many students in this class who had not achieved complete learning outcomes. Several studies reveal that students' active involvement in learning, for example through problem-solving and class discussions, can support the learning process and improve student learning outcomes (Marcelina et al., 2022; Mundelsee and Jurkowski, 2021; Tembang, 2018).

Based on observations during the learning activities, when the teacher allowed students to ask questions about explanations that were not yet understood, only certain students dared to ask questions and express opinions while other students seemed silent. The same thing also happened when students

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were asked to respond to questions from the teacher and present the results of their group work. Students are still not used to asking questions or expressing their opinions in class because so far they have only studied in class as listeners, this is what is suspected to be the cause of the "silence" of students during learning. Sanjaya (2011) stated that for a long time, students were used to learning only by receiving subject matter from their teachers so they experienced difficulties when asked to ask questions or solve a problem.

In addition, based on the results of observations, learning in class VI-B is more directed at the activities of individual students, for example taking notes, paying attention to the teacher's explanation, and working on problems in the book. This kind of pattern can cause learning to be less meaningful because of the lack of interaction between students. Yumaroh et al. (2020) stated the importance of interaction between students to support the success of learning activities. Through small groups, students can interact with other students and express their opinions so that one student with another student can help each other in learning (Suprijono, 2012). Students need to be allowed to be able to seek, find, construct knowledge, and work together with other students.

The problems that have been stated above require solutions to find alternative solutions. Think pair share is a learning model that can activate students, facilitate interaction between students, create a fun learning atmosphere, and build interactive teacher-student relationships (Mundelsee and Jurkowski, 2021; Majid & Rochman, 2015). As the name implies, this model consists of three stages, namely think, pair, and share (Mundelsee and Jurkowski, 2021). This model begins with asking questions from the teacher, then students think individually (think stage) before being instructed to discuss their responses with the person sitting near them (pair stage). At the final stage, the group shares what they discussed with their partners with the whole class and the discussion continues (share stage). Arends (2012) states that student activity in the think pair share learning model is to respond to questions/problems raised by the teacher. Then, the activity is continued with the process of thinking individually (thinking) related to the solution to the questions/problems posed. From these individual thought processes, the activity is followed up with a discussion process with colleagues or partners (pairing) and ends with the sharing stage or reporting the results of the discussion to the whole class. Through interaction between students, when students talk to each other, they repeat their ideas, gain other perspectives from other students, and can finally achieve a better understanding (Benckert & Pettersson, 2008).

The implementation of the think pair share model, based on several study results, has a positive impact on learning, particularly learning in elementary schools. The results of studies conducted by Tembang (2018) and Sariayu & Miaz (2020) found that students were actively involved in participating in think pair share learning activities, with the interaction between students, both in pairs and with groups, dominating learning activities. The study conducted by Dania et al. (2020) recommends the think pair share model as an alternative solution to overcome the low activity and learning outcomes of students.

Based on the description above, this study aims to provide an overview of the results of the implementation of the think-pair-share model in learning. The intended results relate to the students' activities and learning outcomes in sixth grade at SDN 4 Panarung.

## METHOD

This research was a class action research (CAR). This classroom action research was carried out as a way to improve the quality of education, especially related to student learning at the class level in elementary schools (Wiriaatmadja, 2019). Through CAR, teachers can choose and implement learning strategies that are most appropriate to the problem conditions in their class. CAR was

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research conducted by teachers in class or at school with an emphasis on improving and enhancing learning processes and praxis.

The research was conducted at SDN 4 Panarung which is located in Pahandut District, Palangka Raya, Central Kalimantan. This research was carried out for approximately one and a half months, starting in mid-March to April 2022. The subjects of this study were students in sixth grade at SDN 4 Panarung. There were 16 students, consisting of 7 boys and 9 girls.

The CAR design used was adapted from Kemmis and McTaggart (Sudaryono, 2019) which in its implementation consisted of three cycles where each cycle used four components of action, namely planning, action, observation, and reflection which were interrelated (Wiriaatmadja, 2019). In the early stages (before the implementation of Cycle I) identification of problems was carried out based on real conditions in class VI-B SDN 4 Panarung. Furthermore, after the problem has been identified the next step is to analyze the problem in question. Problem analysis is used to design actions. The implementation of the action is carried out by learning by applying the think pair share model. Through this pattern, if any deficiencies are found, the planning and implementation of corrective actions can still be carried out in the next cycle until the desired success target is achieved.

The research data in this classroom action research is data related to student learning outcomes and data about student activities. In this study, data on participant activity was obtained through observation sheet instruments for student activities and data on student learning outcomes were collected through learning achievement test instruments.

Collecting data used for this study using observation and test techniques. The technique of collecting data through observation is carried out by observers through observation and recording of think pair share learning activities shown by students during the process of learning activities taking place without disturbing learning activities. The results of the observations are then analyzed to see in the implementation whether there are deficiencies or not so that they can be corrected in the next cycle. The test technique uses question instruments to obtain data about student learning outcomes and whether there is an increase or not after participating in the learning process. The final test is given at the end of each action which aims to show the learning outcomes of students which are applied to each cycle through implementing learning using the think pair share model.

The data in this study were analyzed using quantitative descriptive analysis, in the form of averages and percentages, as well as comparing with indicators of research success. Individually, students are said to have completed their learning if they achieve a minimum completeness score or obtain a score greater than or equal to 70. Classically, learning is said to be successful if 75% of students in the class have succeeded in achieving completeness.

Data on student learning activities were also analyzed using quantitative description, namely by providing an assessment of the results of observations of student learning activities. Activities observed during learning are focused on working together, expressing opinions, discussing, and being responsible for the assigned tasks. The ratings obtained from the observations are then interpreted in the criteria as presented in Table 1 which was adapted from Tembang (2018). The think pair share learning model is said to be successful in increasing the learning activities of students in learning in class VI if at least 75% of the total students get good and very good categories.

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**Table 1. Criteria for evaluating student activities**

| Rating range | Activities Criteria |
|---|---|
| 86 – 100 | Very good |
| 76 – 85 | Good |
| 61 – 75 | Medium |
| Less than 61 | Low |

## RESULTS

Classroom action research was carried out in class VI-B SD Negeri 4 Panarung. The implementation of the think pair share model to provide solutions to problems that have been identified in the initial observations (pre-action) is carried out through three cycles. Each cycle consists of one meeting and each meeting consists of planning, action and observation, and reflection. The implementation of the think pair share model is carried out on the "Theme of Exploring Outer Space" with the Sub-Theme of "Amazing Order".

The planning phase in Cycle I included several activities. These activities include compiling a syllabus, preparing a lesson plan that is oriented towards the think pair share model, compiling student worksheets, compiling evaluation grids and questions, and compiling student activity observation sheets.

In the stage of implementing the action and observation in Cycle I, the teacher starts learning by doing apperception and motivating students. Apperception is given by asking students to respond to the questions through the pictures provided. The teacher conveys the topic to be discussed at the meeting, namely "knowing celestial bodies and understanding short stories". Next, the teacher motivates students by briefly telling them the benefits of studying today's material and its relation to everyday life.

The teacher begins the core learning activities by distributing prepared student worksheets. Furthermore, students were asked to think independently about the problems in the student worksheets that had been distributed, namely those related to the Solar System and the story "Fun Rows". All students write on the sheets provided by the teacher. In the next step, the teacher asks students to discuss in pairs (pairs) with their peers. This discussion in pairs is related to what has been thought and written on each answer sheet. During this pair discussion activity, the teacher monitors and guides. After the discussion in pairs is complete, it is continued by sharing answers with other pairs (share). In this share stage, students discuss the answers to the student worksheets that they have compiled and also together make a model of the solar system according to the instructions contained in the student worksheets. After all groups have finished discussing, the teacher asks representatives of each group to present their work, while other groups are asked to listen and respond to the results of the presentations from the presenting group. Next, the teacher provides an explanation related to the results of the student's work and reinforces the material. At the end of the core activity, the teacher gives awards to the group that gets the best results.

In the closing activity, the teacher distributes evaluation questions to be worked on by students individually. The teacher together with students makes conclusions from the learning activities that have been carried out. The teacher also provides opportunities for students to express their opinions about the learning that has been followed. Then before going home the teacher together with the students sings the folk song "Isen Mulang" and invites students to pray according to their respective religions and beliefs.

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Simultaneously with the implementation stage of the action, observations were made on the activities of students and giving tests (evaluations). The information of activities and learning outcomes of students was obtained as presented in Table 2. Based on the data in Table 2, it appears that the actions given have not yet reached indicators of success, because only 43.75% of students obtain good and very good categories for activities, and 62.5% of students achieve complete learning outcomes.

**Table 2. The results in Cycle I in Class VI-B**

| Data Type | Indicator of Success | Results of Actions | | | Conclusion |
|---|---|---|---|---|---|
| | | Number of students | Percentage | Average | |
| Student activity | 75% of students get the good and very good categories | 7 students obtained good and very good categories from 16 students | 43,75% | 69 | Success indicators have not been reached |
| Learning outcomes | 75% of students in the class succeeded in achieving the completeness criteria | 10 students completed from 16 students | 62,5 % | 65.63 | Success indicators have not been reached |

Based on the results of the analysis of the implementation of the actions in cycle I, there are still advantages and disadvantages of the think pair share learning that has been carried out. These deficiencies include that there are still students who do not dare to express opinions about their answers and are less active in learning, starting in the middle of learning, many students do not focus on learning, some students whose grades are not complete for learning outcomes as well, and problems in the worksheet look difficult for some students. In addition, in the learning process in cycle 1, there are also advantages, including the teacher has carried out the lesson plan according to plan, the think pair share learning steps and activities on worksheets can start students more active in learning even though it still needs improvement in next cycle. The results of this reflection are used as the basis for the planning and implementation of cycle II.

Implementation of learning in cycle II contains learning activities on the theme "Exploring Outer Space" with the sub-theme "Amazing Order" with social studies, Indonesian, and Civics subjects with the subject matter of modernization of Indonesian society, characters in stories, and unity and oneness. The learning model used is the think pair share model.

The learning implementation in cycle II was prepared based on reflection on learning cycle I. Based on learning reflections, improvements in learning were made for cycle II, including (1) Giving additional awards to students who dare to express opinions and be actively involved in learning, so that students dare to express their opinions or be more confidence, also to motivate other students to be more active; (2) The teacher needs to explain the think pair share pattern before learning is carried out, students need to be given motivation for the importance of discussions with peers and other friends; (3) Providing ice breaking and yelling in the middle of learning so that students remain focused and enthusiastic when they reach saturation in the learning process; (4) Reducing the difficulty level of tasks on the worksheet. In addition, in the context of data collection, instrument observation sheets for student learning activities were prepared, and evaluation test kits/assessment sheets, as well

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as worksheets to assist students in the learning process.

Implementation of Actions and Observations in Cycle II begins with preliminary activities in which the teacher greets students, invites students to pray, checks attendance, and sings the national mandatory song "Garuda Pancasila". In addition, the teacher also conducts apperception, provides motivation for learning, and conveys learning objectives.

In the core activity, students are asked to read the material. Then, the teacher gives several questions about the reading to find out how much students understand the material they have just read. Next, the teacher gives worksheets to students and asks them to read texts entitled "Modernization for the Indonesian Nation" contained in the worksheets. The teacher explains the activities that will be carried out after reading the fiction text. Students are asked to answer the problems on the worksheet individually (think). The teacher monitors student activities in working on worksheets and facilitates students if they have questions. After finishing answering the problems individually, students exchange answers and discuss with their peers (pairs), and continue discussions with other pairs (share). The teacher monitors and facilitates discussions if there are questions from students during discussion activities. To raise the enthusiasm of students, the teacher invites students to do ice-breaking and yell for a moment. After the ice-breaking and yelling activities, the teacher invites one group to present their work, while the other group listens to the presentation from the presenting group, and vice versa. At the end of the core activity, the teacher gives awards to groups and students who get the best results.

In closing activities, the teacher gives evaluation questions to each student. Then, students work on the evaluation questions individually. Then, the teacher conducts questions and answers to students about the material that has been studied together. The teacher also provides opportunities for students to express their opinions about the learning that has been followed. Before going home, the teacher together with the students sang the folk song "Isen Mulang" and invited the students to pray according to their respective religions and beliefs.

Based on the observation results and analysis of the results of the learning evaluation in cycle II, information was presented in Table 3. Based on the data in the table, it appears that the actions given have reached indicators of success. Based on the data in Table 3, it appears that the activity of students in learning has reached indicators of success because 75% of students get good and very good categories with an average activity value of 76.53. The students' learning outcomes have also met the indicators of success because 75% of students achieve complete learning outcomes with an average value of 74.67.

**Table 3. The results in Cycle II in Class VI-B**

| Data Type | Indicator of Success | Results of Actions | | | Conclusion |
|---|---|---|---|---|---|
| | | Number of students | Percentage | Average | |
| Student activity | 75% of students get the good and very good categories | 12 students obtained good and very good categories from 16 students | 75% | 76.53 | Indicators of success achieved |
| Learning outcomes | 75% of students in the class succeeded | 12 students completed from 16 | 75 % | 74.67 | Indicators of success achieved |

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| | | |
|---|---|---|
| | in achieving the completeness criteria | students |

Based on the results in cycle II, the student's learning outcomes and activities have met the specified success indicators. In general, based on the results of the implementation of learning in cycle II, the difficulties had decreased. Most students already dare to express their opinion, and the number of active students is increasing. In cycle 1, only 43.75% of students got good and very good categories of activity, this number increased to 75% of students in cycle II. Likewise with the learning outcomes, in cycle I only 62.5% of students achieved mastery of learning outcomes, and the number of students who passed increased to 75% in cycle II.

The improvement related to student learning activities and results indicates that the implemented action has been successful. However, there are still some students who are less active in learning, especially less active in pair discussions and group discussions (share). In addition, there are still students who get low scores (have not yet achieved completeness). Through the results of discussions with teachers and other colleagues, it is suggested that teachers pay more attention to some students who are less active and take a special approach to these students to find the root of the problem. The results of this reflection are used as the basis for the planning and implementation of cycle III.

The implementation plan for learning in cycle III was prepared based on the results of reflection on learning in cycle II, namely by increasing the activities and learning outcomes of students through learning with the think pair share model. The implementation of learning still maintains the learning in cycle II, in addition, the teacher pays more attention to some students who are still not active and have not achieved completeness from the results in cycle II.

The implementation of learning in cycle III contains learning activities on the theme "Exploring Outer Space" with the sub-theme "Amazing Order", the learning content is Indonesian, Civics, and Social Sciences, with the subject matter of the characters in the story, the meaning of national unity and integrity, and the impact of modernization. In the preliminary activities, the teacher greets students, invites students to pray before studying, checks the presence of students, and sings the national anthem "Garuda Pancasila". The teacher also conducts apperception, provides motivation, and conveys learning objectives. In the core activity, the teacher gives an explanation of the material regarding character traits in fictional texts, then the teacher gives worksheets to students and asks students to read the fictional text "Rainbow" and "The Impact of Modernization" contained in the worksheet. After reading the fiction text, the teacher inspires the students by giving quizzes about the text they just read. Next, the teacher carries out the stages of think pair share learning.

Based on the results in cycle III, the information is presented in Table 4. Based on the data in the table, the actions given have had a good impact on learning. Based on the data in Table 4, it appears that the student's activities in learning have reached indicators of success because 87.5% of students get good and very good categories with an average activity value of 90.53. The students' learning outcomes also met the indicators of success because 81.25% of the students achieved complete learning outcomes with an average score of 82.14.

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**Table 4. The results in Cycle III in Class VI-B**

| Data Type | Indicator of Success | Results of Actions | | | Conclusion |
|---|---|---|---|---|---|
| | | Number of students | Percentage | Average | |
| Student activity | 75% of students get the good and very good categories | 14 students obtained good and very good categories from 16 students | 87.5% | 90.53 | Indicators of success achieved |
| Learning outcomes | 75% of students in the class succeeded in achieving the completeness criteria | 13 students completed from 16 students | 81.25% | 82.14 | Indicators of success achieved |

Based on the data obtained during learning in cycle III, learning can be said to have a positive impact on student learning activities and outcomes. The students' activities have achieved the specified success indicators. In the first cycle, students who received good and very good categories of activity were 43.75%, 75% in cycle II, and increased to 87.5% in cycle III. Likewise with learning outcomes, in cycle I only 62.5% of students achieved complete learning outcomes, the number of students who completed increased to 75% in cycle II, and 81.25% in cycle III.

Based on the assessment of learning outcomes and observations of the activities of students in class VI-B SDN 4 Panarung from each cycle (cycle I, cycle II, and cycle III) on the theme "Exploring Outer Space" with the sub-theme "Amazing Order", the results are presented in Figure 1. Based on Figure 1, it can be seen that there is an increase in the average value in each cycle, both for learning outcomes and student activities. In cycle I, the average value of learning outcomes was 65.63, then increased to 74.67 in cycle II, and also increased in cycle III to 82.14. Based on Figure 1, it can also be seen that there was an increase in the average value of student activity in each cycle. In cycle I, the average value of student activity was 69, then increased in cycle II to 76.53, and in cycle III to 90.53.

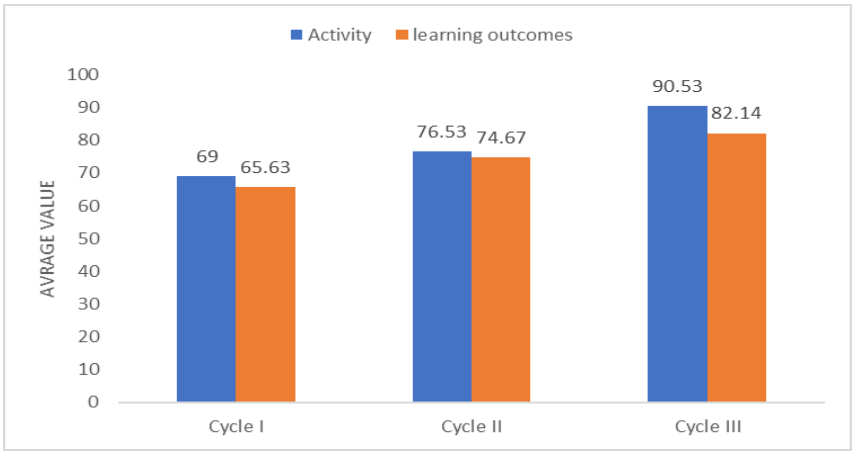


**Figure 1. Learning outcomes and activities in each cycle**

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## DISCUSSION

In general, the implementation of the action by implementing think pair share model has shown an increase in the average value of learning outcomes (obtained from tests) and an increase in the number of students who achieve completeness in each cycle. Likewise with the activeness of students, through the implementation of think pair share there is an increase in the average value of the activity (obtained from observations) and an increase in the number of students who obtain activity scores in the good and very good categories. Results like this also found in several other studies. Studies conducted by Daniel Winantara & Laba Jayanta (2017), Yumaroh et al. (2020), and Harefa et al. (2022) found that the implementation of learning using the think pair share model increased the students' learning outcomes in elementary schools. Meanwhile, studies conducted by Tembang (2018) and Sariayu & Miaz (2020) found that students in elementary schools became more active while participating in learning using the think-pair-share model.

Implementation of learning with the think pair share model provides changes to the role of class VI-B students in participating in learning activities. Through think pair share, students work together to solve problems or answer questions assigned by the teacher. Students are required to think individually about the answer to a question and share ideas with classmates. This learning pattern gives rise to activities, such as reading, thinking independently, discussing in pairs, group discussions, class discussions, asking questions, presenting, or working on the worksheet. These activities make students more active, students try to build their knowledge constructively under the guidance of the teacher (Daniel Winantara & Laba Jayanta, 2017). Mundelsee and Jurkowski (2021) state that through learning think pair share, students gain knowledge because they share experiences with their peers, as well as benefit from the socio-cognitive conflict that occurs when people with different ideas or perspectives collaborate. From a motivational standpoint, working with others activates learners because they experience feelings of cohesion groups, social relatedness, and competence (Cohen, 1994). Communication and dialogue of students are the essences of collaborative learning (Jurkowski & Hanze, 2015) such as think pair share. Through interaction between students, when students talk to each other, they repeat their ideas, get other perspectives from other students, and are finally able to achieve a better understanding (Benckert & Pettersson, 2008).

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research data analysis, the implementation of the think pair share model can increase the activity and learning outcomes of class VI-B students at SDN 4 Panarung on the theme "Exploring Outer Space, the Sub-theme of Amazing Order". This increase can be seen from the increase in the average value of student activity in each cycle. In cycle I the average value of student activity was 69, increasing to 76.53 in cycle II, and increasing again to 90.53 in cycle III. Likewise, the percentage of students who got good and very good categories for activities also increased, cycle I students who got good and very good categories of activities were 43.75%, 75% in cycle II, and 87.5% in cycle III.

In addition to increasing activity, the application of the think pair share model improves the learning outcomes of students in class VI-B SDN 4 Panarung. This increase can be seen from the increase in the average value of student learning outcomes in each cycle. In cycle I the average value of learning outcomes was 65.63, increased to 74.67 in cycle II, and increased again in cycle III to 82.14. The

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percentage of students who passed also increased, in cycle I only 62.5% of students who passed, increased to 75% in cycle II, and 81.25% of students who passed in cycle III.

Referring to the results of this study and observations during learning, the think-pair-share model is suitable for application to learning in elementary schools through careful and collaborative planning. Through careful and collaborative planning, the implementation of the think pair share model can make students play an active role in learning activities. The procedures used in the think pair share learning model provide opportunities for students to think more, respond to each other, and help each other. In other words, through the application of the think pair share model, learning becomes student-centered, and the teacher is more likely to act as a facilitator.

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