



IMPROVING STUDENTS' LEARNING OUTCOMES IN INTEGRATED THEMATIC LEARNING USING THINK PAIR SHARE AS COOPERATIVE LEARNING MODEL AT CLASS V OF SDN 09 MANGGIS GANTING IN BUKITTINGGI

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MENINGKATKAN HASIL BELAJAR PESERTA DIDIK DALAM PEMBELAJARAN TEMATIK TERPADU MENGGUNAKAN *THINK PAIR SHARE* SEBAGAI PEMBELAJARAN KOOPERATIF DI KELAS V SDN 09 MANGGIS GANTING KOTA BUKITTINGGI

ARTICLE HISTORY

Submitted:

28 Maret 2023

28th March 2023

Accepted:

07 Juni 2023

07th June 2023

Published:

27 Juni 2023

27th June 2023

ABSTRACT

Abstract: This paper is armed with research problems regarding integrated thematic learning that takes place among the fifth-grade students of SDN 09 Manggis Ganting, which comes from teacher-centered, the lack of student skill in using critical thinking to solve problems, the lack of students' learning activities, the lack of students' courage to express their opinions, and the low of students' learning outcome. The purpose of the research is to show how the cooperative learning model of the Think Pair Share can encourage the improvement of fifth-grade students' learning outcomes at SDN 09 Manggis Ganting of Bukittinggi. Classroom Action Research is type of research in this paper by combining qualitative and quantitative research methods. The research involved educators and 24 fifth-grade students. There are two cycles of research. Two meetings were held in cycle I and one meeting was held in cycle II. The research results indicate that there are increasing percentages in the cycle, which are a) RPP in cycle I at 86.10% (B) and in cycle II at 94.44% (SB), b) the implementation process of the educator aspects in cycle I at 80% (B) and in cycle II at 95% (SB), while the implementation of student aspects in cycle I at 80% (B) and in cycle II at 95% (SB), c) students' evaluation to encourage an increasing learning outcome in cycle I at 78.25 and in cycle II at 90.47. It can be concluded that the TPS model can encourage increased student learning outcomes.

Keywords: students' learning outcomes, integrated thematic learning, think pair share

Abstrak: Artikel ini berbekal dari permasalahan penelitian mengenai pembelajaran tematik terpadu yang berlangsung pada siswa kelas V SDN 09 Manggis Ganting yang berpusat pada guru, kurangnya kemampuan siswa dalam menggunakan pemikiran kritis untuk memecahkan masalah, kurang aktifnya siswa kegiatan pembelajaran, kurangnya keberanian peserta didik untuk mengungkapkan pendapatnya, dan rendahnya hasil belajar murid. Maksud penelitian yakni menunjukkan bagaimana model pembelajaran kooperatif tipe *Think Pair Share* bisa mendorong peningkatan hasil belajar siswa tingkat V SDN 09 Manggis Ganting Kota Bukittinggi. Penelitian Tindakan Kelas merupakan riset pada artikel ini dengan menggabungkan metode kualitatif dan kuantitatif. Riset melibatkan pendidik dan 24 murid tingkat V. Terdapat dua siklus pada penelitian. Dua kali pertemuan dilaksanakan pada siklus I dan satu kali pertemuan dilaksanakan pada siklus II. Hasil riset memperlihatkan adanya persentase yang meningkat pada siklus pada a) RPP siklus I senilai 86,10% (B) dan di siklus II sebesar 94,44% (SB), b) proses pelaksanaan pada aspek pendidik siklus I senilai 80% (B) dan pada siklus II sebanyak 95% (SB), sementara pelaksanaan pada siswa siklus I senilai 80% (B), di siklus II sebesar 95% (SB), c) evaluasi pada siswa untuk mendorong meningkatnya hasil belajar di siklus I didapatkan nilai 78,25 dan di siklus II memiliki nilai 90,47. Dapat disimpulkan bahwa model TPS dapat mendorong peningkatan hasil belajar murid.

Kata Kunci: hasil belajar siswa, pembelajaran tematik terpadu, think pair share

CITATION

Hidayati, F., & Lena, M. S. (2023). Improving Students' Learning Outcomes in Integrated Thematic Learning Using Think Pair Share As Cooperative Learning Model At Class V Of Sdn 09 Manggis Ganting In Bukittinggi. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (3), 703-715. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i3.9738>.

INTRODUCTION

Integrated thematic is learning whose learning content is integrated and allows students to discover learning concepts Yuni & Lena (2021). This is in line with Juanda's statement (2019) that thematic learning is a learning activity that combines content from various subjects so that it is integrated into one theme to provide interesting learning opportunities for students.

The same thing was explained by Simorangkir and Tanjung (2019: 307) thematic learning is thematic learning aimed at creating meaningful learning conditions for every student in the class. According to Rusman (2015: 250) The theme learning model is essentially a learning system that allows students to actively seek, investigate, study, and discover concepts and principles in a holistic, authentic, and balanced manner, both individually and in group learning.

Integrated thematic learning aims to help students focus on one topic and develop knowledge and skills in that topic, which can lead to a strong interest in learning and a greater understanding of the material. Teachers can save time by using integrated learning, and students' character and morals can be improved by participating in integrated learning. (Barron et al., 2008)

Learning outcomes according to Ismawati (2020) are skills which students develop after participating in teaching and learning activities. This skill consists of cognitive, emotional, and psychomotor components.

This was explained by Sukma (2016), according to which human intelligence has three areas: the cognitive domain, which is related to students' reasoning abilities; emotive, which is related to values as well as attitudes; as well as psychomotor aspects which relate to the skills of the participants. teaching and learning activities. The success of integrated thematic learning can be determined

based on the achievement of learning objectives and the adoption of learning models which can encourage increased learning outcomes.

Ideally a learning that is able to bring out the creativity of children and the teacher has a role that supports this process. In learning, the teacher must be able to become a facilitator and design learning as effectively as possible so that ideal learning is realized. Learning, when the process is able to encourage active students, considers learning fun and contextual and learning objectives can be achieved as indicated by learning outcomes (Tarigan et al., 2021). Successful competence will be demonstrated by achieving satisfactory learning outcomes (Fandary & Lena, 2022).

Achievement of ideal learning is realized by applying innovative models to activate the main role of students. The learning model is a form of learning planning which includes a series of learning activities to the use of other learning devices (Maisarah & Lena, 2021). But in reality, the ideal learning process and the application of innovative learning models in schools are still not optimal.

Based on the findings of researchers in observation and interview activities at the research site, namely in class V SDN 09 Manggis Ganting in Semester 1 of the 2022/2023 academic year on September 19 and 20 2022, researchers obtained problems in components in planning and implementing thematic learning.

The problems encountered in the planning component are: (1) the lack of learning models used by teachers, (2) the lack of variety of learning methods used by teachers, (3) indicators and learning objectives that are less developed from KD related to teaching materials (4) The learning approach in high grades utilizes a scientific approach.

The problems encountered in the components in carrying out learning include:

(1) Dominant educators use the lecture method so that it narrows the space for students to develop independently in discovering, developing, building their own knowledge, and conveying opinions and ideas in the learning process, (2) not there are opportunities for students to build discussions and group work so that the form of cooperation of each student has not been developed in teaching and learning activities, (3) educators focus on only certain subjects where students become passive in expressing opinions. This is shown through the attitude of students who are just silent and lack the confidence to express their opinions, (4) The teacher has not used a suitable learning model in an effort to adjust the conditions of students so that they can provoke active opinions and appear in front of their friends.

The problems obtained from the above observations have an effect on students, namely: (1) Students become passive when learning and feel bored with the classroom

atmosphere as seen through students tend not to ask questions and do not respond to teacher questions, (2) Lack of critical thinking attitude in students when teaching and learning activities in which students passively accept teacher teaching material without actively thinking about learning (3) Students become less motivated to express opinions and questions related to learning material because understanding of the material is still low, (4) Lack of cooperation between individual students or in groups. This can be seen when studying in groups students seem reluctant to hold discussions and still work individually.

The problems above lead to quite low learning outcomes in the implementation of integrated thematic learning activities. The low achievement of these students is reflected in the Mid Semester Assessment (PTS) where student scores have not met the Minimum Learning Mastery (KBM) so they tend to be low. The KBM used by schools is 75.

Table 1. PTS Scores Semester I Thematic Learning Class V SDN 09 Manggis Ganting 2022/2023

| Subjects | KKM | The number of students | | Persentase(%) | |
|-------------|-----|------------------------|---------------|---------------|---------------|
| | | Complete | Not Completed | Complete | Not Completed |
| B.Indonesia | 75 | 11 | 13 | 45% | 55% |
| IPA | 75 | 9 | 15 | 38% | 62% |
| IPS | 75 | 12 | 12 | 50% | 50% |
| PPKn | 75 | 11 | 13 | 45% | 55% |
| SBdP | 75 | 12 | 12 | 50% | 50% |

Source: Secondary data class V SDN 09 Manggis Ganting, Kota Bukittinggi

From the table above it can be seen that the grade V SDN 09 Manggis Ganting PTS is still low. This class has problems with low learning outcomes in Indonesian, Natural Sciences, Social Sciences, PPKn and SBdP subjects. Based on the information in the table, it can be seen that there are still many student scores that do not meet the KBM (Minimum Limit Criteria) set by the school.

To overcome these conditions, the TPS Cooperative Type is the most effective learning model for increasing student activity in participating in individual or group learning.

The Think Pair Share (TPS) learning model is a learning model with the ability to provide opportunities for students to respond, process thoughts, and help each other (Fathurrohman, 2017). This is in accordance with the opinion of Lestari and Yudhanegara (2017) who say that Think Pair Share is a cooperative learning model which can provide stimulation for students to think actively in certain groups of pairs so as to enable the process of sharing knowledge with each student.

Learning outcomes increased when the

TPS learning model was implemented as shown in the results of research by Parista and Lena (2021) entitled "Improvement of Student Learning Outcomes Using the Think Pair Share Learning Model in Integrated Thematic Learning Class V SDN 01 Koto Marapak Kota Pariaman". The results of the RPP assessment showed that Cycle I averaged 80.55% (good), Cycle II 94.44% (very good), Implementation of teacher-side learning Cycle I averaged 77.5% (good), Cycle II 95% (Very good). While the student side of Cycle I got an average score of 70% (good) and Cycle II got a score of 90% (very good). Student learning outcomes in cycle I have an average score of 67.3 (poor) and 85 (good) in cycle II.

Based on the problems that researchers found and efforts to overcome these problems, researchers have an interest in the implementation of TPS for the activities of providing material in class V SD. Researchers took research with the topic "Improving Student Learning Outcomes in Integrated Thematic Learning Using the Cooperative Learning Model Think Pair Share Type in Class V SDN 09 Manggis Ganting"

METHOD

The classroom action research method was used in this study. According to Arikunto (2018: 142), "Classroom Action Research (CAR) or in English Classroom Action Research (CAR) is classroom action research conducted by teachers with the aim of improving the quality of teaching practice in their classes."

SDN 09 Manggis Ganting, City of Bukittinggi, is the place where this research was conducted. The location was chosen on the basis of several things: (a) according to the results of observations and questions and answers to the class teacher that the integrated thematic teaching and learning process in class V SDN 09 Manggis Ganting requires updating of the learning model in order to improve student learning outcomes; (b) teachers and school officials are open and willing to accept

and cooperate with researchers to conduct this research for renewal in improving the learning process; (c) SDN 09 Manggis Ganting has implemented the 2013 curriculum; (d) the TPS-type Cooperative Learning model has never been used by teachers in integrated thematic learning actions.

This research used subjects, namely teachers and all fifth grade students at SDN 09 Manggis Ganting who were enrolled in the 2022/2023 academic year. The total number of students in the class is 24 people, with a composition of (11) male students and (13) female students. As practitioners, namely researchers who are involved in the research process in class V SDN 09 Manggis Ganting and an observer, namely the class teacher concerned, whose role is to observe learning.

The research was carried out during semester II (January – June) of the 2022/2023 academic year in class V at SDN 09 Manggis Ganting. PTK will be held in two cycles. Two meetings were held in cycle I which were held on Thursday, 2 February 2023 at 07.20 to 11.00 and on 7 February 2023 at 07.30 to 11.00. Meanwhile, cycle II was held on Monday, 13 February 2023 at 07.30 to 11.00.

The methodology that researchers apply is two approaches, namely quantitative and qualitative. The research implementation technique known as a qualitative approach produces descriptive data. (Sugiyono, 2017). Meanwhile, a quantitative approach is an approach that requires statistical data or measurement results with numbers (Y.R. Sari & Lena, 2020).

Research data collection utilizes analysis documents, observations, tests and non-tests. Observation sheets composed of teacher and student activity sheets, lesson plan assessment observation sheets, test and non-test sheets consisting of skill assessment rubrics and attitude journals became instruments in collecting research data.

The research flow used by researchers is a flow developed by Kemmis Mc Taggart (Juanda 2016) which is carried out in a

repeating cycle with four main activity stages, namely planning, implementing actions, observing and reflecting. From the implementation of the research flow, research data were obtained which contained data in descriptive form (qualitative and numerical (quantitative)). Qualitative data was collected from observing lesson plans and how students used learning activities to learn. Quantitative data was collected from students, such as what they had learned of activities related to assessment questions.

Sources of research data were taken from the process of implementing the TPS model including lesson plans, the learning process, and students' results in learning. To retrieve data the researchers used techniques including: a) analyzing documents, b) observing, c) testing d) and non-testing through research instruments which included lesson plans and student and teacher evaluation sheets, learning evaluation sheets as well as test and non-test sheets. student test.

Obtaining data from the results of data collection on the implementation of the research was analyzed qualitatively and quantitatively. Qualitative data analysis is applied to process the results of research data in terms of the learning process which will be described by the stages of grouping data and drawing conclusions (Sugiyono, 2016). Student learning outcomes are data that is analyzed quantitatively (Rosyada & Zainil, 2020).

RESULTS AND DISCUSSION

The implementation of TPS-type Cooperative Learning in this study will discuss its relation to improving learning outcomes in integrated subjects. This research was conducted at level V of SDN 09 Manggis Ganting with theme 7 "Events in Life" in the even semester of the 2022/2023 school year. The researcher carried out 2 cycles of research, 2 meetings in cycle I and one meeting in cycle II using the TPS type Cooperative Learning model. For a more detailed explanation, the research results can be described as follows:

Cycle 1 Research Results

Cycle I research was carried out in two meetings which included several stages, namely planning, implementing, observing, and reflecting. Hasil Pengamatan Aspek RPP

Based on the research that has been done, the results of the analysis of the RPP cycle I assessment show a value of 86.10% which is classified as a good category (B). Where in cycle I meeting 1 a value of 30 out of the 36 requested descriptors was produced, resulting in an RPP assessment value of 83.33% which was classified as good (B). Then cycle I stage 2 got a score of 32 of the 36 requested descriptors, resulting in a percentage of the RPP assessment of 88.88% which was classified as good (B). For details of the RPP observation results can be seen in the following table:

Table 2. Percentage of Aspects of RPP Cycle I

| No | Rated aspect | Cycle I meeting 1 | | Cycle I meeting 2 | |
|----|------------------------------------|-------------------|---------------|-------------------|---------------|
| | | Score | Qualification | Score | Qualification |
| 1 | RPP identity | 4 | SB | 4 | SB |
| 2 | Formulation of Learning Indicators | 4 | SB | 4 | SB |
| 3 | Formulation of Learning Objectives | 3 | B | 4 | SB |
| 4 | Learning materials | 2 | C | 3 | B |
| 5 | Instructional Media | 3 | B | 3 | B |
| 6 | Learning model | 4 | SB | 4 | SB |
| 7 | Learning Scenario | 3 | B | 3 | B |
| 8 | Implementation of class-based PPK | 3 | B | 3 | B |

| | | | | | |
|---|----------------------------------|---------------|----|---------------|----|
| 9 | Authentic Assessment Design | 4 | SB | 4 | SB |
| | Number of Scores obtained | 30 | | 32 | |
| | Total Maximum Score | 36 | | 36 | |
| | Percentage | 83,33% | | 88,88% | |
| | Qualification | B | | B | |

Source: Primary Data 2023

According to the results of the RPP assessment in cycle I, it shows that there was a shortage of educators when preparing the RPP. Therefore, it is necessary to make improvements to the preparation of lesson plans in cycle II with the aim of getting maximum results.

Results of Observations on Teacher and Student Aspects

The application of the "Think Pair Share (TPS)" model can be observed through two sides, namely teacher activities and student activities during the implementation of the action. Through the results of the analysis of observations of teacher activities cycle I

meeting 1 resulted in a score of 15 out of 20 descriptors, so that the percentage of teacher success was 75% and classified as Enough (C). In the first cycle of the next meeting, teacher activity scored 17 out of the 20 requested descriptors, so that the percentage of teacher success in cycle I meeting 2 was 85% and was classified as good category (B). Thus the average success of implementing teaching and learning activities in terms of teacher activity during the first cycle, namely 80%, was in good qualification (B). For details on the results of the assessment of the implementation of learning in cycle I teachers, it can be shown in Table 3.

Table 3. Percentage of Cycle I Teacher Performance Aspects

| No | Rated aspect | Cycle I meeting 1 | | Cycle I meeting 2 | |
|----|----------------------------------|-------------------|---------------|-------------------|---------------|
| | | Score | Qualification | Score | Qualification |
| 1 | Preliminary activities | 3 | B | 4 | SB |
| 2 | Step 1 | 4 | SB | 4 | SB |
| | Think | | | | |
| | Step 2 | 3 | B | 3 | B |
| | Pair | | | | |
| | Step 3 | 2 | C | 3 | B |
| | Share | | | | |
| 3 | Closing Activities | 3 | B | 3 | B |
| | Number of Scores obtained | 15 | | 17 | |
| | Total Maximum Score | 20 | | 20 | |
| | Percentage | 75% | | 85% | |
| | Qualification | C | | B | |

Source: Primary Data 2023

For the successful implementation of learning for students in cycle I meeting 1, a score of 15 of the 20 requested descriptors was obtained, so that the percentage of student success, namely 75%, was classified as Enough (C). Furthermore, in the first cycle,

the next meeting of the student activity got a score of 17 out of the 20 requested descriptors, so that the percentage of success of students in the first cycle of meeting 2 was 85%, which was classified as a good category (B). Thus, the average success of

implementing the learning process in terms of student activities in cycle I is 80% which is classified as good category (B). For details on the results of the assessment of the

observation of ongoing learning activities on the student side in cycle I, it can be shown in Table 4.

Table 4. Percentage of Student Activity Aspects Cycle I

| No | Rated aspect | Cycle I meeting 1 | | Cycle I meeting 2 | |
|----------------------------------|------------------------|-------------------|---------------|-------------------|---------------|
| | | Score | Qualification | Score | Qualification |
| 1 | Preliminary activities | 3 | B | 4 | SB |
| 2 | Step 1 | 4 | SB | 4 | SB |
| | Think | | | | |
| | Step 2 | 3 | B | 3 | B |
| | Pair | | | | |
| | Step 3 | 2 | C | 3 | B |
| | Share | | | | |
| 3 | Closing Activities | 3 | B | 3 | B |
| Number of Scores obtained | | 15 | | 17 | |
| Total Maximum Score | | 20 | | 20 | |
| Percentage | | 75% | | 85% | |
| Qualification | | C | | B | |

Source: Primary Data 2023

Learning that implements the Think Pair Share (TPS) model does not go well at the 2nd meeting of cycle I because of the many problems that require improvement so that cycle II which is the next part can show more improved results.

Student Learning Outcomes

Assessment of student learning outcomes can be reviewed on three components, namely skills, attitudes, and knowledge. The attitude component used an assessment instrument in the form of an attitude journal as seen from spiritual and social attitudes. Student learning outcomes in terms of attitudes at first cycle I meeting, there were 5 students who were more prominent when teaching and learning activities, 2 students were positive and 3 students were negative. At meeting 2 of cycle I, 5 students were found to stand out, 3 of them were positive and 2 others were negative.

In terms of knowledge, at meeting 1 cycle I obtained an average of 76.38 which was in the sufficient predicate (C), where only

11 students exceeded the KKM score of 24 students. Then cycle I meeting 2 obtained an average student learning outcome of 83.52 with good qualifications (B) increased from before, where 17 students succeeded in exceeding the KKM of 24 students.

Student learning outcomes are reviewed through the skills component, cycle I meeting 1 obtained an average of 72.56, namely the predicate is sufficient (C). Out of a total of 24 students, only 11 students exceeded the KKM. Furthermore, in cycle I meeting 2 there was an increase in the average, namely 80.55 and classified as a good predicate (B). For the achievement of student learning outcomes seen through knowledge and skills at the first meeting of the first cycle, the class average was 74.47 and at the second meeting of cycle I was followed by an average of 82.03.

Cycle II Research Results

Observation Results of RPP Aspects

According to the research that has been carried out, the results of the RPP

assessment analysis in cycle II yielded a value of 34 of the 36 requested descriptors so that the percentage of lesson plan assessment in cycle II was 94.44% and was classified in the very good category (SB). However, there are still descriptors that have not emerged which are

observed by observers, namely the development of detailed and clear materials and the suitability of learning resources with learning materials. More detailed results are shown in Table 5

Table 5. Percentage of Aspects of RPP Cycle II

| No | Rated aspect | Cycle II | |
|----------------------------------|------------------------------------|---------------|---------------|
| | | Score | Qualification |
| 1 | RPP identity | 4 | SB |
| 2 | Formulation of Learning Indicators | 4 | SB |
| 3 | Formulation of Learning Objectives | 4 | SB |
| 4 | Learning materials | 3 | B |
| 5 | Instructional Media | 3 | B |
| 6 | Learning model | 4 | SB |
| 7 | Learning Scenario | 4 | SB |
| 8 | Implementation of class-based PPK | 4 | SB |
| 9 | Authentic Assessment Design | 4 | SB |
| Number of Scores obtained | | 34 | |
| Total Maximum Score | | 36 | |
| Percentage | | 94,44% | |
| Qualification | | SB | |

Source: Primary Data 2023

According to the table, it can be concluded that the results of observations on the RPP through the application of the TPS model have been carried out well, which is indicated by the existence of an increased value compared to cycle I. RPP designed in cycle II certainly have an effect on student learning outcomes. As revealed by Deviana and Kusumaningtyas (2019) that designing/developing good, systematic and complete learning tools can be the first step for teachers to produce a good and successful

learning process.

Results of Observations on Teacher and Student Aspects

Through the results of observations of the implementation of teaching and learning activities of teachers in cycle II, a score of 19 of the 20 requested descriptors was obtained, so that the percentage of teacher success was 95% which was classified as very good predicate (SB). For details, see the following table:

Table 6. Percentage of Cycle II Teacher Performance Aspects

| No | Rated aspect | Cycle II | |
|----|------------------------|----------|---------------|
| | | Score | Qualification |
| 1 | Preliminary activities | 4 | SB |
| 2 | Step 1 Think | 4 | SB |
| | Step 2 Pair | 3 | B |

| | | |
|----------------------------------|------------|----|
| Step 3 Share | 4 | SB |
| 3 Closing Activities | 4 | SB |
| Number of Scores obtained | 19 | |
| Total Maximum Score | 20 | |
| Percentage | 95% | |
| Qualification | SB | |

For the successful implementation of learning from the student side of cycle II, a score of 19 of the 20 requested descriptors was obtained, so that the percentage of student

success was 95% with very good qualifications (SB). The more detailed results can be shown in Table 7.

Table 7. Percentage of Student Activity Aspects Cycle II

| No | Rated aspect | Cycle II | |
|----|----------------------------------|------------|---------------|
| | | Score | Qualification |
| 1 | Preliminary activities | 4 | SB |
| 2 | Step 1 Think | 4 | SB |
| | Step 2 Pair | 3 | B |
| | Step 3 Share | 4 | SB |
| 3 | Closing Activities | 4 | SB |
| | Number of Scores obtained | 19 | |
| | Total Maximum Score | 20 | |
| | Percentage | 95% | |
| | Qualification | SB | |

According to the description in the table, it is said that the implementation of the TPS model in class V at SDN 09 Manggis Ganting, Bukittinggi City, has been going well, as seen through the presence of increased scores compared to the previous cycle and belonging to the very good category (SB). This result is in line with the advantages of the Think Pair Share (TPS) model, which is that it can make student participation more optimal, especially regarding opinions and can encourage thinking, can establish good cooperation with other students through pairing, and can share sharing) information/ideas with friends (Sukma and Meyda, 2020).

Student Learning Outcomes

Learning outcomes are reviewed in

terms of attitude in cycle II, namely there are 3 students who show a positive attitude during learning. Student learning outcomes in terms of knowledge, in cycle II got an average of 91.37 and belonged to a good predicate (B), where all students had achieved value completeness. From in terms of skills, cycle II obtained an average of 89.54 and was classified as very good (B), where all students had succeeded in achieving the KKM. To recapitulate the achievement of learning outcomes in the form of knowledge and skills in cycle II, the class average is 90.47 and is classified as good (B).

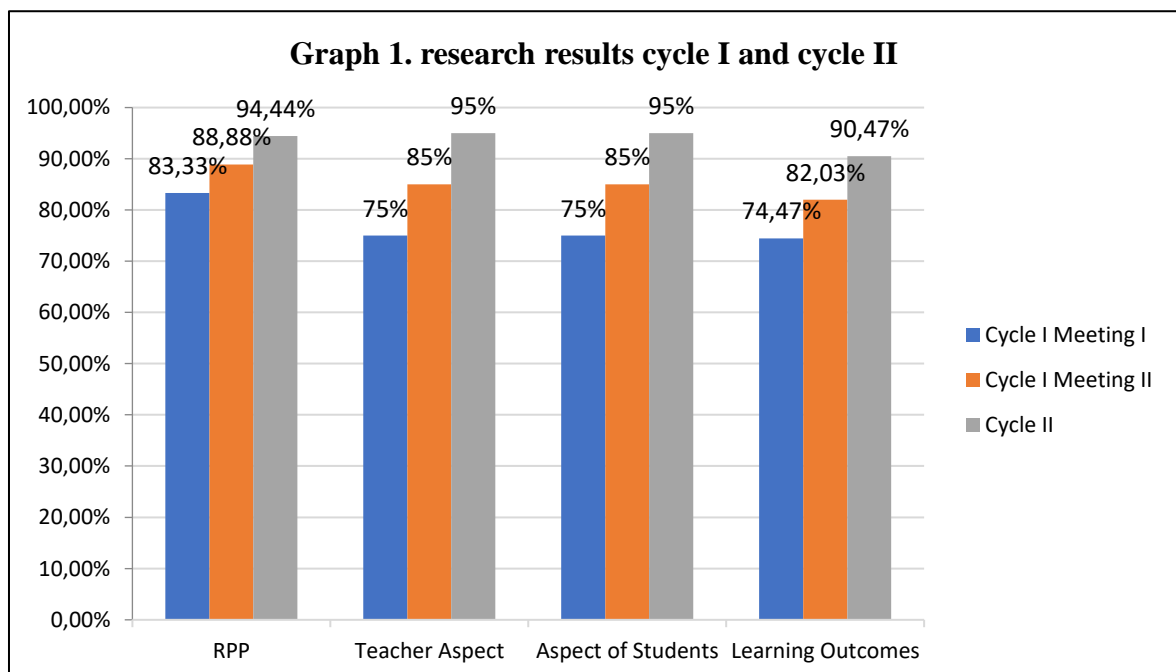
The description above shows that when viewed from the RPP aspect, teachers and students have achieved very good qualifications and all level V students at SDN

09 Manggis Ganting Kota Bukittinggi have achieved a material acceptance score above the KKM. Therefore, from cycles I and II, researchers who are practitioners and teachers as observers carry out collaborations. This PTK is carried out by utilizing the TPS model in terms of several results improvements: 1) RPP; 2) teacher and student aspects; 3) student learning outcomes.

DISCUSSION

The discussion is the answer to the formulation of the problem that the researcher describes. Discussion on how the process of implementing integrated thematic learning with the Think Pair Share model in class V SDN 09 Manggis Ganting, Bukittinggi City and what the learning outcomes are. In this model, students collaborate with each other in study groups. Based on the research that the researchers carried out, the researchers concluded that TPS is a learning model that improves the thematic implementation process and the achievement of student learning outcomes. Integrated thematic makes learning active and encourages students to play a full

role in implementing learning (Reinita, 2019). In this case, the teacher only acts as a facilitator as much as possible (Parista & Lena, 2020). This has been achieved from the research carried out both in terms of lesson plans and implementation of learning. The results obtained from the application: 1) Results of observations of teacher activity in cycle I meeting 1 75% (C), cycle I meeting 2 80% (B) and cycle II 95% (SB), results of observations of student participant activity cycle I meeting 1 75% (C), cycle I meeting 2 80% (B) and results in cycle II 95% (SB). 2) the attitude side in cycle I meeting 1 and meeting 2 got good behavior, then in cycle II it increased to be very good. 3) the knowledge aspect of the first cycle of meetings 1 and 2 is 74.47 (C) and 82.03 (B), then the average of the second cycle is 90.47 (A). 4) the results of the skills aspects of the first cycle of the initial meeting as well xthe second is 72.56 (C) and 80.55 (B), then it becomes 89.58 (B) in cycle II. Based on the research results, the researchers concluded that the implementation of the Think Pair Share model was successful. This can be seen in the following graph:



CONCLUSIONS AND RECOMMENDATIONS

Based on the research, the results and discussion regarding the holding of the TPS learning model at level V at SDN 09 Manggis Ganting, Bukittinggi City, the researchers concluded that the application of the TPS model to integrated thematic learning activities for theme 7 "Events in Life" is proven to increase student learning outcomes. The proof of this statement is exposed from the elaboration of data that has been processed with classroom action research data processing techniques, namely: a) Cycle I lesson plans obtained an average of 86.10% belonging to the Good predicate (B) and cycle II at 94.44% and belonging to the very predicate good (SB) b) the teacher aspect in cycle I obtained an average of 80% (B) experienced an increase compared to cycle II, namely an average of 95% and student aspects in cycle I averaged at 80% (B) and cycle II with an average of 95% (SB) c) aspects of knowledge and skills of students at meeting 1 cycle I at 74.47 and at meeting 2 cycle I at 82.03 and cycle II showed a higher score of 90.47. from the values that have been detailed, it can be concluded that in teaching and learning activities that implement the TPS model can have an impact on increasing learning outcomes, and it is hoped that teachers can design lesson plans and carry out integrated thematic learning with the Cooperative Learning model of the Think Pair Share type to improve student learning outcomes

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PRIMARY: JURNAL PENDIDIKAN GURU SEKOLAH DASAR

VOLUME 12 NOMOR 3 JUNI 2023

ISSN : 2303-1514 | E-ISSN : 2598-5949

DOI : <http://dx.doi.org/10.33578/jpfkip.v12i3.9738>

<https://primary.ejournal.unri.ac.id/index.php/JPFKIP>

am.org/index.php/jptam/article/download/1116/999