

The Effect of Cooperative Learning Model Type Think Pair Share on Social Attitudes of Elementary School Students

Cindy Indah Sari ✉, Universitas Jember
Chumi Zahroul Fitriyah, Universitas Jember
Dyah Ayu Puspitaningrum, Universitas Jember

✉ cindyindahsari09@gmail.com

Abstract: This study examines the effect of the Think Pair Share (TPS) cooperative learning model on students' social attitude scores in fourth-grade students at SDN Patrang 1 Jember. Social attitudes, including cooperation, respect, and responsibility, are essential aspects of character education that can be fostered through interactive learning approaches. This research employs a quasi-experimental method with a Nonequivalent Control Group design, comparing two groups: an experimental class implementing TPS and a control class using the Inquiry Learning model. The sample consists of two fourth-grade classes selected purposively. Data were collected through observation and assessment of students' social attitudes and analyzed using an independent sample t-test with SPSS version 26. The findings reveal a significant difference of 19.1% between the experimental and control classes, with the TPS class demonstrating higher social attitude scores. The statistical test results indicate that $t_{\text{calculated}}$ (14.759) exceeds t_{table} (2.008), confirming the significant effect of TPS on social attitudes. The study concludes that the TPS model effectively enhances students' social attitudes by encouraging structured peer interaction and discussion. These results highlight the potential of cooperative learning strategies in improving character education, particularly in fostering positive social behaviors among elementary school students.

Keywords: Independent Curriculum, Pancasila Education, Social Attitudes, Think Pair Share

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INTRODUCTION

The education curriculum in Indonesia currently uses the Merdeka Curriculum which was developed to improve the 2013 Curriculum. The Merdeka Curriculum focuses on the Pancasila Learner Profile which includes Pancasila attitude values, and aims to provide opportunities for students to deepen learning and strengthen their competence through project activities and character development (Yani et al., 2024). This curriculum also aims to provide more freedom to schools, teachers, and students in determining learning methods that suit their respective needs and potential.

The Merdeka Curriculum emphasizes the development of social attitudes, which include honesty, discipline, confidence, responsibility, care, and courtesy (Mardiana & Emmiyati, 2024). This social attitude is in line with the learning outcomes of Grade IV Pancasila Education, such as identifying and presenting rights and obligations with an attitude of responsibility and confidence. The formation of social attitudes occurs throughout individual development, influenced by the environment, interactions with peers, and life experiences. Therefore, schools and educators need to create an environment conducive to learner character development.

Social attitudes are individual responses to their social environment that reflect values, norms, and ethics in interacting with others (Septiani & Djuhan, 2021). The aspects of social attitudes examined include honesty, discipline, responsibility, courtesy, care, and self-confidence (Oviana et al., 2022). These attitudes play a crucial role in education as they contribute to shaping students' character, fostering integrity, and preparing them to adapt to their social environment. The formation of social attitudes is influenced by various factors, including personal experiences, family and school environments, and interactions with peers (Putra & Renda, 2022).

At school, interactions between learners and teachers play an important role in shaping children's social attitudes. Teachers not only teach academics but also instill values, ethics, and social norms. Children who have positive social experiences at school tend to apply good behavior in their daily lives. Therefore, learning should not only focus on academic knowledge but also on shaping individuals who have social integrity and skills. In addition, the role of peers and the school environment also influence the development of students' social attitudes. Thus, the right learning strategy can help students develop strong and positive social skills.

The results of interviews with class IV A and B teachers at SDN Patrang 1 Jember show that since the 2022/2023 school year, the Merdeka Curriculum has been implemented. Teachers use various learning models in Pancasila Education but have never applied the Think Pair Share (TPS) type cooperative learning model. Some students are less interested in learning, causing low material understanding and weak social attitudes. Observation data shows that there are still students who are undisciplined, less responsible, less caring, and less confident. These factors indicate the need for innovation in learning methods to increase students' involvement in the teaching-learning process and foster positive social attitudes.

The Think Pair Share (TPS) cooperative learning model, developed by Lyman (1981), is a strategy designed to enhance student involvement in learning through three main stages: Think, where students individually reflect on a problem; Pair, where they discuss their thoughts with a partner; and Share, where they present their discussion results to the group or class. This model encourages active participation, critical thinking, and improved social interaction and communication among students (Mundelsee & Jurkowski, 2021). Additionally, TPS offers several advantages, including increased student engagement, strengthened conceptual understanding, and the development of social attitudes such as cooperation, respect for differing opinions, and enhanced self-confidence (Rachmawati & Erwin, 2022).

The TPS cooperative learning model can be used to improve students' social attitudes. TPS is a learning model that guides students in developing individual and group responsibility. This model stimulates active participation through cooperation in small groups, strengthening communication skills, cooperation, and responsibility. TPS consists of three main stages: Think, Pair, and Share. In the Think stage, students are given time to understand the problem or material provided. The Pair stage allows students to discuss with a partner and share their understanding. Finally, at the Share stage, students present the results of the discussion to a larger group or the whole class, thus strengthening their understanding and communication skills.

The TPS model trains students to think independently, discuss, and present the results of their thinking (Rachmawati & Erwin, 2022). This model optimizes student participation by allowing them to work alone and in groups (Silva et al., 2021). The advantages of the TPS model lie in its flexibility in being applied in various subjects as

well as its ability to effectively improve students' social interactions. Previous research has shown that the application of the TPS model in learning positively impacts the improvement of students' social attitudes. Implementing TPS assisted by Question Cards enhanced students' social attitudes and learning outcomes in social studies subjects (Swandewi et al., 2019). Similarly, the other research demonstrated that TPS was effective in fostering cooperation and boosting students' self-confidence in elementary school learning (Ramadhani & Sumadi, 2023). In addition, TPS also helps students build self-confidence, improve critical thinking skills, and deepen their understanding of the material being taught. So this study aims to analyze the effect of the cooperative learning model type Think Pair Share (TPS) on the value of students' social attitudes in Unit 2 of Pancasila Education subject in class IV SDN Patrang 1 Jember.

METHODS

This study employs an experimental research approach using the quasi-experimental method to examine the cause-and-effect relationship of the implemented treatment. The research was conducted at SDN Patrang 1 Jember, located at Jl. Bondowoso-Jember, Krajan, Patrang, Patrang Sub-district, Jember Regency, East Java 68111. The study involved 55 fourth-grade students, consisting of 28 students from class IV A and 27 students from class IV B. The experimental class applied the Think Pair Share (TPS) cooperative learning model, while the control class used the Inquiry Learning model to compare their effects on students' social attitudes.

The research utilized an attitude scale in the form of a questionnaire containing 30 questions to assess students' social attitudes. Data collection was carried out through interviews, questionnaires, and documentation techniques to obtain comprehensive information on students' learning experiences and social behavior. The collected data were then analyzed using quantitative data analysis techniques, specifically an independent sample t-test, to determine whether the TPS model significantly influenced students' social attitudes compared to the Inquiry Learning model.

RESULTS

To ensure that the research instruments used are of good quality, validation of the questionnaire used to measure students' social attitudes was carried out. The validation process was carried out by two experts, namely Mrs. Trapsila Siwi H., S.Pd., M.Pd., as a PGSD lecturer at the University of Jember, and Mrs. Alvionita, S.Pd., as a teacher of class IV A SDN Patrang 01 Jember. Both validators were asked to score each statement item in the questionnaire using a scale of 1-5. The scores obtained from the two validators were then combined and analyzed (Masyhud, 2016). Based on the calculation results, the questionnaire obtained a score of 91.11 which was included in the "Very Feasible," category so that it could be used in this study.

Table 1. Questionnaire Validation Results

Statement Number	Validator Score 1	Validator Score 2	Average Score
1	4	5	4,5
2	4	5	4,5
3	4	5	4,5
4	5	5	5
5	4	5	4,5
6	4	5	4,5
7	5	5	5
8	4	5	4,5
9	3	5	4
Total	37	45	41

After validation, the questionnaire was tested to measure the accuracy of each statement item. Of the 30 statements tested, it was found that 4 questions were invalid, so only 26 statements were declared eligible for use. After the validity test, the next step is to test the reliability of the questionnaire using the split-half method to ensure that the instrument used has good consistency in measuring students' social attitudes.

Based on the results of the data analysis, a comparison of the average pre-survey and post-survey scores in the experimental and control classes was obtained. Before the treatment was given, the average pre-survey scores in both classes showed relatively balanced results. After the application of the Think Pair Share (TPS) learning model in the experimental class and the Inquiry Learning learning model in the control class, there was an increase in the average post-survey scores in both classes. However, the increase that

occurred in the experimental class was more significant than in the control class, indicating that the application of the TPS model had a greater positive influence on improving students' social attitudes compared to the Inquiry Learning model.

Table 2. Table of Average Pre-survey and Post-survey Scores

Description	Research Group	
	Experiment Class	Control Class
Pre-survey		
N (number of students)	26	26
Lowest score	51	51
Highest score	77	75
Total score	1673	1536
Average	64,3	59,1
Post-survey		
N (number of students)	26	26
Lowest score	88	70
Highest score	100	86
Total score	2446	2009
Average	94,1	77,3

The difference between the pre-survey and post-survey scores was analyzed using a t-test, yielding a t_{count} value of 14.759. This result was then compared with the t_{table} value at a significance level of 5% with $df = 50$, which is 2.008. Since $t_{\text{count}} > t_{\text{table}}$, it can be concluded that H_0 is rejected and H_a is accepted, indicating that the TPS cooperative learning model significantly influences the social attitudes of fourth-grade students at SDN Patrang 01.

DISCUSSION

The Merdeka Belajar curriculum introduced in the Indonesian education system aims to develop students' learning potential and interests. One important aspect of this curriculum is social attitudes, which are divided into two main competencies: spiritual attitudes, which are related to faith and piety, and social attitudes, which emphasize students' social sensitivity. This curriculum is designed to create more effective learning by adjusting to the needs and abilities of students while instilling good social attitudes (Mahfud et al., 2024; Syahrir et al., 2024). In addition, the Merdeka Curriculum provides flexibility for teachers to be more creative and innovative in designing relevant learning methods, one of which is through the Think Pair Share (TPS) cooperative learning model.

The TPS learning model was developed specifically to improve student learning outcomes, especially within the framework of the Merdeka Learning Curriculum. This model contributes positively to the development of students' social attitudes, such as communication skills, cooperation, and sharing ideas. By discussing and exchanging ideas with peers, students can improve their communication skills, while working together in dividing tasks and solving problems encourages the growth of collaborative attitudes. Various studies have proven that the TPS cooperative learning model is effective in improving student learning outcomes, especially in the aspect of social attitudes. In addition, students are also encouraged to convey their understanding of rights and obligations, both as family members and as students.

In this study, the selection of experimental and control classes was randomized through a lottery technique. Class IV A was determined as the experimental class that received treatment with the TPS learning model, while class IV B was the control class that used the Inquiry learning model as a comparison. Before the treatment was given, both classes underwent a pre-survey to measure students' initial social attitudes. This research was conducted by following the teaching module that had been prepared previously to ensure consistency in the learning process.

In the experimental class, learning began with the screening of a video related to the subject matter. After watching the video, students were given questions and asked to write the answers on the Learner Worksheet (LKPD). Students were given 15 minutes to think individually before forming small groups of four to discuss their answers, thoughts and ideas. After that, some students were selected to present the results of the discussion in front of the class. Meanwhile, in the control class, learning began with the teacher asking basic questions about rights and obligations. After the students gave their answers, the teacher reinforced their understanding with additional explanations. Students then read a text about rights and obligations in the family, followed by a question and answer session to increase their curiosity. Next, students were asked to identify their rights and obligations as family members, then some students were randomly selected to present their findings to the class. Each class had two meetings in this study, with the first meeting used for the pre-survey before the treatment was given, and the second meeting for the post-test after the treatment was completed.

The results showed success in selecting the appropriate learning model for both classes. This success can be seen from the more significant increase in pre-survey and post-survey scores in the experimental class compared to the control class, which indicates that the TPS learning model has a positive effect on the value of student cooperation. This significant difference in results indicates that the TPS model is more effective in improving students' social attitudes, especially in terms of collaboration and active participation (Ganatra et al., 2021; Wuryandani & Herwin, 2021).

One of the main factors contributing to the better performance of the experimental class is the interactive nature of the TPS model, which encourages cooperation and communication among students. This model also trains students to be more responsible in the division of group tasks, develop empathy for friends who are experiencing difficulties, and foster awareness in sharing ideas (Linsenmeyer, 2021; Zamiri & Esmaeili, 2024). As a result, students in the experimental class were more active in asking questions and expressing opinions, while students in the control class tended to be more passive. Many students in the control class chose to remain silent and work individually due to lack of confidence or fear of giving the wrong answer. To overcome this problem, the teacher implemented a random student selection strategy to encourage participation and build confidence in expressing opinions.

From a scientific perspective, the TPS model facilitates a structured learning environment where students first develop individual thoughts before engaging in peer discussions. This approach aligns with Vygotsky's social constructivism theory, which posits that peer interaction plays a crucial role in cognitive and social development (Le & Nguyen, 2024; Salas & Larrain, 2024). The findings suggest that students in the TPS classroom benefited from this structured peer interaction, as evidenced by their increased willingness to ask questions, share ideas, and actively participate in discussions. Furthermore, the model fosters responsibility and empathy, as students must collaborate and support each other in completing tasks.

The results of this study are consistent with previous research findings. The previous study similarly reported that the TPS model yielded better learning outcomes than conventional teaching methods (Swandewi et al., 2019; Ummi Muti'ah et al., 2023). Muti'ah et al. found that students in a TPS-based experimental class achieved higher learning outcomes in Jurisprudence than their peers in a control class, while Swandewi et

al. observed improved mathematics performance among students exposed to the TPS model. The consistency of these findings across different subjects reinforces the effectiveness of TPS in fostering both academic and social competencies.

However, some differences were observed in the challenges faced during implementation. While previous studies focused primarily on cognitive outcomes, this research highlighted the challenge of classroom management in implementing TPS. Organizing students into small groups and ensuring active participation required additional instructional strategies, such as appointing group leaders to facilitate discussions. This challenge is a crucial consideration for educators aiming to implement TPS effectively, as it underscores the need for structured classroom management techniques.

Overall, this study contributes to the growing body of evidence supporting the TPS cooperative learning model as an effective pedagogical approach. By enhancing students' social attitudes and fostering an interactive learning environment, TPS aligns well with the objectives of the Merdeka Belajar curriculum, which emphasizes student-centered and adaptive learning strategies.

CONCLUSION

The results of the independent sample t-test analysis using SPSS version 26 indicate that $t_{\text{count}} > t_{\text{table}}$ ($14.759 > 2.008$), leading to the rejection of H_0 and the acceptance of H_a . This statistical evidence confirms that the Think Pair Share (TPS) cooperative learning model significantly influences students' social attitudes in the Pancasila Education subject for fourth-grade students at SDN Patrang 1 Jember. The post-test results demonstrate a notable increase in social attitude scores, with the experimental class outperforming the control class. These findings contribute to the growing body of research supporting student-centered learning models within the Merdeka Belajar curriculum, emphasizing collaborative and participatory learning approaches. The study not only validates TPS as an effective pedagogical strategy for enhancing student engagement and cooperation but also highlights its potential application across various subjects and educational levels. Future research should explore the long-term impact of TPS on students' interpersonal skills, its effectiveness in diverse classroom settings, and its integration with digital learning platforms to further enhance collaborative learning experiences.

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