

Efforts to Improve Children's Thinking Skills Through the Application of Think Pair Share Learning Strategies

Huay Lit Woo¹, Try Suci Prastiwi²

National Institute of Education, Nanyang Technological University, Singapore¹

Universitas Islam Negeri Sumatera Utara Medan, Indonesia²

Email: huaylit.woo@nie.edu.sg¹, trysuciprastiwi59@gmail.com²

Abstract: One of the learning strategies that is often used in education is the think pair share learning strategy. The think pair share learning strategy has a very positive impact on improving student learning outcomes. The think pair share learning strategy provides opportunities for students to think in answering questions, and help each other by forming discussion groups and fostering a sense of cooperation in groups. This study aims to describe the think pair share strategy to foster students' thinking skills in the achievement of learning Indonesian in elementary school-age children. This research uses a qualitative approach with a descriptive study method. The data collection technique is through direct field practice in teaching. Based on the results of research on the influence of think pair share learning strategies on student learning outcomes, namely: (1) Students can work together in groups and can share knowledge with other friends. (2) Students can also differentiate from the assignments given by the class teacher.

Keywords: Learning Outcomes, Learning Strategies, Think pair share.

Abstrak: Strategi pembelajaran yang sering digunakan dalam dunia pendidikan salah satunya yaitu strategi pembelajaran *think pair share*. Strategi pembelajaran *think pair share* sangat memberikan dampak positif dalam meningkatkan hasil belajar peserta didik. Strategi pembelajaran *think pair share* memberikan kesempatan kepada siswa untuk berpikir dalam menjawab pertanyaan, dan saling membantu satu sama lain dengan membentuk kelompok diskusi dan menumbuhkan rasa kerjasama dalam kelompok. Penelitian ini bertujuan untuk mendeskripsikan strategi *think pair share* untuk menumbuhkan keterampilan berpikir siswa dalam hasil belajar bahasa Indonesia anak usia sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Adapun teknik pengumpulan data melalui praktik turun lapangan langsung dalam mengajar. Berdasarkan hasil penelitian terhadap pengaruh strategi pembelajaran *think pair share* terhadap hasil belajar siswa, yaitu: (1) Murid dapat bekerjasama dalam kelompok dan dapat berbagi ilmu kepada teman-temannya yang lain. (2) Murid juga dapat membedakan dari tugas yang diberikan oleh guru kelas.

Kata Kunci: Hasil Belajar, Strategi Pembelajaran, Think pair share.

INTRODUCTION

Learning activities are activities that aim to provide knowledge to students to achieve the desired competencies. With the existence of learning can foster students' interest in seeking knowledge independently. Therefore, the teacher's expertise in fostering students' interest in exploring knowledge independently (Surayya, 2014). In addition to learning, students have the ability to think critically, systematically, logically, creatively and the willingness to

work together effectively. Thus, as a teacher must provide competent and adequate learning facilities.

In reality, students, especially early childhood, do not yet have maturity and really need other people to educate them so that they become mature individuals, have their own religious spirit, activities and creativity. Thus the teacher must have the competence, qualifications, and professionalism in good teaching to produce students who excel (Sholichah, *et.al.*, 2022). In addition, elementary school children have different characteristics. Therefore, as a teacher must be able to recognize and overcome the character of elementary school children (Latifa, 2017).

In fact, teaching taught by teachers in schools only focuses on students' thinking processes to find an answer in solving a problem without helping students' thinking processes to find the answer (Kau, 2017). Even though it should be, students' creative thinking abilities must be given the opportunity to develop better, in accordance with the general goals of education, which is to provide an environment for students to develop their abilities and talents optimally, so that students can develop the potential that exists within them. Because students' thinking skills can develop optimally depending on the teaching method applied by the classroom teacher. The role of the teacher in the classroom should help students in the process of discovering and developing their potential.

Based on the narrative above, views regarding the effect of the think pair share learning strategy on elementary school children have been extensively studied by previous researchers. Among them discusses the influence of the think pair share strategy on learning outcomes of elementary school students, efforts to improve science learning outcomes by using the think pair share learning strategy, increasing mathematical representation abilities through the think pair share cooperative learning model, the influence of the think pair share learning model on learning outcomes Science in terms of students' critical thinking skills, the application of the think pair share learning model to increase

student understanding of the nature of discourse in Indonesian discourse courses (Jiwandono, 2021), literature study on the think pair share learning model in improving student mathematics learning outcomes (Khaesarani, 2021).

Based on the literature review above, it can be seen that there is something to be added regarding the analysis of the effect of the think pair share learning strategy on elementary school-age children. Thus, further study is needed regarding this matter which is summarized in the research title "The Effect of Think Pair Share Learning Strategies on Indonesian Language Learning Outcomes in terms of Students' Thinking Skills".

METHOD

This research uses a type of qualitative research using descriptive methods. Descriptive is a research method that aims to describe and interpret objects as they are (Salamah, 2020). Qualitative research usually uses observation, documentation, and interview methods to collect data (Nugrahani, 2014). Interviews are used as a data collection technique when researchers want to conduct preliminary research to find out what problems need to be studied and also when researchers want to know more about respondents and the number of respondents is small. Documentation is a record of past events (Assingkily, 2021). Documentation can be in the form of writing, drawing or someone's monumental work. It may also require non-human data sources such as available documents and records.

RESULTS AND DISCUSSION

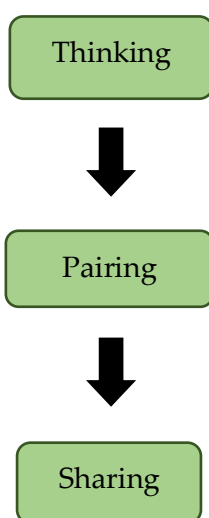
Understanding the Think Pair Share Learning Strategy

The think pair share learning strategy is one of the cooperative learning models that was first developed by Frank Lyman in 1985. The think pair share strategy is an effective way to be applied in the world of education because it can change the atmosphere of class discussion patterns, assuming that all

recitation and Group discussions require arrangements to control the class as a whole and according to the procedures used in the think pair share method can give students more time to think, respond and help each other (Khaesarani, 2021).

With the think pair share method, it gives students the opportunity to think a lot so that they can train the brains of elementary school-age children and broaden their horizons, and participate actively so that they can improve the ability of elementary school-age children in public speaking, and help each other in groups. discussion that has been shared by the teacher.

The steps in Think Pair Share (TPS) learning are: (1) the teacher divides students into groups of four and gives assignments to all groups, (2) each student thinks about and does the task himself, (3) students in pairs with one of the colleagues in the group and discuss with their partners, (4) the two pairs meet again in groups of four. Students have the opportunity to share their work with groups of four. Think Pair Share (TPS) has explicitly defined procedures to give students more time to think, answer, and help one another. For example, the teacher has just presented a topic or students have just finished reading an assignment, then the teacher asks students to think about the problems that exist in the topic/reading (Muthoharoh, 2017).



Scheme 1. Think Pair Share Framework Steps.

The steps in Think Pair Share (TPS) learning are simple, but especially important in avoiding group work mistakes. In this model, the teacher asks students to think about a topic, pairs up with other students and discusses it, then shares ideas with the whole class.

The main stages in Think Pair Share (TPS) learning are as follows: The first stage, thinking (thinking) The teacher asks questions or content related to the lesson, then students are asked to think about the questions or content independently for a while. The second stage, pairing. The teacher asks students to pair up with other students to discuss what they have thought in the first stage.

In this stage, each member of the group compares the answers or results of students' thoughts by defining the answer that is considered the most correct, most convincing, or most unique. Usually the teacher gives 4-5 minutes to pair up.

The third stage, sharing (sharing) In the final stage, the teacher asks the pairs to share with the whole class what they have been talking about. Sharing skills within the whole class can be done by appointing pairs who will voluntarily report the results of their group work or by rotating pair by pair until about a quarter of the pairs have had the opportunity to report.

The stages in learning think pair share are simple, but especially important in avoiding mistakes in group work. In this model the teacher asks students to think about a topic, pairs up with other students, then shares ideas with the whole class. The existence of think-pair-share activities in the think-pair share method provides many advantages. Individual students can develop their own thoughts because of the time to think (think time) so that the quality of student answers can also increase.

In TPS learning, of course, has advantages and disadvantages. The advantages are: (1) giving students more time to think, answer, and help each other; (2) increasing participation will be suitable for simple tasks; and (3) more opportunities for the contribution of each group member. Besides having

advantages, TPS also has disadvantages, namely: (1) it requires simultaneous coordination of various activities; (2) requires special attention in the use of classrooms; and (3) switching from whole class to small group can take up valuable teaching time.

The advantages of the think pair share method are: 1) it allows students to formulate and ask questions about the material being taught because it indirectly obtains sample questions posed by the teacher, as well as having the opportunity to think about the material being taught, 2) students will be trained apply concepts because they exchange opinions and thoughts with their friends to get agreement in solving problems, 3) students are more active in learning because they complete their assignments in groups, where each group only consists of two people, 4) students get the opportunity to present the results of their discussions with all students so that existing ideas spread, 5) allows teachers to monitor more students in the learning process (Arnidha, 2016).

With the advantages mentioned above, cooperative learning with the Think Pair Share type of students will not only increase their knowledge or increase their achievement, but also social interaction communication and cooperation between students will be created and increased in an effort to achieve learning goals.

The weakness of the Think Pair Share cooperative learning model is that it is very difficult to apply in schools where the average student ability is low and time is limited, while the number of groups formed is large. In this case it can be described as follows: 1) for students who have high academic ability, they will feel hampered by students who are considered to have less ability. As a result, this kind of situation can disrupt the climate of cooperation in the group. 2) The main characteristic of cooperative learning is that students learn from each other. Therefore if without effective meetings, compared to direct teaching from the teacher, this way of learning can occur, what should be learned and understood is never achieved by students. 3) The assessment given is based on the results of group work, but teachers need to realize that the

expected results or achievements are actually the achievements of each individual student. 4) Efforts to develop group awareness require a fairly long period of time so this cannot be achieved only once or once in a while using this strategy. 5) Although the ability to work together is a very important ability for students, there are many activities in life that are only based on individual abilities. Therefore, ideally through cooperative learning besides students learning to work together, students must also learn how to build self-confidence (Rosita, 2008).

That way, a teacher can determine appropriate learning strategies to be applied in the classroom so that there are no misconceptions or students' lack of understanding due to the teacher's poor performance in determining the learning strategies to be used when teaching in class. Based on the explanation above, it can be concluded that Think Pair Share (TPS) can provide students with activeness in learning Indonesian, so that students' learning outcomes in Indonesian increase. Several recent studies have also used the Think Pair Share (TPS) strategy and it is proven that implementing the Think Pair Share (TPS) learning strategy in class can improve students' Indonesian learning outcomes (Khaesarani, 2021).

Based on research conducted on elementary school children regarding Indonesian language learning with the theme 'daily activities' as teaching material given to elementary school children. The material is conveyed and assisted using the media in the form of pictures of daily activities that have been printed. Then assisted with animated videos of daily activities and the children were very enthusiastic and serious about watching them. In fact, they also say what activities are carried out in a day. Many of them answered when asked questions at a glance.

After watching the video, they were distributed papers containing tables for them to fill out and adjust their daily activities, starting from the morning until the evening. And these activities are carried out in groups. So, they are required to be able to cooperate with one another. And they have to adapt the

appropriate activities at a time. After finishing, each representative was appointed to come forward and read the results of the group discussion in front of other friends. This activity is sharing or conveying information to other group friends.

CONCLUSION

Based on the results and discussion in this study, it can be concluded that the effect of the think pair share learning model on the learning outcomes of Indonesian in elementary school-age children is quite good because it fulfills several indicators, including: (1) children can better understand number material easy because there is an explanation from the teacher who is intact, (2) children can solve problems or answer questions given by the teacher well. (3) the class condition is quite peaceful with the think pair share learning strategy implemented.

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