SOCIALE:
INTERNATIONAL JOURNAL OF SOCIAL STUDIES
http://ejournal.iainmadura.ac.id/index.php/sociale

Optimizing Social Studies Learning Outcomes Through the Think-Pair-Share Cooperative Model

Desyi Fitria[(1)], Muhammad Hadiatur Rahman[(2)]
[(1)], [(2)], Institut Agama Islam Negeri Madura,
[(1)] desyifitria@gmail.com, [(2)] hadiatur@iainmadura.ac.id.

Article Info

History Article
Received: March 24, 2025
Revised: , March 26, 2025
Accepted:March 28, 2025

Keywords:
Cooperative Learning Model, Think Pair Share, Learning Outcomes, Social Science, Student Engagement

Abstract

This study aims to apply the cooperative learning model of Think Pair Share type in Social Science subjects in class VIII MTS Miftahul Khair Cenlecen Pakong Pamekasan. This learning model was chosen because it can improve student learning outcomes through interaction and collaboration between students. The type of research used in this study is classroom action research (PTK) which refers to the Kemmis-Mc. By using qualitative data analysis obtained from observation, reflection of each cycle, and using quantitative data analysis used to determine student learning outcomes. Data was collected through tests. The results showed that the application of the Think Pair Share model can improve students' understanding of the subject matter, as well as increase students' active involvement in the teaching and learning process. From the data analysis, a significant increase in the average value of student learning outcomes was obtained after the application of this model. Students showed improvement in their analytical skills and understanding of the economic concepts taught, such as the role of economic actors and interactions in the economy.

✉ Address:
Tadris Ilmu Pengetahuan Sosial Department,
Institut Agama Islam Negeri Madura, Indonesia.
E-mail: sociale@iainmadura.ac.id

E-ISSN: 3047-1885
https://doi.org/10.19105/sociale.v2i1.18761

Introduction

A teacher is an educator who has the desire and commitment to teach, guide, assist, teach, and assess students in the learning process. Teachers not only act as teachers of knowledge, but also as facilitators, motivators, and inspirers who help their students to achieve their best potential. This is in accordance with law number 14 of 2005 which states that teachers are professional teachers with the main responsibility of educating, teaching, mentoring, directing, protecting, teaching, training, and assessing students. Therefore, the role of teachers is not only to provide knowledge, but also to develop students' character and morals.

In addition to the teacher, this learning process has two very important elements, namely the learning methods used and the learning models used in learning. In order for the learning process to run well, the use of appropriate methods and models is needed. This also makes the classroom more complex and will increase collaboration between students and teachers and between fellow students. The learning method is a technique used by educators in explaining learning to students. The selection of learning methods must be adjusted to the objectives and materials that have been determined. The selection of learning methods is very influential in learning activities, in order to create fun learning and can make learning educational and conducive. Meanwhile, in general, the term "Model" is defined as a conceptual framework that is used as a guide in carrying out an activity.

The Think Pair Share learning model is a learning model that has three syntaxes in creating a cooperative learning atmosphere which includes a) thinking. b) pairing. c) sharing. This learning model is based on the theory of learning constructivism which states that in order for students to really understand and be able to apply knowledge, they must work to solve, find everything for themselves trying to struggle with their ideas.

Based on observations and interviews with social studies teachers at MTs Miftahul Khair Cenlecen, several obstacles were found that hampered the

effectiveness of the learning process, namely when the teacher explained the social studies material they did not pay attention, students talked to their peers, some even slept. The results of observations and interviews also show that students' academic achievement is still far. from optimal. Based on daily test evaluations, it is known that around 64% of students scored below the Learning Objective Achievement Criteria (KKTP) set, namely 70. In class VIII only 3 students scored above 70, 3 students scored above 70, and 15 students scored below 60. It is known that the cause of low student learning outcomes is due to the limitations of books and learning media being an obstacle, besides the lack of variety in the use of media and learning methods of social studies teachers making students feel bored when learning.

This condition greatly disrupts the effective learning process, to overcome these problems the application of cooperative learning models of think pair share type can be an interesting alternative. This hail is supported by research conducted by Nuhadifah Amaliyah with the research title "Contribution of Think Pair Share Type Cooperative Learning Model (TPS) to Social Studies Learning Outcomes" showing that there is a contribution of the cooperative learning model of think pair share type (TPS) to the social studies learning outcomes of Class VI students of SD Inpres Unggulan BTN Pemda Kota Makasar. So the advantage of the Think Pair Share type cooperative learning model is that it provides an opportunity for each student to think independently before sharing ideas with their groupmates, so that they can better understand the material in depth. In addition, this model encourages active interaction between students, which can improve communication and cooperation skills.

Method

The type of research conducted is a type of classroom action research (PTK). Classroom action research (PTK) according to Arikunto (2019,126) is action research conducted by teachers with the aim of improving the quality of learning practices in their classrooms. This research consists of several cycles until the

social studies learning objectives can be achieved. The classroom action research procedure used in this study is to use the kamis-mc taggart model which consists of planning, observation, and reflection stages. In this PTK research at least conducted no less than two cycles, and the number of cycles depends on the satisfaction of the researchers themselves.

The research subject was the 8th grade Mts Miftahul Khoir learning Pakong Pamekasan which amounted to 22 people. Which consists of 11 men and 11 women while the data collection technique consists of observation and documentation. Observations were made to capture data about the application of the cooperative learning model of think pair share type in social studies subjects in improving student learning outcomes in class VIII MTs Miftahul Khair Cenlecen. Where the teacher as an observer and the researcher work together with the teacher in designing, implementing, and evaluating the effectiveness of the learning model. The technique is carried out to find out data about student learning outcomes. The above format used in this study uses a written test in the form of multiple choice questions totaling 25 questions. While documentation to take data about the state of the school learning devices photos during learning takes place and other documents that can be used as supporting data in this study.

Result and Discussion

1. **Application of cooperative learning model type think pair sare in learning social studies si class VIII MTs Miftahul Khair Cenlecen.**

   Ibrahim, et al, stated that Think-Pair-Share or is a type of cooperative learning designed to influence students' interaction patterns. Learning activities in the cooperative learning model of think pair share type starts from the teacher conveying learning objectives and briefly explaining a topic, then in the application of the cooperative learning model of think pair share type the teacher asks a question or issue related to the lesson then students are asked to think about the question or issue independently for a while. the teacher asks students to pair up with other students to discuss what they have

thought about in the first stage. Interaction at this stage is expected to share answers, if a question or idea has been asked, if a specific issue has been identified usually the teacher gives 4-5 minutes to pair up. Then the teacher asks the pairs to share with the whole class what they have talked about. This is effectively done by taking turns pair by pair and continuing until about a quarter of the pairs have reported their discussion results.

The implementation of the cooperative learning model of think pair share type was measured based on the observation sheet. Observation activities were carried out by observers who observed the ongoing learning process. The results of the observation were used as material for reflection on the implementation of the action at the end of the cycle.

2. The application of cooperative learning model type think pair share can improve the social studies learning outcomes of students in class VIII MTs Miftahul Khair Cenlecen.

The following is presented data on the results of social studies learning activities of VIII grade students who are given the application of cooperative learning model type think pair share on the material of advantages and limitations between spaces and the role of economic actors in an economy starting from pre- cycle activities, cycle I and cycle II. This can be seen in the following description:

a. Pre-cycle

The following is data on student learning outcomes in social studies learning subjects on the advantages and limitations of interspace and the role of economic actors in an economy. This Pre Test is conducted to determine the level of understanding of students before the implementation of cycle I and silkus II. Students are given a test in the form of a written test. The following will explain the percentage of completeness of student learning outcomes in the initial test (Pre- Test) the following table:

Table1 .1 percentage of completeness of student learning outcomes in the initial test (Pre- Test)

NO	Percentage of Completion	Completion Rate	Many Students	Percentage Number of Students
1.	90%-100%	Very High	0	0%
2.	80%-89%	High	0	0%
3.	70%-79%	Medium	3	13,63%
4.	55%-64%	Low	2	9,09%
5.	0%-54%	Very Low	17	77,27%
Total			**22**	**99.99% = 100%**

From the results of the pre-test, it can be seen that out of 22 students in the initial test (Pre-test) who completed 3 people with a percentage of 13.63%. Students who did not complete amounted to 19 people or with a percentage of 86, 36%. With an average class score of 41.90. So the classical student learning completeness in the initial test (Pre-Test) was 13, 63%. Based on the table above, we can see that there are students who have high and very low assessment criteria. Students who have medium criteria are only 3 students (13.63%), students who have low criteria are 2 students (9.09%). Those with very low criteria totaled 17 students (77.27%).

The criteria for the success rate of student learning set by Aqib can be seen in the table below:

Table 1.2 Student success rate criteria table

Success Rate (%)	Category
>80%	Very High

60-79%	High
40-59%	Medium
20-39%	Low
<20%	Very Low

From the explanation can be concluded fabove, it that the classical learning completeness in the initial test (Pre-Test) of 13.63% is still low and has not reached the predetermined classical completeness stage of 75%. Based on this, the researchers then carried out the action stage using cycle I to be able to improve student learning outcomes using the Think Pair Share Cooperative learning model.

b. Cycle I action

1) Action Planning

Researchers plan the actions that will be taken to overcome the problems experienced by students regarding the low learning outcomes of students in social studies subjects on the material of Excellence and Limitations, including making Teaching Modules, preparing teaching materials about the Advantages and Limitations of Interspace and the Role of Economic Actors in an Economy, preparing learning facilities that support the implementation of the learning process, making a student learning outcomes test format, to see student learning outcomes, preparing observation sheets of learning activities.

2) Implementation of Action

Researchers carry out the action of learning activities based on the Teaching Module that has been planned and implement alternative problem solving that has been made. The implementation of this action in cycle I was carried out for 2 meetings with an allocation of 2x40

minutes. At this first meeting was attended by researchers as teachers, and observers namely Nasiruddin S.Pd who is a class VIII teacher at MTs MiftahuL Khair Cenlecen. Learning activities carried out at the first meeting were introductory activities, core activities, and closing activities.

3) Observation

This observation activity is aimed at researchers and students with the aim of knowing whether the teaching and learning process is in accordance with what has been made before or not. As for seeing the student completeness of each student in cycle I, at the end of each cycle a formative test was held. The results of the formative tests were used to determine the success rate of cycle I research. The level of student success in cycle I can be seen in the following table:

Table 1.3 Results of student scores in cycle I

No.	Student Name	Value	Description
1.	ACH. HUKKAMAL BHARI	72	Completed
2.	ACH. SHARIF AL FAROBY	68	Not Completed
3.	ACHMAD SAIPI	80	Completed
4.	BE SUCIPTO	56	Not Completed
5.	ALVINURI A'LA ZAMA	72	Completed
6.	ATIKA ULINNUHA	56	Not Completed
7.	AULIA PUTRI	84	Completed
8.	AULIYA QOTTRUNNADA	92	Completed
9.	DANISH ARYAN ZIQRI	56	Not Completed
10.	DESY AULIA	92	Completed

11.	DZAKIYAH TALITA SAKHI	64	Not Completed
12.	HABAIBUR RAHMAN	68	Not Completed
13.	HAFIZATUL HASANAH	56	Not Completed
14.	HOLIFATUR AMELIA	56	Not Completed
15.	ILTIZAM ALA THARIQIL HAQ	84	Completed
16.	INTAN DWIANA PUTRI	64	Not Completed
17.	MOH ROBI ISKANDAR	76	Completed
18.	MOH ALFAN KHOIRIL AKBAR	64	Not Completed
19.	NAUFAL RIZKY ABDILLAH	80	Completed

From the table above, it can be seen that out of 22 students in cycle 1 (Post- test) who completed 9 people with a percentage of 40.90%. Students who did not complete amounted to 13 people or with a percentage of 59.09%. With an average class score of 68.90. So the classical student learning completeness in cycle I (Post- test) was 40.90%. The following will explain the percentage of student learning completeness in cycle I (Post-Test).

Table 1.4 percentage of completeness of student learning outcomes in cycle I (Post-Test).

NO	Percentage of Completion	Completion Rate	Many Students	Percentage Number of Students
1.	90%-100%	Very High	2	9,09%
2.	80%-89%	High	4	18,18%

3.	70%-79%	Medium	3	13,63%	
4.	55%-64%	Low	13	59,09%	
5.	0%-54%	Very Low	0		
Total			**22**	**99.99%**	**=**

Based on the table above, we can see that there are students who have high and very low assessment criteria. Students who have very high criteria are 2 students (9.09%), students who have high criteria are 4 students (18.18%), those who have medium criteria are 3 students (13.63%), while 13 students have low criteria (59.09%), and there are no very low criteria.

From the explanation above, it can be concluded that the classical learning completeness in cycle I (Post-Test I) of 40.90% is classified as moderate. Even so, student learning outcomes in cycle I have not been able to reach the classical completeness stage set in table 1.1 which is 75%.

4) Reflection

After the entire learning process in cycle I is completed, the researcher and teacher observer discuss the results of the observations to find the weaknesses and shortcomings contained in cycle I. in this study the researcher will take action again, namely conducting research in cycle II because in cycle I there has been no significant improvement, and in the implementation of learning there are still stages that have not been carried out properly on the observation sheet so that in this case it must be corrected and carried out in cycle II action.

c. Cycle II action

1) Action Planning

Action planning is carried out before taking action in the classroom. Some of the things carried out at this stage include, Making Teaching Modules, Changing groups that are different from cycle I, Designing classroom management, Making Post-Tests, Changing teaching media, Preparing observation sheets for learning activities, Preparing tools and materials that support the implementation of the learning process.

2) Implementation of Action

The implementation of this action in cycle II was carried out for 2 meetings with an allocation of 2x40 minutes. The first meeting was attended by researchers as teachers, and observers. Learning activities carried out at meeting I include introductory activities, core activities, and closing activities.

3) Observation

This observation activity is aimed at researchers and students with the aim of knowing whether the teaching and learning process is in accordance with what has been made before or not. As for seeing the student completeness of each student in cycle II, at the end of each cycle a formative test is held. the level of student success in cycle II can be seen in the following table:

Table 1.5 Results of student scores in cycle II

No.	Student Name	Value	Description
1.	ACH. HUKKAMAL BHARI	96	Completed
2.	ACH. SHARIF AL FAROBY	92	Completed
3.	ACHMAD SAIPI	88	Completed
4.	BE SUCIPTO	92	Completed

5.	ALVINURI A'LA ZAMA	88	Completed
6.	ATIKA ULINNUHA	68	Not Completed
7.	AULIA PUTRI	96	Completed
8.	AULIYA QOTTRUNNADA	96	Completed
9.	DANISH ARYAN ZIQRI	68	Not Completed
10.	DESY AULIA	92	Completed
11.	DZAKIYAH TALITA SAKHI	92	Completed
12.	HABAIBUR RAHMAN	84	Completed
13.	HAFIZATUL HASANAH	96	Completed
14.	HOLIFATUR AMELIA	88	Completed
15.	ILTIZAM ALA THARIQIL HAQ	92	Completed
16.	INTAN DWIANA PUTRI	88	Completed
17.	MOH ROBI ISKANDAR	92	Completed
18.	MOH ALFAN KHOIRIL AKBAR	96	Completed
19.	NAUFAL RIZKY ABDILLAH	92	Completed
20.	SAKINATUL LAILI	88	Completed
21.	WAHYUDI RAMADANA PUTRA	88	Completed
22.	ZAHROTIN NURUL FADILAH	96	Completed
	Total Score	1968	
	Average	89,45	
	Classical Completeness	90,90	

Based on the table above, it can be seen that out of 22 students in cycle II (Post-test II) who were complete, there were 20 people with a percentage of 90.90%. Students who did not complete amounted to 2 people or with a percentage of 9.09%. With an average class score of 89, 45. So the classical student learning completeness in cycle II (Post-test II) is 90.90%. The following will explain the percentage of completeness of student learning outcomes in cycle II (Post-Test II).

Table 1.6 percentage of completeness of student learning outcomes in cycle II (Post-Test II)

NO	Percentage of Completion	Completion Rate	Many Students	Percentage Number of Students
1.	90%-100%	Very High	13	59,09%
2.	80%-89%	High	7	31, 81%
3.	70%-79%	Medium	0	0%
4.	55%-64%	Low	2	9,09%
5.	0%-54%	Very Low	0	0%
Total			**22**	**99.99% = 100%**

Based on the table above, we can see that there are students who have high and very low assessment criteria. Students who have very high criteria are 13 students (59.09%), students who have high criteria are 7 students (31.81%), those who have low criteria are 2 students (9.09%), while students have medium and very low criteria do not

exist. From the results of classical learning completeness of 90.90%, the criteria for the success rate of student learning in cycle II (Post-Test II) is categorized as very high and reaches the completeness of learning outcomes that have been determined by aqib or in other words it has been successful and has reached the KTTP value set by the school which is 75%.

4) Reflection

Based on the implementation of learning cycle II which consists of 3 stages, namely: initial activities, core activities, closing activities. Based on the results of observations, it can be concluded that the application of the Think Pair Share type cooperative learning model in social studies subjects of class VIII MTs Miftahul Khair Cenlecen in cycle II has improved significantly from cycle I therefore, this research is considered sufficient until cycle II.

Conclusion

The learning outcomes of students in class VIII MTs Miftahul Khair Cenlecen in social studies subject matter of advantages and limitations between spaces and the role of economic actors in an economy after the application of the Think Pair Share type cooperative learning model, namely before the application of the Think Pair Share type cooperative learning model, namely from 22 students. Students who completed amounted to 3 people with a percentage of 13.63%. Students who did not complete amounted to 19 people or with a percentage of 86, 36%. With an average class score of 38.9. In Post-Test I (Cycle I) out of 22 students, 9 students were completed with a percentage of 40.90%. Students who did not complete amounted to 13 people or with a percentage of 59.09%. With an average class score of 68.90. Furthermore, in Post-Test II (Cycle II) of 22 students, those who were complete amounted to 20 people with a percentage of 90.90%. students who were not complete amounted to 2 people or with a percentage of 9.09%. with an average class score of 89.45.

Suggestion

Based on the results of the study, the researcher provides several suggestions, namely as follows: Learning by using the Think Pair Share type cooperative learning model can improve student learning outcomes, therefore this learning model can be used by teachers as an alternative and solution in the learning process to be more effective in accordance with what the teacher wants. For social studies teachers it is recommended that in carrying out the teaching and learning process can apply a variety of models so that it can make students become motivated, not bored and actively participate in the learning process so that students become good. For students, it is hoped that they can be motivated and active in the learning process and can develop their talents. For researchers, the results of this study can motivate researchers in teaching when they become teachers later to be able to apply methods in the learning process.

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