

EFFECT OF THINK PAIR AND SHARE (TPS) LEARNING MODEL ON THE ABILITY TO EXPRESS OPINIONS OF GRADE IV STUDENTS OF SDN 113 PEKANBARU

PENGARUH MODEL PEMBELAJARAN THINK PAIR AND SHARE (TPS) TERHADAP KEMAMPUAN MENGEMUKAKAN PENDAPAT SISWA KELAS IV SDN 113 PEKANBARU

¹Wahyu Sulistiyarningsih, ²Leny Julia Lingga

^{1,2} Elementary School Education, Islamic University of Riau

E-mail : ¹wahyusulistiyarningsih@student.uir.ac.id , ²lenyjulialingga89@edu.uir.ac.id

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Abstract

This study aims to determine the influence of the Think Pair and Share (TPS) learning model on students' ability to express their opinions. The research was carried out at SDN 113 Pekanbaru in the even semester of 2025 with experimental design and quantitative approaches. The population was all students in grade IV, and the sample was randomly selected, consisting of classes IVA (control, 27 students) and IVB (experimental, 25 students). The free variable is the TPS model, and the bound variable is the ability to express an opinion. The results of the study show that the TPS model has a significant effect on students' ability to express opinions. The average score of the experimental class was 80.80 higher than the control class of 55.74. The hypothesis test showed a significance value of $0.000 < 0.05$ and t calculated $9.343 > t$ table 1.647, so that H_a was accepted and H_0 was rejected. So that with this, there is a real influence from the implementation of the TPS model.

Abstract

This study aims to determine the effect of the Think Pair and Share (TPS) learning model on students' ability to express opinions. The research was conducted at SDN 113 Pekanbaru during the even semester of 2025 using an experimental design with a quantitative approach. The population consisted of all fourth-grade students, and the sample was selected randomly, comprising class IVA (control group, 27 students) and class IVB (experimental group, 25 students). The independent variable was the TPS model, while the dependent variable was the ability to express opinions. The results showed that the TPS model had a significant effect on students' ability to express their thoughts. The experimental class achieved a higher average score (80.80) compared to the control class (55.74). Hypothesis testing showed a significance value of $0.000 < 0.05$ and a t -value of $9.343 > t$ -table 1.647, indicating that H_a was accepted and H_0 rejected. Therefore, the implementation of the TPS model had a significant impact.

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INTRODUCTION

Education at the elementary school level is a crucial initial foundation in introducing children to the world of education (Herlina, 2024). At this stage, students need to be equipped with basic knowledge, skills, and attitudes to prepare them to interact in a wider social environment (Rohana

Silaen *et al.*, 2024). According to Suryaman *et al.*, 2015 emphasizing the importance of the role of educators in fostering students' motivation to learn through innovative approaches. Therefore, the implementation of learning must be designed creatively, and the curriculum needs to be evaluated in a sustainable, adaptive, and relevant manner to the dynamics of the development of the times (Barokah *et al.*, 2024). The curriculum at the elementary school level needs to be designed flexibly and adaptively in order to be able to respond to the challenges of the times.

The changes in the curriculum that have occurred in Indonesia reflect the dynamics of community needs and the development of science and technology (Suryaman *et al.*, 2015). This curriculum provides more space for teachers and schools to design learning according to local contexts and potentials, as well as encourage character strengthening through the Pancasila Student Profile (Sunandari *et al.*, 2024). Thus, the role of the curriculum is not only as a technical guideline for learning, but also as a strategic instrument in shaping an adaptive and globally competitive generation (Muzakki *et al.*, 2023). With the current independent curriculum, it will be easier to focus on relevant materials and the development of student competencies in accordance with the student learning phase.

In the Independent Curriculum, teachers and students get wide freedom to manage the learning process (Rahmayanti *et al.*, 2024). Although every subject still requires preparation, IPAS (combined science and social studies) requires extra readiness because it requires practicum tools both available at school and donations from teachers or students. Next Zakarina *et al.*, 2024 noted that, in contrast to the previous curriculum, in the Independent Curriculum Science and Social Studies are no longer taught separately, but are combined in one eye for students to explore science, while the second semester switches to Social Studies (Fatmawati *et al.*, 2024). IPAS began to be implemented from Phase B, namely grades 3 and 4.

In phase B of science learning, namely in grades 3–4, the Social Sciences (IPS) component requires the application of a problem-solving oriented learning model (Month *et al.*, 2022). The Independent Curriculum stipulates that social studies should be implemented with an approach that encourages students to be sensitive to local social issues, develop moral awareness of injustice, and improve their ability to deal with daily problems, both personally and by the community (Psalm 1999) *et al.*, 2022). Therefore, one of the learning models that corresponds to this is the Think Pair and Share (TPS) learning model.

Think Pair Share (TPS) learning model is a cooperative strategy designed to encourage students to think deeply, discuss in pairs, and share the results of their thinking with large groups (Yumaroh *et al.*, 2020). This approach creates a collaborative learning atmosphere that emphasizes the importance of time for thinking and social interaction in understanding the material (Psalm 1999) *et al.*, 2022). In the context of learning in elementary schools, TPS has been proven to be effective in improving students' learning outcomes, motivation, and communication skills.

The ability of students to express their opinions during the learning process is one of the crucial aspects that must be developed in teaching and learning activities Ummah *et al.*, (2024). Expressing opinions includes conveying ideas, ideas, and arguments both verbally and in writing to others (Zulkifli *et al.*, 2024). These skills play a huge role in helping students achieve maximum learning outcomes. On the other hand, if students are less able to express their opinions, they tend to face difficulties and obstacles in achieving success in the collaborative learning process.

This collaborative process not only fosters cognitive engagement, but also strengthens students' confidence in expressing their opinions (Azzahra *et al.*, 2024). Based on research by the implementation of TPS significantly improves the critical thinking skills of elementary school

students (Aaron, 2022). The results of the study showed that students who were taught with the TPS model were able to convey ideas that were more logical, in-depth, and relevant to the problems discussed. Thus, according to Singh (2005), TPS is not only relevant as a model for strengthening cognitive learning outcomes, but also as a pedagogical approach that supports the development of 21st-century skills, such as critical thinking, collaboration, and effective communication. Therefore, this model is highly recommended to be applied more widely, especially at the basic education level, so that the learning process becomes more participatory, interactive, and meaningful.

Think Pair and Share (TPS) is present as one of the cooperative learning solutions that provides space for students to think, discuss, and express opinions. However, in the practice of learning in the classroom, there are still many students who are passive and reluctant to express their opinions openly. Therefore, the purpose of this study is to determine the Influence of the Think Pair and Share (TPS) Learning Model on the Ability to Express Opinions of Grade IV Students of SDN 113.

METHOD

This research was carried out at SDN 113 Pekanbaru in the even semester of the 2024/2025 school year, from February to June 2025 to be precise, involving classes IVA and IVB. The selection of schools is based on the problem of students' low ability to express opinions on social studies learning. The study population included all grade IV students, with sampling techniques using *random sampling*. The sample consisted of two groups: class IVA as a control group (27 students) and class IVB as an experimental group (25 students). This study uses an experimental design with a quantitative approach. The experimental group was given treatment through the Think Pair and Share (TPS) learning model, while the control group received no special treatment. The independent variable (X) in this study is the TPS model, and the bound variable (Y) is the ability of students to express their opinions.

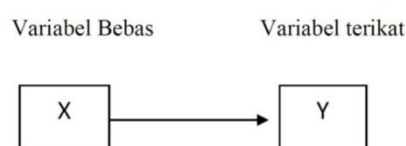


Figure 1. Variable

The data collection technique was carried out through a non-test model by using observation sheets as a tool with an assessment scale (likert scale 1-4). Observation is carried out using observation sheets during the learning mechanism. The aspect analyzed in this study is the behavior of students during the learning mechanism. Meanwhile, the analysis techniques used consist of 2 types, namely pre-analysis tests and hypothesis tests. Analysis techniques prerequisite test analysis to ensure the data meets statistical requirements, such as normality and homogeneity tests. After that, a hypothesis test was carried out to determine whether or not there was an influence of the TPS learning model on students' ability to express their opinions. The calculation was carried out with the help of SPSS software.

RESULTS AND DISCUSSION

Based on the research that has been conducted, the researcher can identify the level of tendency of the experimental class variable used with a mean value of 80.8000 and a standard deviation of 9.31844. calculation of the degree of tendency of the experimental class variable as shown in Table 1. next:

Table 1. Description of Experimental Class Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Valid Experiment Class N (listwise)	25	70.00	95.00	80.8000	9.31844
	25				

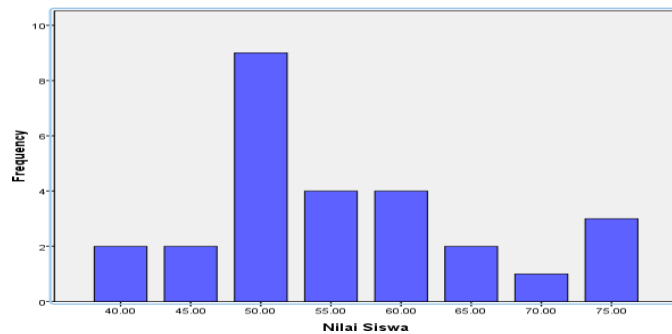


Figure 2. Experimental Class Statistical Description Chart

In identifying the level of tendency of the control class variable, a mean value of 55.7407 and a standard deviation of 9.97147 were used. calculation of the level of tendency of the experimental class variable as shown in Table 2. next:

Table 2. Description of Control Class Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Valid Control Class N (listwise)	27	40.00	75.00	55.7407	9.97147
	27				

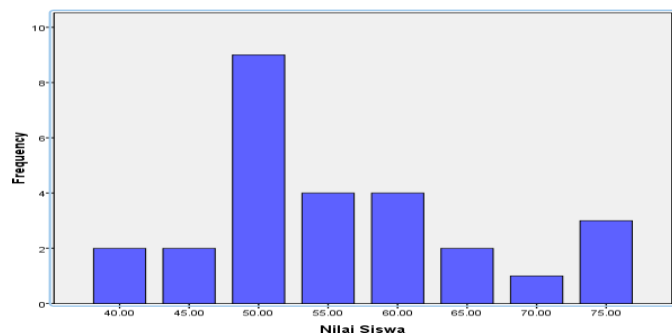


Figure 3. Control Class Statistical Description Graph

After calculating the control class and the experimental class, it can be seen that the effect of the *think pair and share learning model* on the ability to express opinions of grade IV students of SDN 113 Pekanbaru, the following conclusions were obtained:

Table 3. Description of Value Calculation Results

Types of Differences	Control	Experiment
Mean	55.7407	80.8000
Standard Deviation	9.97147	9.31844
Highest score	75.00	95.00
Lowest Score	40.00	70.00

The data showed significant differences between the learning outcomes of control and experimental group students. The average value of the control group was 55.74, while the

experimental group was higher, at 80.80. The adjacent standard deviations (9.97 and 9.32) indicate a homogeneous spread of values. The experimental group also excelled in the range of scores, with the highest scores of 95 and the lowest of 70, compared to the control group which only reached 75 and 40. These findings indicate that the learning model in the experimental group has a positive impact on learning outcomes. This is in line with Freeman *et al.*, (2014) which states that active learning can improve academic achievement and reduce failure rates. To strengthen the results, a reliability test was also carried out presented in Table 4. next.

Table 4. Reliability Test Results

Class	Cronbach's Alpha	N of Items
Experimental Class	.708	5
Control Class	.700	5

If Cronbach's Alpha value > 0.6 then it is said to be reliable, and < 0.6 means unreliable. Based on the results, the experimental class ($\alpha = 0.708$) and the control class ($\alpha = 0.700$) were reliable. According to Ummah *et al.* (2024), the $\geq$ value of 0.7 is considered reliable, while 0.6–0.7 is still acceptable for exploratory studies. Thus, this research instrument is suitable to be used to measure student learning outcomes. The next test is the normality test, which is presented in the following Table 5.

Table 5. Normality Test Results

	Statistics	Df	Sig
Experimental Results	.935	25	.111
Control Results	.904	27	.023

If the significance value (sig) > 0.05 then the data is normally distributed, and if < 0.05 then it is abnormal. Based on the table, the experimental class ($n=25$) had a sig value of 0.111 and the control class ($n=27$) of 0.023, so only the experimental class was normally distributed. These findings are in line with Hatem *et al.*, (2022) which emphasizes the importance of verifying the distribution of data before determining the appropriate statistical test method. Moreover Idrus (2013), also emphasized that which highlights the impact of misinterpretation of normality tests on the accuracy of research results. Furthermore, a homogeneity test was carried out presented in Table 6. next.

Table 6. Homogeneity Test Results

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		Living Statistic	df1	df2	Sig.
Observation Results	Based on Mean	.018	1	50	.893
	Based on Median	.022	1	50	.883
	Based on Median and with adjusted df	.022	1	46.403	.883
	Based on trimmed mean	.020	1	50	.888

If the significance value (sig) > 0.05 then the data is said to be homogeneous, and < 0.05 means it is not homogeneous. Based on Table 4.9, the sig value of 0.893 indicates that the data in the control and experimental classes are homogeneous. These findings are in line with Abdullah & Muda (2022) and Zhou *et al.*, (2023) which emphasizes the importance of homogeneity tests to ensure the validity of variance analysis and avoid statistical errors.

Table 7.



Hypothesis Test Results

						Sig. (2- tailed)	Mean Difference	Std. Error Differ- ence	95% Confidence Interval of the Difference	
		F	Sig.	t	Df				Lower	Upper
Observa- tion Results	Equal variances assumed	.018	.893	9.34 3	50	.000	25.059	2.682	19.672	30.447
	Equal variances not assumed			9.36 8	49.9 94	.000	25.059	2.675	19.686	30.432

In the table above, there is a significant value (2-tailed) $0.000 < \alpha 0.005$, then H_a is accepted and H_o is rejected. Then $t_{\text{count}} 9,343 > t_{\text{table}} 1.647$, then it can be concluded that the test on the hypothesis is that H_a is accepted and H_o is rejected. The influence of learning *think pair and share* to the ability to express the opinions of fourth grade students of SDN 113 Pekanbaru. These findings prove that the implementation of TPS, which involves independent thinking, discussion with partners, and sharing in groups, is able to create an active and collaborative learning environment. This strategy has proven to be effective in encouraging more comprehensive student participation, especially in fostering courage, the ability to convey ideas, and oral communication skills. Agree with Valianty & Hardini (2019), stating that TPS can increase student activeness in discussions and the quality of arguments presented in class forums. Thus, the TPS model is recommended as an alternative strategy to improve the critical thinking and communication skills of elementary school students, supported by the observation results in Figure 4. next:

Figure 4. Observation and implementation of tests in the classroom

The results of the observations showed a striking difference between the control and experimental groups. The mean value of the control group was 55.74 and the experiment was 80.80, with standard deviations of 9.97 and 9.32, respectively, indicating almost the same diversity of data. The highest and lowest scores in the experimental group (95 and 70) were better than in the control group (75 and 40). Based on the observation results, it was found that there was a quite striking difference between the control group and the experimental group. The control group had an average score of 55.74, while the experimental group obtained an average of 80.80. The standard deviation in the control group was recorded at 9.97, while the experimental group had a standard deviation of 9.32, indicating that both groups had almost the same or homogeneous level of data diversity. The highest score achieved by students in the control group was 75.00, while in the experimental group it reached 95.00. On the other hand, the lowest score in the control group was recorded at 40.00 and the experimental group at 70.00.

The increase in scores in the experimental group showed that the Think Pair and Share (TPS) model had a positive impact on the ability to express opinions. Students become more active, confident, and open to sharing ideas. This is in line with the findings (Sriyanda & Priyana, 2024) who said that TPS creates a supportive learning environment, improves oral communication and critical thinking. TPS is considered effective and relevant at the elementary school level because it encourages social interaction and the development of communication skills. In contrast, control groups that use the Model *Conventional* tend to be passive, lack confidence, and minimal participation, in accordance with the theory that TPS emphasizes cooperation and active participation of students.

CONCLUSION

Based on the results of the research that has been presented, it can be concluded that the ability to express students' opinions by applying the *Think Pair and Share (TPS)* learning model for grade IV. The results showed that the *Think Pair and Share (TPS)* learning model had a significant effect on the ability to state that students in the experimental class obtained an average score of 80.80, higher than the control class which was only 55.74. The hypothesis test yielded a significance value of $0.000 < 0.05$ and $t \text{ count } 9.343 > t \text{ table } 1.647$, so that H_a was accepted and H_0 was rejected, which means that there was a real influence from the use of the *Think Pair and Share (TPS) model*.

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