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IMPROVING STUDENT LEARNING OUTCOMES USING THE THINK PAIR SHARE MODEL IN PANCASILA EDUCATION LEARNING IN CLASS III OF STATE ELEMENTARY SCHOOL 14 GURUN LAWEH, PADANG CITY

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ABSTRACT
This classroom action research aimed to improve the learning outcomes of third-grade students in Pancasila Education through the implementation of the Cooperative Learning model of the Think Pair Share (TPS) type. The study was motivated by low student learning outcomes and limited student participation during classroom learning. The research involved 25 third-grade students and was conducted in two cycles, each consisting of the stages of planning, action, observation, and reflection. Data were collected through learning outcome tests, observation sheets, and documentation and were analyzed using qualitative and quantitative descriptive techniques. The findings showed improvements in learning planning, learning implementation, and student learning outcomes. The teaching module assessment increased from 92.30% (Good) in Cycle I to 98.07% (Very Good) in Cycle II. In Cycle I, teacher activity increased from 85% in Meeting I to 90% in Meeting II, resulting in an average score of 87.50% (Good). Similarly, student activity increased from 75% in Meeting I to 85% in Meeting II, with an average score of 80% (Fair). In Cycle II, teacher activity improved to 95% (Very Good), while student activity also increased to 95% (Very Good). These findings demonstrate consistent improvements in both teacher and student activities across the learning cycles. Students' learning outcomes also improved across all assessed domains, with the average attitude score increasing from 79.87 to 85, the average knowledge score from 73 to 83.92, and the average skills score from 78.16 to 87.99. Based on the predetermined Learning Objective Achievement Criteria (KKTP), the research targets were achieved in Cycle II. These findings indicate that the Think Pair Share (TPS) model can support active and collaborative learning and may serve as an alternative learning model for improving learning outcomes in elementary Pancasila Education.

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INTRODUCTION

Education has an important role in shaping the quality of human resources capable of facing the developments of the times. Through education, students not only gain knowledge, but also develop skills, attitudes, and values needed in social life. Along with the development of the times, community needs, and global challenges, the curriculum continues to experience changes and refinements. One of the government's efforts is to present the Independent Curriculum (Kurikulum Merdeka) as a more flexible and student-centered alternative (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022).

Within the Independent Curriculum, Pancasila Education is established as an important subject in shaping students' character and citizenship competencies. Pancasila Education is the new name for the previous subject known as Pancasila and Civic Education (PPKn). Although the subject name has changed, its essential content remains focused on Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI) (Nasution et al., 2023). This subject emphasizes the development of students' attitudes, skills, and knowledge through the internalization of Pancasila values that are relevant to everyday life. This is in line with the statement of the Curriculum and Educational Assessment Standards Agency (2024), which states that Pancasila Education aims to create harmony, prevent conflict, and strengthen unity within the framework of Bhinneka Tunggal Ika.

Ideally, learning should provide quality, interactive, challenging, enjoyable, and inspiring experiences that motivate students to actively participate in learning activities (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022). Teachers, as facilitators of learning, are expected to create learning environments that foster students' critical thinking skills by encouraging them to analyze, evaluate, and solve problems (Ahmad et al., 2021). However, the implementation of Pancasila Education in many classrooms still tends to rely on teacher-centered instruction and one-way lecture methods with limited variation in learning models. Such practices reduce students' participation and limit opportunities to develop critical thinking, communication, and collaboration skills (Anita et al., 2024).

Based on the results of interviews, classroom observations, and questionnaires conducted by the researcher, these learning conditions also affect students' learning outcomes. Learning outcomes refer to the competencies achieved by students through assessments determined by the curriculum and educational institutions (Mustakim, 2021). They reflect the extent to which learning objectives are achieved in terms of knowledge, skills, and attitudes (Ulfah & Arifudin, 2021). Therefore, an instructional approach that actively involves students in the learning process is needed to improve both classroom engagement and learning outcomes.

One learning model that can address these challenges is the Cooperative Learning model of the Think Pair Share (TPS) type. Cooperative Learning emphasizes student-centered learning, where teachers act as facilitators rather than the sole source of knowledge (Harianja et al., 2022). The Think Pair Share model was first developed by Frank Lyman, Spencer Kagan, and Jack Hassard at the University of Maryland in 1985 (Simamora et al., 2024). The model consists of three stages: Think, Pair, and Share (Lestari, 2023). During these stages, students first think independently, then discuss their ideas with a partner, and finally share the results of their discussion with the class. Consequently, students are encouraged to actively construct knowledge, communicate ideas, and learn collaboratively. Sunita (as cited in Rukmini, 2021) also explained that TPS shifts learning from a teacher-oriented approach to a student-oriented approach by encouraging students to discover and understand concepts independently.

Furthermore, the TPS model provides opportunities for students with different learning abilities to support one another through collaborative discussions. Students who experience learning difficulties can receive assistance from their peers, while students with higher levels of understanding can deepen their knowledge by explaining concepts during discussion activities (Hasanah & Himami, 2021). The pair-based discussion structure also encourages the participation of students who are usually passive, making TPS effective in increasing student engagement and learning outcomes (Dania & Sukma, 2021).

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Previous studies have consistently demonstrated the effectiveness of the TPS model in improving students' learning outcomes. Winaryo et al. (2023) reported that the percentage of students achieving learning mastery increased from 83.33% in Cycle I to 100% in Cycle II. Similarly, Putri and Zuardi (2024) found an increase from 78.4% to 89.75%, while Yana and Nurhaliza (2024) reported an improvement from 69.28% to 89.28%. Simbolon (2022) also found that learning mastery increased from 77.63% to 84.21%, and Dania and Sukma (2021) reported an increase from 73.65% to 84.85% after implementing the TPS model.

Although previous studies have demonstrated that the TPS model improves students' learning outcomes, most of these studies focused primarily on general learning achievement without specifically examining its implementation in Pancasila Education under the Independent Curriculum. In addition, previous research has mainly emphasized improvements in cognitive learning outcomes, while limited attention has been given to how TPS facilitates the integration of knowledge and skills competencies in Chapter 4 of Pancasila Education. Therefore, further research is needed to investigate the implementation of the TPS model in this specific learning context and its contribution to improving students' learning outcomes. This gap distinguishes the present study from previous research and provides further evidence regarding the effectiveness of TPS in Pancasila Education learning.

Based on this background, this study aims to determine the effectiveness of implementing the Think Pair Share (TPS) cooperative learning model in improving students' learning outcomes in Chapter 4 of Pancasila Education. Specifically, this study seeks to answer the following research question: How does the implementation of the Think Pair Share (TPS) cooperative learning model improve students' learning outcomes in Chapter 4 of Pancasila Education?

METHOD

This study employed both qualitative and quantitative approaches using the Classroom Action Research (CAR) method. The research was conducted in Class III of SDN 14 Gurun Laweh during the second semester of the 2025/2026 academic year, specifically in April 2026. The research participants consisted of one classroom teacher and 25 third-grade students, including 11 male students and 14 female students.

This study adopted the Classroom Action Research model developed by Kemmis and McTaggart, which consists of four stages: planning, action, observation, and reflection. The research was implemented in two cycles. Cycle I consisted of two meetings, while Cycle II consisted of one meeting. In the planning stage, the researcher prepared the teaching module, learning materials, observation sheets, assessment instruments, and learning media. During the action stage, the learning process was carried out using the Cooperative Learning model of the Think Pair Share (TPS) type. The observation stage involved documenting teacher and student activities as well as the implementation of the teaching module during the learning process. Finally, the reflection stage was conducted to analyze the strengths and weaknesses of each cycle and to determine improvements for the subsequent cycle. The research was concluded after the success indicators had been achieved in Cycle II.

The data collected in this study consisted of qualitative and quantitative data. Qualitative data were obtained through classroom observations and documentation, whereas quantitative data were collected through learning outcome tests administered at the end of each cycle. Test techniques were used to measure students' learning outcomes in Pancasila Education after the implementation of the Think Pair Share cooperative learning model. Non-test techniques included classroom observation and documentation to monitor the implementation of learning activities.

The research instruments consisted of test and non-test instruments. The test instrument was in the form of learning outcome questions designed to assess students' achievement in Pancasila Education. The non-test instruments included a teaching module observation sheet, teacher activity observation sheet, and student activity observation sheet. The implementation of the teaching module was validated through observation using the observation sheet

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completed by the observer during the learning process to ensure that learning activities were implemented according to the planned procedures.

Qualitative data were analyzed through three stages, namely data reduction, data display, and conclusion drawing or verification. Quantitative data were analyzed using descriptive percentage techniques. Students' knowledge and skills learning outcomes were calculated by comparing the scores obtained with the maximum possible scores and multiplying the results by 100%. Meanwhile, students' attitudes were analyzed using the average score obtained from observation sheets and then categorized into achievement predicates according to the assessment criteria used in the school. This analysis procedure ensured consistency between the methods and the presentation of research findings.

The success indicators of this study were determined before the implementation of the action. The research was considered successful if at least 80% of students achieved the Minimum Learning Objective Achievement Criteria (KKTP) of 80 in the knowledge and skills domains. In addition, teacher and student learning activities were expected to reach the good category based on the observation results, while students' attitudes were expected to show improvement according to the assessment criteria. These indicators served as the basis for determining whether the classroom action research could be concluded after Cycle II.

RESULTS AND DISCUSSION

This research was conducted in class III of SDN 14 Gurun Laweh Padang City, on Pancasila Education learning Chapter 4 Semester II of the 2025/2026 academic year. In the implementation of this classroom action research, the researcher acted as a practitioner, while the class III teacher acted as an observer. The implementation of this classroom action research was divided into two cycles, namely cycle 1 with 2 meetings and cycle 2 with 1 meeting.

Cycle 1

Based on the observation conducted by the observer on the researcher, the observation of the teaching module in cycle 1 meeting I obtained a score of 47 with a maximum score of 52, so the value of cycle 1 meeting I is 90.38% with a good (B) predicate.

Table 1. Results of Teaching Module Observation Analysis Cycle 1 Meeting I

No	Assessment Aspect	Total	Predicate
1	General information		
	1) Author's identity	4	SB
	2) Initial competence and graduate profile dimensions	4	SB
	3) Facilities, infrastructure, and target students	4	SB
	4) Learning model	4	SB
2	Core components		
	1) Learning objectives	4	SB
	2) Trigger questions	2	C
	3) Suitability of learning materials	4	SB
3	Learning activities	4	SB
4	Teaching materials and learning media	3	B
5	Assessment	4	SB
6	Appendices		
	1) Student Worksheet (LKPD)	4	SB
	2) Glossary	2	C
	3) Bibliography	4	SB

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Total Score	**47**
Percentage	**90.38%**
Predicate	**B**

Based on the observation results conducted by the observer on the activities carried out by the teacher in this cycle 1 meeting I learning, the total score is 17 obtained from a maximum score of 20, thus the presentation of the teacher's activity value is 85%. Student activity obtained a total score of 15 out of a maximum score of 20, making the presentation of the student activity value 75% with a fair (C) predicate.

Table 2. Results of Student Activity Observation Analysis Cycle 1 Meeting I

No	Assessment Aspect	Total	Predicate
1	Initial activities	3	B
2	Core activities		
	1) Step 1: Think (Berpikir)	3	B
	2) Step 2: Pair (Diskusi Berpasangan)	3	B
	3) Step 3: Share (Berbagi)	3	B
3	Closing activities	3	B
	Total Score	**15**	
	Percentage	**75%**	
	Predicate	**C**	

In cycle 1 meeting II, the teaching module observation obtained a score of 49 (94.23%) with a very good (SB) predicate. Teacher activity obtained a score of 18 (90%) with a good (B) predicate, and student activity obtained a score of 17 (85%) with a good (B) predicate. The knowledge aspect assessment obtained an average value of 79.60, with 15 students passing and 10 students not passing. The skill assessment obtained an average of 81.66, with 15 students passing and 10 students not passing.

Cycle 2

Based on the observation conducted by the observer on the researcher, the teaching module observation in cycle II obtained a score of 51 with a maximum score of 52, so the value of cycle II is 98.07% with a very good (SB) predicate.

Table 3. Results of Teaching Module Observation Analysis Cycle II

No	Assessment Aspect	Total	Predicate
1	General information		
	1) Author's identity	4	SB
	2) Initial competence and graduate profile dimensions	4	SB
	3) Facilities, infrastructure, and target students	4	SB
	4) Learning model	4	SB
2	Core components		
	1) Learning objectives	4	SB
	2) Trigger questions	4	SB
	3) Suitability of learning materials	4	SB
3	Learning activities	4	SB

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4	Teaching materials and learning media	3	B
5	Assessment	4	SB
6	Appendices		
	1) Student Worksheet (LKPD)	4	SB
	2) Glossary	4	SB
	3) Bibliography	4	SB
	Total Score	**51**	
	Percentage	**98.07%**	
	Predicate	**SB**	

Based on the observation results, teacher activity obtained a total score of 19, making the presentation of the teacher's activity value 95%. Student activity obtained a total score of 19, making the presentation of the student activity value 95% with a very good (SB) predicate.

[Table 4. Results of Student Activity Observation Analysis Cycle II]

No	Assessment Aspect	Total	Predicate
1	Initial activities	4	SB
2	Core activities		
	1) Step 1: Think (Berpikir)	4	SB
	2) Step 2: Pair (Diskusi Berpasangan)	3	B
	3) Step 3: Share (Berbagi)	4	SB
3	Closing activities	4	SB
	Total Score	**19**	
	Percentage	**95%**	
	Predicate	**SB**	

In the knowledge evaluation assessment of cycle II, an average value of 83.92 was obtained, with 22 students passing and 3 students not passing. In the skill assessment of cycle II, an average of 87.99 was obtained, with 22 students passing and 2 students not passing.

Discussions

This section presents the findings of the research and discusses how the implementation of the Cooperative Learning model of the Think Pair Share (TPS) type influenced the learning outcomes of third-grade students in Pancasila Education. The discussion focuses on three aspects: the teaching module, the implementation of learning, and students' learning outcomes.

Teaching Module Using the Think Pair Share (TPS) Model

The preparation of the teaching module was the initial stage before implementing the Think Pair Share (TPS) learning model. A teaching module serves as a learning plan designed according to students' developmental characteristics and learning objectives (Rahimah, 2022). The observation results indicated that the teaching module prepared in Cycle I still contained several weaknesses, particularly in formulating trigger questions, developing meaningful understanding, and preparing the glossary. These findings are consistent with Maulida (2022), who stated that trigger questions should encourage open discussion, meaningful understanding should facilitate behavioral changes aligned with learning objectives, and the glossary should present important terms systematically.

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In addition, the development of learning materials should be presented clearly and in sufficient depth to support students' conceptual understanding. As explained by Arifin (2015), teaching materials should be organized systematically, clearly, and proportionally so that students can master the intended concepts effectively. Improvements made after the reflection stage of Cycle I resulted in a higher-quality teaching module in Cycle II.

The assessment results showed that the teaching module achieved 90.38% in Cycle I Meeting I and increased to 94.23% in Cycle I Meeting II. The overall score for Cycle I reached 92.30%, categorized as Good (B). After revisions based on the reflection process, the teaching module score increased to 98.07% in Cycle II with a Very Good (SB) category. This improvement demonstrates that the reflection stage in Classroom Action Research enabled continuous refinement of the learning design, which subsequently supported more effective classroom implementation. As suggested by Abidin (2018), improved learning planning contributes to higher-quality learning processes and greater student engagement, which ultimately affects learning outcomes.

Implementation of Learning Using the Think Pair Share (TPS) Model

The implementation of learning followed the teaching module and was conducted over three meetings, consisting of two meetings in Cycle I and one meeting in Cycle II. During Cycle I, several shortcomings were identified. In the preliminary activity, the teacher did not provide apperception to connect students' prior knowledge with the learning material. According to Hanik and Wulan (2018), apperception plays an important role in increasing students' learning motivation and preparing them for new learning experiences. In addition, during the Think stage, students were not optimally guided to observe the traditional house image displayed on the smart television. As a result, opportunities for independent thinking before discussion were not fully utilized. Furthermore, the teacher did not provide a moral message during the closing activity, reducing opportunities to reinforce the values emphasized in Pancasila Education.

Following the reflection process, several improvements were implemented in Cycle II. The teacher provided apperception, guided students more actively during observation activities, facilitated discussions according to the TPS stages, and concluded the lesson by reinforcing moral values. These improvements were reflected in the observation results. Teacher and student activities increased from 80% (Fair/C) in Cycle I Meeting I to 87.50% (Good/B) in Cycle I Meeting II and reached 95% (Very Good/SB) in Cycle II.

The improvement in classroom implementation can be explained through the learning mechanism of the TPS model. During the Think stage, students were given opportunities to analyze problems independently before interacting with others, encouraging critical and reflective thinking. The Pair stage enabled students to clarify concepts through discussion with peers, reducing misconceptions and strengthening conceptual understanding. Finally, the Share stage encouraged students to communicate their ideas openly, receive feedback, and compare different perspectives. These three stages created active learning experiences that shifted the classroom atmosphere from teacher-centered instruction toward student-centered learning, thereby increasing students' participation throughout the learning process.

Learning Outcomes Using the Think Pair Share (TPS) Model

The improvements in learning implementation were followed by improvements in students' learning outcomes across the attitude, knowledge, and skills domains. Hayyi (2021) explained that learning outcomes encompass students' cognitive, affective, and psychomotor achievements after participating in learning activities.

In the attitude domain, the average score increased from 79.87 (Fair/C) in Cycle I to 85 (Good/B) in Cycle II. This improvement indicates that collaborative activities in the TPS model encouraged students to demonstrate responsibility, respect for others' opinions, cooperation, and confidence during classroom discussions. Since Pancasila

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Education emphasizes character development, the Pair and Share stages provided meaningful opportunities for students to practice these attitudes in authentic learning situations.

In the knowledge domain, the average score improved from 73 (Fair/C) in Cycle I to 83.92 (Good/B) in Cycle II. This improvement can be attributed to the Think stage, where students were encouraged to construct their own understanding before discussing ideas with peers. Individual thinking followed by peer discussion enabled students to clarify misconceptions and reinforce conceptual understanding before presenting their ideas to the whole class.

Similarly, the skills domain increased from 78.16 (Fair/C) in Cycle I to 87.99 (Good/B) in Cycle II. This finding indicates that repeated opportunities to discuss, express opinions, and present group work improved students' communication and collaboration skills. These competencies are closely aligned with the objectives of Pancasila Education, which seeks not only to develop conceptual understanding but also to strengthen students' social competencies through active participation.

Overall, the findings demonstrate that the implementation of the Think Pair Share model improved students' learning outcomes in all assessed domains. The improvement was not merely reflected in higher scores but was also supported by increased student participation and better classroom interaction throughout the learning process.

These findings are consistent with previous studies reporting the effectiveness of the TPS model in improving student learning outcomes. Winaryo et al. (2023), Putri and Zuardi (2024), Yana and Nurhaliza (2024), Simbolon (2022), and Dania and Sukma (2021) similarly found increased learning mastery after implementing TPS. However, this study extends previous findings by demonstrating that TPS not only improves students' cognitive achievement but also enhances attitude and skills competencies within the context of Chapter 4 of Pancasila Education. Thus, the contribution of this study lies in showing that TPS supports the holistic learning objectives emphasized in the Independent Curriculum, where knowledge, attitudes, and skills are developed simultaneously through collaborative learning activities.

Despite these positive findings, this study has several limitations. First, the research was conducted in only one class involving 25 students, limiting the generalizability of the findings. Second, the classroom action research was implemented over a relatively short period consisting of only two cycles, which may not fully capture the long-term impact of the TPS model. Third, the study did not include a comparison group; therefore, improvements in learning outcomes cannot be attributed solely to the TPS model without considering other possible influencing factors. Future studies are recommended to involve larger samples, longer intervention periods, and comparative research designs to provide stronger empirical evidence regarding the effectiveness of the Think Pair Share model in Pancasila Education learning.

The graphs of the improvement in student learning outcomes and implementation are shown in the figures below:

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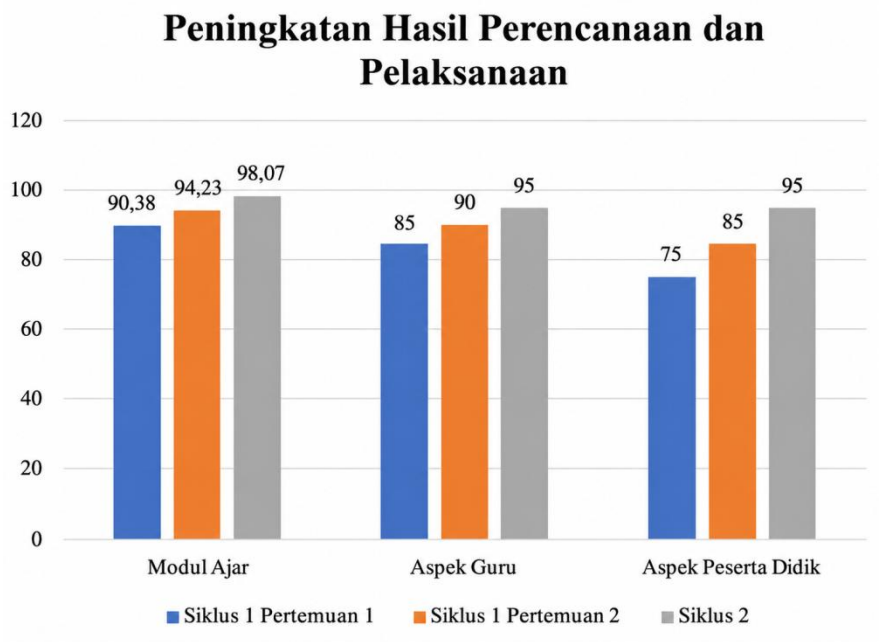

Figure 1. Graph of the Improvement in Planning and Implementation Results Cycle 1 - II

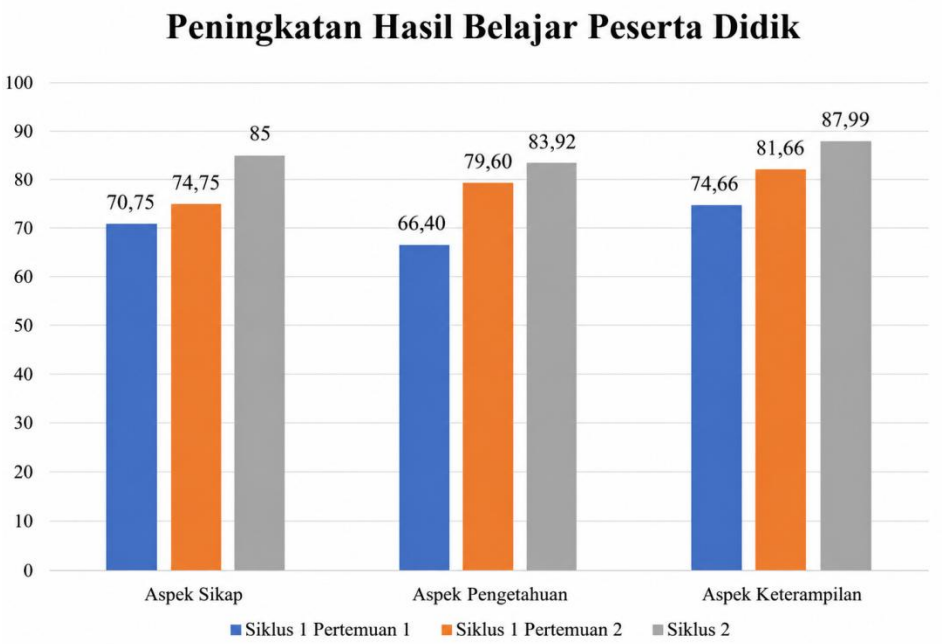

Figure 2. Graph of the Improvement in Student Learning Outcomes Cycle 1-II

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CONCLUSION

Conclusion

The implementation of the Cooperative Learning model of the Think Pair Share (TPS) type contributed to improvements in the planning and implementation of Pancasila Education learning as well as students' learning outcomes. The quality of the teaching module improved from 92.30% (Good) in Cycle I to 98.07% (Very Good) in Cycle II following revisions made through the reflection process. Likewise, the implementation of learning showed positive progress, with teacher activity increasing from 87.50% (Good) in Cycle I to 95% (Very Good) in Cycle II, while student activity increased from 80% (Fair) in Cycle I to 95% (Very Good) in Cycle II.

Students' learning outcomes also improved across all assessed domains. The average attitude score increased from 79.87 (Fair) in Cycle I to 85 (Good) in Cycle II. The average knowledge score improved from 73 (Fair) to 83.92 (Good), while the average skills score increased from 78.16 (Fair) to 87.99 (Good). These findings indicate that the implementation of the Think Pair Share model supported improvements in students' attitudes, knowledge, and skills during Pancasila Education learning.

Based on the predetermined success indicators, the results achieved in Cycle II met the research targets; therefore, the classroom action research was concluded after the second cycle. These findings suggest that the Think Pair Share (TPS) model can serve as an effective collaborative learning alternative for Pancasila Education at the elementary school level by promoting active participation, peer interaction, and meaningful learning. Nevertheless, its implementation should continue to consider classroom conditions, learning objectives, and students' characteristics to achieve optimal learning outcomes.

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