



**THE INFLUENCE OF THE THINK PAIR SHARE LEARNING MODEL ON
COMMUNICATION ABILITY, PROBLEM SOLVING AND SCIENCE LEARNING
OUTCOMES OF CLASS V STUDENTS**

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model pembelajaran *Think Pair Share* terhadap kemampuan komunikasi, kemampuan pemecahan masalah dan hasil belajar siswa kelas V MIN 4 Kepulauan Selayar. Jenis penelitian ini adalah *pretest-posttest control group design*. Jumlah sampel dalam penelitian ini adalah 30 orang, yang terdiri dari 15 orang pada kelas eksperimen dan 15 orang pada kelas kontrol. Metode pengumpulan data yang digunakan yaitu tes hasil belajar untuk mengukur hasil belajar, observasi untuk mengukur kemampuan komunikasi dan pemecahan masalah, dan dokumentasi. Teknik analisis data yang digunakan yaitu pendekatan statistik deskriptif, analisis imperensial dan uji hipotesis. Hasil penelitian yang didapatkan adalah 1) kemampuan komunikasi siswa adalah $0,009 < 0,05$ yang berarti H_1 diterima dan H_0 ditolak, yaitu terdapat pengaruh penerapan model pembelajaran *Think pair share* terhadap kemampuan komunikasi siswa. 2) kemampuan pemecahan masalah siswa adalah $0,021 < 0,05$ yang berarti H_1 diterima dan H_0 ditolak, yaitu terdapat pengaruh penerapan model pembelajaran *Think Pair Share* terhadap kemampuan pemecahan masalah siswa. 3) hasil belajar siswa adalah $0,001 < 0,05$ yang berarti H_1 diterima dan H_0 ditolak, yaitu terdapat pengaruh penerapan model pembelajaran *Think pair share* terhadap hasil belajar IPS siswa MIN 4 Kepulauan Selayar.

Kata-kata kunci: Model Pembelajaran *Think Pair Share*, Kemampuan Komunikasi, Kemampuan Pemecahan Masalah, Hasil Belajar.

ABSTRACT

The purpose of this study was to determine the effect of the application of the Think Pair Share learning model on communication skills, problem solving abilities and learning outcomes of

students of class V MIN 4 Selayar Islands. This type of research is a pretest-posttest control group design. The number of samples in this study were 30 people, consisting of 15 people in the experimental class and 15 people in the control class. The data collection method used is the learning achievement test to measure learning outcomes, observation to measure communication and problem solving abilities, and documentation. The data analysis technique used is descriptive statistical approach, inferential analysis and hypothesis testing. The research results obtained were 1) students' communication skills were $0.009 < 0.05$, which means H_1 was accepted and H_0 was rejected, that is, there was an effect of the application of the Think pair share learning model on students' communication skills. 2) students' problem-solving ability is $0.021 < 0.05$, which means that H_1 is accepted and H_0 is rejected, that is, there is an effect of applying the Think Pair Share learning model to students' problem-solving abilities. 3) student learning outcomes are $0.001 < 0.05$, which means H_1 is accepted and H_0 is rejected, that is, there is an influence of the application of the Think pair share learning model on social studies learning outcomes for students of MIN 4 Selayar Islands.

Keywords: *Think Pair Share Learning Model, Communication Skills, Problem Solving Ability, Learning Outcomes.*

INTRODUCTION

Education and the development of science is one of the steps forward in preparing students who are oriented towards future development and abilities. Education has always been a barometer for sustainable development, especially development that leads to the formation of quality human resources (Hidayati, 2008). Education is intended to form the basis of good and wise human behavior in various matters that lead to the progress of the nation. Therefore, the field of education needs and must receive serious attention, treatment and priority in order to achieve educational goals (Supriya, 2006).

This is in accordance with the function of national education objectives stated in Law Number 20 of 2003 concerning the National Education System, article 3 is an effort to strengthen values through the world of education which states that, "National education functions to develop abilities and shape the character and civilization of a nation that with dignity in order to make the nation's life more intelligent, aiming to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens" (Sisdiknas, 2003).

The purpose of this law is that the main function of the national education system is to create a learning atmosphere that is fun, meaningful, dynamic, creative, dialogical and committed to professionally improving the quality of education, because education that functions well does not only produce intelligent students. but creates the character of students who are independent, faithful and have noble character. Basic education as one of the levels of education in the national education system is the main foundation for continuing the next journey.

Based on the background above, it is deemed necessary to have a solution and one of the right solutions is the application of innovative learning so as to create an active learning atmosphere. In line with this, innovative learning is expected to be able to motivate students to study social sciences (IPS) and can encourage students to play a more active role in learning, actively ask questions and collaborate so that this will have an impact on the learning outcomes that students will achieve.

The 2013 curriculum learning consists of several lesson contents, one of which is social science (IPS) content. Meilyawati & Fitriyah (2014) states that IPS examines a set of events,

facts, concepts and generalizations related to social issues. At the SD/MI level, social studies subjects contain material on Geography, History, Sociology and Economics. Through social studies subjects, students are directed to become democratic, responsible citizens and world citizens who love peace.

Every educational effort has certain goals to achieve. The objectives of social studies subjects as stated in the content standards (*Standar Isi untuk Satuan Pendidikan Dasar dan Menengah Standak Kompetensi dan Kompetensi Dasar, 2006*) are, (1) getting to know concepts related to people's lives and their environment; (2) have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; (3) have a commitment and awareness of social and human values; (4) have the ability to communicate, collaborate and compete in a pluralistic society, at the local, national and global levels. The scope of social studies subjects includes the following aspects: (1) people, places and the environment; (2) time, continuity, and change; (3) social and cultural systems; (4) economic behavior and welfare (Masana, 2022).

However, in practice, the social studies learning process often encounters various obstacles in the form of erroneous assumptions that hinder the achievement of the educational goals of social studies learning.

Some of the wrong assumptions about social studies subjects include the following: (1) social studies lessons are simple lessons delivered by teachers in lectures and telling stories in front of the class so that students are often bored with social studies lessons. (2) in social studies learning students cannot use concrete tools that can be manipulated (tinkered with), so they are passive in learning. (3) Social studies lessons cannot be used as a benchmark for student intelligence, unlike exact lessons such as science and mathematics. (4) Social studies lessons do not guarantee a student's future unless the lessons are exact. Some of these assumptions reduce students' interest in learning about social studies subjects, resulting in relatively low student learning achievement. This is also inseparable from several other inhibiting factors, whether from teachers, students themselves, or from the surrounding environment (Baihaqi dkk, 2018)

In the curriculum, social studies subjects have a relatively large proportion of content when compared to other subjects. Therefore, many students feel dissatisfied with social studies lessons, they think that social studies subjects are boring, monotonous and very confusing, making students reluctant and lazy to learn, and causing social studies learning outcomes to get low grades. Social studies lessons must be taught innovatively so that learning is not boring and students can be active in learning activities (Lidia dkk, 2018)

Arikunto (2013) mentioned several characteristics of students in this learning as follows: (1) low enthusiasm for learning. (2) looking for shortcuts. (3) don't know what to study for. (4) passive and indifferent. To anticipate the occurrence of such student character, it is recommended for a teacher to establish a learning model that can increase students' active role in learning.

The statement above along with the results of observations of the social studies learning process in class V MIN 4 Selayar Islands which was carried out from 17 to 21 January 2023 shows that the social studies learning process is still conventional, there are no variations in the learning models carried out. There are several problems experienced by teachers during the learning process in class, including: (1) students lack concentration and are more pensive when following the lesson (2) students often make noise. (3) students are less interested in the assignments given, (4) reluctant to answer questions asked by the teacher, (5) students are passive in the learning process.

The reality faced by teachers in schools shows that the teaching and learning process that takes place in class includes students listening to the teacher explaining, taking notes on the lessons given, reading and occasionally responding to the teacher's questions, but the

majority of students do not ask or express their opinions even though the teacher has repeatedly asked them. This can be interpreted as meaning that students are passive in the process of teaching and learning activities in class, the learning process is limited to the teacher delivering the material so that many students appear indifferent to working on practice questions. New students will start working when the questions have been completed by other students who are classified as active. To overcome this problem in a sustainable manner, an educator or teacher must make innovations so that students are motivated to learn.

One of the factors that causes problems in learning is the use of learning methods that are less varied or monotonous. So far, the method is only teacher-centred and only occasionally uses learning media so that the learning process in the classroom is less enjoyable, does not empower students' abilities, and is less than optimal in helping students' memory. This makes learning goals difficult to achieve.

Based on the background above, it is deemed necessary to have a solution and one of the appropriate solutions is the application of innovative learning so as to create active learning conditions. In line with this, innovative learning is expected to be able to motivate students to study Social Sciences (IPS) and can encourage students to play a more active role in learning, be active in asking questions and working together so that this will have an impact on the learning outcomes that students will achieve.

One way that can be done to provide solutions to the problems above is to apply a cooperative learning model. Cooperative learning models that can be applied in schools include the Think Pair Share type learning model (Masana, 2022).

The Think Pair Share learning model was developed by Lyman et al from the University of Maryland which was able to change the assumption that recitation and discussion methods need to be held in a whole class group setting. The Think Pair Share model allows students to think and respond and help each other (Astuti, 2017; Pangestuti, 2017)

Rahayu (2017) stated that the think pair share strategy introduces the idea of time, wait or think (wait or think time) in the cooperative learning element which is currently one of the effective factors in increasing students' responses to questions. The cooperative learning model is a very popular learning model that is applied in various fields of study. Cooperative learning is structured in an effort to increase student participation, facilitate students with experience of leadership attitudes and decision making in groups, and provide opportunities for students to interact and learn together with students from different backgrounds (Purnomo & Suprayitno, 2013; Rahayu et al., 2017)

Based on the opinions of the experts above, the researcher concluded that Think Pair Share type learning is learning that gives students the opportunity to work alone, think for themselves about problems given by the teacher and gives students the opportunity to work together with friends, providing feedback. to respond and help each other. In this type students can develop abilities in collaboration and communication between students. Interactions that take place during the learning process can improve thinking power and increase student activity in learning.

By implementing this learning model, students are expected to actively participate in learning in class because all students are directly involved (Mutia, 2020; Rahayu et al., 2017; Simamora, Pintor & Dalimunthe, 2014). Think Pair Share is also expected to improve students' ability to remember information and students can also learn from other students and convey their ideas to each other for discussion before presenting them in front of the class. Think Pair Share is a cooperative learning model which consists of 3 stages, namely thinking, pairing, and sharing. Teachers are no longer the only source of learning (teacher oriented), but instead students are required to be able to discover and understand new concepts.

The above opinion is confirmed by previous research conducted by (Meilana et al., 2020) with the title "The Influence of the Think Pair Share Learning Model on Critical

Thinking Abilities in Elementary Schools". The results of this research show that the average post-test score for social studies critical thinking skills for experimental class students is higher than the score for the control class. So the researchers took the initiative to apply the Think Pair Share learning model to class V MIN 4 Selayar Islands students and see whether the Think Pair Share learning model could also improve students' communication skills, problem solving and social studies learning outcomes.

RESEARCH METHODS

This research uses a quantitative type with an experimental approach. The experimental research used was a quasi-experiment (Quasi Experiment) with a Nonequivalent Control Group Design. Which compares the application of the Think Pair Share learning model with conventional learning on communication skills, problem solving and social studies learning outcomes in MIN 4 class V students in Selayar Islands Regency.

The design of this research is Quasi experimental, experimental research is generally carried out to compare two or more groups and uses certain statistical measures. In this study there were two groups of research subjects, including; (1) experimental class study group using a problem-based approach, and (2) control class study group using conventional learning.

The form of quasi-experimental design in this research is nonequivalent control group design. Because in this study there were two groups that were not chosen randomly, then a pretest and posttest were given for the experimental class and control class groups.

According to Sukmawati (2023) "a sample is part of the number and characteristics of the population". This sampling technique uses Saturated Sampling. The sample in this study was all class V students with the first subject being carried out in class Vb which used a problem-based approach with a total of 15 students, consisting of 9 female students and 6 male students, while the second subject was carried out in class Va which used conventional learning with a total of 15 students consisting of 6 female students and 9 male students.

The data collection techniques used in this research are observation, learning outcomes tests, and documentation. Descriptive statistical data analysis is used to analyze data by describing or illustrating the data that has been collected as it is without intending to make generalizations (Sudarmin, 2023). Descriptive statistical data analysis in this research is intended to describe communication skills, problem solving and learning outcomes. Data about the distribution and frequency of student achievement was calculated using Microsoft Excel.

Inferential statistics is a statistical technique used to analyze sample data and apply the results to the population (Sugiyono, 2019). This statistical technique is intended to test the hypothesis. Before testing the research hypothesis, data prerequisite tests were carried out including normality tests and data homogeneity tests.

Hypothesis testing to determine the effect of the independent variable on the dependent variable. Analyzed using One-way Multivariate Analysis of Variance (One-way MANOVA) to analyze existing data through multivariate significance tests and univariate significance tests (Tests of Between Subjects-Effect).

RESULTS AND DISCUSSION

Result

The following is statistical data on communication skills, problem solving and social studies learning outcomes of MIN 4 Selayar Islands students using the Think Pair Share learning model.

Table 1. Statistical data on communication skills, problem solving and social studies learning outcomes

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Communication Skills	60	53	90	70,85	8,933
Problem solving skill	60	42	100	70,98	14,217
Social Studies Learning Outcomes	60	53	100	73,22	12,785
Valid N (listwise)	60				

Based on the table above, the minimum score for students' communication skills in both the experimental and control classes is 53 and the maximum is 90 with an average of 70.85 and a standard deviation of 8.933. Likewise with the problem solving abilities of students in both the experimental and control classes with a minimum score of 42 and a maximum score of 100 with an average score of 70.98. The minimum score for the social studies learning outcomes for the experimental class and control class is 53 and the maximum score is 100 with an average of 70.98.

The normality test is used to find out whether the class that uses the Think Pair Share learning model comes from a population with a normal distribution or not. Before testing the hypothesis, a normality test is carried out to find out whether the learning model has a normal distribution or not. In this study, the One Sample Kolmogorov-Smirnov test was used using a significance level of 5% or (Sig.) > 0.05.

Table 2. Normality Test Data

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			30
Normal Parameters ^{a,b}	Mean		,0000000
	Std. Deviation		8,84564350
Most Extreme Differences	Absolute		,142
	Positive		,072
	Negative		-,142
Test Statistic			,142
Asymp. Sig. (2-tailed) ^c			,125
Monte Carlo Sig. (2-tailed) ^d	Sig.		,118
	99% Confidence Interval	Lower Bound	,110
		Upper Bound	,127
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1502173562.			

Based on the normality test above, the variables of communication skills, problem solving and social studies learning outcomes of students using the One-Sample Kolmogorov-Smirnov Test based on the Unstandardized Residual of the dependent variable affect the independent variable, the Asymp value is obtained. Sig. (2-tailed) of 0.125 is greater than 0.05, so data on communication skills, problem solving and social studies learning outcomes can be concluded

to be normally distributed. Thus, the assumption or requirement is that the data is normally distributed.

The homogeneity test is carried out to test whether the samples have the same variance. To find out whether the six samples are homogeneous or not, it is necessary to test the homogeneity of the variants first with a significance level of $\alpha = 5\%$.

Table 3. Homogeneity Test Data

Levene's Test of Equality of Error Variances ^a					
		Levene Statistic	df1	df2	Sig.
Kemampuan Komunikasi	Based on Mean	1,482	1	58	,228
	Based on Median	,838	1	58	,364
	Based on Median and with adjusted df	,838	1	52,929	,364
	Based on trimmed mean	1,401	1	58	,241
Kemampuan Pemecahan Masalah	Based on Mean	,415	1	58	,522
	Based on Median	,234	1	58	,631
	Based on Median and with adjusted df	,234	1	49,175	,631
	Based on trimmed mean	,389	1	58	,535
Hasil Belajar	Based on Mean	1,289	1	58	,266
	Based on Median	,570	1	58	,457
	Based on Median and with adjusted df	,570	1	52,814	,457
	Based on trimmed mean	1,190	1	58	,285
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.					
a. Design: Intercept + Model					

Based on the results of data analysis on communication skills, it was found that homogeneity with a significance value of 0.241 was greater than 0.05, which indicated that the two Communication Ability groups were homogeneous with a Levene statistic of 1.401. Likewise with the problem solving ability data, it was found that homogeneity with a significance value of 0.535 was greater than 0.05, which indicated that the problem solving ability group was homogeneous with a Levene statistic of 0.389. Likewise, with the results of data analysis on social studies learning outcomes, it was found that homogeneity with a significance value of 0.285 was greater than 0.05, which indicated that the social studies learning outcomes group was homogeneous with a Levene statistic of 1.190.

In Manova hypothesis testing, decision making is carried out using the following criteria: if the value of Asymp. Sig (2-Tailed) < 0.05, then there is a significant influence, which means H1 is accepted and H0 is rejected. And: if the value of Asymp. Sig (2-Tailed) > 0.05, then there is no significant influence, which means H1 is rejected and H0 is accepted.

Table 4. Hypothesis Testing

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Communication Skills	522,150 ^a	1	522,150	7,236	,009
	Problem Solving Skill	1050,017 ^b	1	1050,017	5,600	,021
	Learning Outcomes	714,150 ^c	1	714,150	4,638	,035

Intercept	Communication Skills	301183,350	1	301183,350	4173,608	<,001
	Problem Solving Skill	302318,017	1	302318,017	1612,368	<,001
	Learning Outcomes	321640,817	1	321640,817	2089,037	<,001
Model	Communication Skills	522,150	1	522,150	7,236	,009
	Problem Solving Skill	1050,017	1	1050,017	5,600	,021
	Learning Outcomes	714,150	1	714,150	4,638	,035
Error	Communication Skills	4185,500	58	72,164		
	Problem Solving Skill	10874,967	58	187,499		
	Learning Outcomes	8930,033	58	153,966		
Total	Communication Skills	305891,000	60			
	Problem Solving Skill	314243,000	60			
	Learning Outcomes	331285,000	60			
Corrected Total	Communication Skills	4707,650	59			
	Problem Solving Skill	11924,983	59			
	Learning Outcomes	9644,183	59			

The Test of Between-Subjects Effects test above was carried out with the help of SPSS 29 with the decision that the significant value of the Think Pair Share learning model on communication skills, problem solving abilities and students' social studies learning outcomes was 0.009, 0.021 and 0.035 < 0.05, which means that H1 is accepted, H0 is rejected, namely that there is an influence of the Think Pair Share learning model on communication skills, problem solving and social studies learning outcomes for class V MIN 4 Selayar Islands students.

Discussion

Based on the results of testing the hypothesis, it shows that there is a positive and significant influence between the Think Pair Share learning model on communication skills, problem solving and social studies learning outcomes for MIN class V MIN 4 Selayar Islands students. From the results of observations and tests carried out, it was seen that there was a significant increase in students' scores before being given treatment and after being given treatment. Therefore, learning using the Think Pair Share model is proven to be able to improve students' communication skills, problem solving abilities and social studies learning outcomes. class V MIN 4 Selayar Islands Regency.

The communication process cannot be separated from the learning process (Marfuah, 2017), The communication skills of students and teachers really determine the success of student learning, because good communication skills will be able to help and facilitate the delivery of ideas and exchange information in the learning process. (Purnomo & Suprayitno, 2013).

According to Djamarah (2015) Problem solving is a strategy that can develop students' thinking abilities and its use can be carried out in conjunction with other learning approaches. Usually the teacher gives a problem that is appropriate to the topic being taught and students are asked to solve the problem.

The main goal in Bloom's Taxonomy regarding the design of student learning outcomes is to equip students to achieve these three main classifications or domains (Tetteh, 2015). There are many things that can influence learning outcomes such as teaching quality, environment, learning facilities, methods, learning models, learning satisfaction.

CLOSING

This research proves the influence of implementing the Think Pair Share learning model on communication skills, problem solving abilities and social studies learning outcomes for class V MIN 4 Selayar Islands students. By implementing the Think Pair Share learning model, it can improve communication skills, problem solving abilities and social studies learning outcomes for class V MIN 4 Selayar Islands students.

For other researchers to be able to develop this research further and to research other variables that influence communication and problem solving abilities or by using other methods, for example tests on students so that information can be more diverse. Regional governments, especially the Ministry of Religion, need to increase assistance for implementing teacher competency training at the Madrasah level. Teachers need to recognize and apply various models and methods in implementing the teaching and learning process.

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