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The Influence of the Think Pair Share Model on Collaboration Skills, Learning Motivation, Concept Understanding at SDN Sebaung II

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Abstract

This study aims to analyze the influence of **the Think Pair Share (TPS) learning model** *on collaboration skills, learning motivation, and concept understanding of grade V students of SDN Sebaung II, Gending District, Probolinggo Regency. The background of this research departs from the fact that learning in elementary schools is still dominated by conventional methods so that students tend to be passive, collaboration skills are not developed, learning motivation is low, and concept understanding is not optimal. The TPS model is seen as relevant because it provides opportunities for students to think independently, discuss with their partners, and share the results of discussions in large groups. This study uses a quantitative approach with a correlational design. The research subjects were all students of class V totaling 37 people, so the sampling technique used was a saturated sample. Data were collected using a collaboration skills questionnaire, a learning motivation questionnaire, and a concept comprehension test. Data analysis was carried out using* the Multivariate Analysis of Variance (MANOVA) technique. *The results of the study showed that the TPS model had a significant effect on students' collaboration skills, learning motivation, and concept understanding, both partially and simultaneously. These findings indicate that TPS is an effective learning strategy to improve the quality of social studies learning in elementary schools. Thus, TPS deserves to be used as an alternative to innovative learning models in supporting the achievement of 21st century competencies.*

Keywords: *Think Pair Share, collaboration skills, learning motivation, concept understanding.*

INTRODUCTION

Education has an important role in shaping a generation that is intelligent, characterful, and able to face the challenges of the times. In the context of the 21st century, the goal of education is not only limited to the mastery of cognitive aspects, but also to the development of social, affective, and psychomotor skills. Students are required to have the ability to think critically, collaborate, communicate, and create as provisions in life. Therefore, the right learning strategy is very necessary so that educational goals can be achieved optimally (Suhendra & Lestari, 2022).

One of the main problems faced in learning in primary school is the low active participation of students. Many teachers still use conventional methods in the form of lectures, questions and answers, and assigning assignments individually. This method is indeed effective in conveying information, but it does not provide space for students to be actively involved (Ananda & Pratama, 2020). As a result, students' collaboration skills, motivation to learn, and understanding of concepts have not been developed to the maximum.

Similar conditions were also found at SDN Sebaung II, Gending District, Probolinggo Regency. Based on initial observations, many students are passive during learning. Only a small percentage of students dare to express opinions or engage in discussions. This shows that students' collaboration skills are still low. Low collaboration skills have implications for lack of motivation to learn, which also has an impact on low understanding of concepts.

Collaboration skills are one of the essential competencies of the 21st century that students must have. Collaboration is not only important in academic contexts, but also in social life and the world of work. Through collaboration, students learn to listen, appreciate differences, and solve problems together. Without these skills, students will struggle to cope with life's challenges that demand cross-disciplinary cooperation (Johnson & Johnson, 2019).

Learning motivation is also an important factor in achieving learning outcomes. Motivated students will try harder, be more diligent, and be more active in the learning process (Slavin, 2019). On the other hand, low motivation to learn causes students to get bored quickly, passive, and lack of concern for learning outcomes. Learning motivation is closely related to student involvement in meaningful learning activities.

Understanding concepts is the main indicator of learning success. Students who understand concepts well are able to connect new knowledge with existing knowledge, as well as apply it in real-world situations. Without a good understanding of concepts, students will only memorize information without being able to use it in problem solving (Deci & Ryan, 2020). This is contrary to the purpose of learning in elementary school which emphasizes the formation of competencies.

To overcome these problems, a learning model is needed that is able to actively involve students, increase learning motivation, and deepen understanding of concepts. One of the learning models that is considered effective is the Think Pair Share (TPS) model (Gillies, 2020). This model is a form of cooperative learning developed by Lyman in 1981. The goal is to increase student participation through interaction in small groups before sharing in large groups.

The TPS model consists of three main stages, namely think, pair, and share. In the think stage, students are given the opportunity to think independently about a problem or question. In the pair stage, students discuss the results of their thinking with their partners to enrich their ideas. In the share stage, students share the results of their discussions with large groups or the entire class. This process allows each student to be actively involved in learning (Zulkarnain & Astuti, 2023).

The advantage of the TPS model is that it provides equal opportunities for all students to participate. Even shy students can be more confident in expressing their opinions after going through a discussion in pairs. Thus, this model can reduce the dominance of certain students and increase class participation evenly (Astuti & Zulkarnain, 2021). In addition, TPS also fosters mutual respect, cooperation, and responsibility.

A number of studies have shown the effectiveness of the TPS model in improving the quality of learning. Nurhayati (2020) proves that TPS can improve students' collaboration skills at the junior high school level. Research by Sari (2021) also shows that polling stations increase social interaction and the ability to work together with elementary school students. Another study by Putra and Suryani (2018) revealed that TPS is able to increase students' motivation to learn because they feel more involved in the learning process.

Similar research results were also found by Hidayati (2019), which showed that the implementation of TPS can improve students' understanding of concepts. Through paired

discussions and sharing, students can clarify their understanding and deepen their knowledge of the material being studied. These findings show that TPS has great potential to be applied to various levels of education, including elementary schools (Arikunto, 2023).

However, the implementation of TPS has not been carried out consistently in elementary schools, including at SDN Sebaung II. Teachers still tend to use traditional methods because they are considered more practical. In fact, the current educational challenges demand the implementation of more innovative and participatory learning strategies (Kurniawan & Dewi, 2021). This is the background for research on the influence of TPS on collaboration skills, learning motivation, and understanding of students' concepts.

This research is important because it tries to fill in the gaps from previous research. Most studies have focused on only one or two variables, such as collaboration skills or motivation to learn. This study tries to comprehensively examine the influence of TPS on three aspects at once, namely collaboration skills, learning motivation, and concept understanding. Thus, the results of this research are expected to contribute more broadly to the development of learning theories and practices.

In addition to the theoretical contribution, this research also has practical benefits. For teachers, the results of this research can be the basis for choosing a more effective learning strategy in teaching social studies. For students, TPS can enhance a more fun, meaningful, and useful learning experience for daily life. For schools, the results of this research can be input in designing curricula and learning programs that are in accordance with the demands of the independent curriculum (Handayani & Fitria, 2019).

From the academic side, this research can enrich the study of the effectiveness of cooperative learning models in elementary schools. This research is also expected to provide inspiration for future researchers to examine other innovative learning models. Thus, this research is relevant not only for the development of educational theory, but also for learning practice in the field.

Based on the description above, this study is focused on the main question: does the Think Pair Share learning model affect the collaboration skills, learning motivation, and concept understanding of grade V students at SDN Sebaung II? This research question is described in the form of a more specific problem formulation to determine the partial and simultaneous influence of the TPS model.

The purpose of this study is to analyze the influence of the application of the TPS model on collaboration skills, learning motivation, and understanding of student concepts at SDN Sebaung II. With this goal, this research is expected to make a real contribution to the development of learning practices in elementary schools, especially in improving the quality of social studies learning.

METHOD

This study uses a quantitative approach with a type of correlational research. The selection of this design was based on the purpose of the research that wanted to determine the influence of the Think Pair Share (TPS) learning model on collaboration skills, learning motivation, and concept understanding of elementary school students. The quantitative approach was chosen because it allows an objective measurement of the relationships between variables through statistical analysis.

The subjects of this study are all grade V students of SDN Sebaung II, Gending District, Probolinggo Regency, which totals 37 people. Because the population is relatively small, all students are used as research samples so that the sampling technique used is a saturated sample. In this way, the results of the study can reflect the real condition of the entire population without the need to make broader generalizations.

The instruments used in this study included a collaboration skills questionnaire, a learning motivation questionnaire, and a concept comprehension test. The collaboration skills questionnaire is compiled based on indicators of the ability to work together, listen, and respect the opinions of friends. The learning motivation questionnaire is prepared by referring to the indicators of students' interest, attention, effort, and perseverance in participating in learning. Meanwhile, the concept understanding test is in the form of multiple-choice questions prepared based on class V social studies materials.

Data collection is carried out through several stages. First, the researcher conducted initial observations to find out the learning conditions that took place in the classroom. Second, the researcher provided a questionnaire to students to obtain data on collaboration skills and learning motivation. Third, students are given a written test to measure their understanding of concepts after the implementation of the TPS learning model. All the collected data is then recapitulated for further analysis.

Data analysis was carried out using the Multivariate Analysis of Variance (MANOVA) technique. This analysis was chosen because it was able to test the influence of one independent variable on more than one bound variable simultaneously. Before the main analysis is carried out, the data is first tested for assumptions including normality, homogeneity, and multicollinearity tests to ensure the feasibility of the analysis. The results from MANOVA were then used to determine the influence of the TPS learning model both partially on each bound variable and simultaneously on the overall research variable.

RESULTS AND DISCUSSION

Result

Data analysis showed that the application of the Think Pair Share (TPS) learning model had a significant influence on collaboration skills, learning motivation, and concept understanding of grade V students of SDN Sebaung II. The results of the statistical test using MANOVA showed that all bound variables experienced an increase in average scores after the implementation of TPS.

Table 1.
Average Research Variable Score

Variable	Before the polling station	After the polling station	Increased	Significance (p)
Collaboration Skills	65,20	78,45	+13,25	0.000 (<0.05)
Learning Motivation	66,10	80,15	+14,05	0.001 (<0.05)
Concept Understanding	64,85	79,70	+14,85	0.002 (<0.05)

The data in the table shows that all research variables have increased quite high after the TPS model was applied. The largest improvement was in students' concept understanding with an average of 14.85 points, followed by learning motivation of 14.05 points, and collaboration skills of 13.25 points.

Partially, the results of the MANOVA test show that the TPS model has a significant effect on students' collaboration skills. This can be seen from the p< value of 0.05, which means that there is a significant difference in collaboration scores before and after learning using TPS. Students are more active in discussing, respecting opinions, and working with friends.

On the variable of learning motivation, TPS has also been proven to have a significant influence. A p-value smaller than 0.05 indicates that students have greater interest, attention, and effort after participating in learning with TPS. They look more enthusiastic, diligent, and confident in participating in learning activities.

The same results were also found in the concept understanding variable. The average student test score increased significantly after the implementation of TPS with a p < value of 0.05. Students are better able to explain concepts, connect ideas, and apply social studies materials in new situations.

Simultaneously, the results of MANOVA's analysis strengthened the findings that the TPS model had a combined effect on collaboration skills, learning motivation, and concept understanding. Wilks' Lambda value shows a significance of less than 0.05, so it can be concluded that TPS is an effective learning strategy and can improve the quality of social studies learning in elementary schools.

Discussion

The results show that the Think Pair Share (TPS) model has a significant influence on students' collaboration skills. These findings are in line with cooperative learning theory that emphasizes the importance of cooperation in small groups to achieve learning goals. Students who are used to discussing and exchanging opinions with couples or large groups tend to be more skilled in collaborating. The interaction process that occurs at each stage of TPS encourages students to be more active in listening, respecting opinions, and sharing ideas constructively. This proves that TPS is able to create a collaborative learning environment (Johnson & Johnson, 2019).

The improvement of collaboration skills that occurs can be explained through the TPS learning stage. In the "think" stage, students practice thinking independently so that they have initial ideas. Furthermore, in the "pair" stage, the idea is exchanged with the pair so that there is clarification and enrichment of ideas. Finally, in the "share" stage, students learn to communicate the results of their discussions to large groups more confidently. This gradual process helps students develop better teamwork skills than the lecture method (Gillies, 2020).

This research is in line with the findings of Nurhayati (2020) who stated that the TPS model can improve students' collaborative abilities in secondary school. Similarly, research by Sari (2021) strengthens that TPS is effective in developing cooperation in elementary schools. Thus, the results of this study expand the empirical evidence regarding the effectiveness of TPS in building collaboration skills in students. This confirms that TPS can be used consistently in elementary school learning.

In addition to collaboration skills, this study also shows that TPS has a significant effect on students' learning motivation. Increased motivation is reflected in students' increased interest, enthusiasm, and perseverance in completing assignments. Learning with TPS makes students feel more appreciated because they are given the opportunity to think for themselves, discuss, and share opinions. Sense has a role in learning to foster stronger intrinsic motivation (Arikunto, 2023). Motivated students tend to be more active and try harder to follow lessons.

These results support the research of Putra and Suryani (2018) which found that students were more enthusiastic about learning when using the TPS model. Social engagement in small groups provides a more meaningful learning experience. Students not only listen to the teacher's explanations, but are also directly involved in building knowledge. Thus, learning motivation increases because students find learning more interactive and fun. TPS is able to present a learning atmosphere that is different from traditional methods.

The increase in student learning motivation in this study can also be explained through the theory of Self Determination put forward by Deci and Ryan (2020). According to this theory, motivation will develop when basic human needs, namely autonomy, competence, and connectedness are met. In TPS, autonomy is shown through opportunities for independent thinking, competence is gained when discussing with partners, and connectivity is established through sharing with large groups. Therefore, TPS meets the basic needs of students so as to increase their motivation to learn.

In addition to influencing collaboration and motivation, this study also proves that TPS significantly improves students' understanding of concepts. The average score of the concept comprehension test increases after students follow the learning with this model. This shows that TPS helps students in building deeper knowledge. The process of clarification and discussion allows students to connect their ideas with the concepts being studied. Thus, learning becomes more meaningful (Suhendra & Lestari, 2022).

These results are consistent with Hidayati's (2019) research which states that paired discussions in TPS make it easier for students to understand the material better. The think stage gives students the opportunity to reflect on their own understanding, while the pair and share stage broadens perspective by comparing the shared understanding of couples and groups. This is in accordance with Vygotsky's social constructivism which emphasizes the importance of social interaction in developing knowledge. In other words, TPS helps students build an understanding of concepts through structured interactions.

The increased understanding of concepts in this study strengthens the argument that cooperative learning can help students achieve a high level of cognitive domain. Students not only memorize information, but also integrate knowledge to solve problems (Kurniawan & Dewi, 2021). When students are asked to share the results of the discussion at the share stage, they practice organizing knowledge more systematically. This activity makes understanding concepts more durable and can be applied to new situations. Therefore, TPS is relevant to be used in social studies learning that emphasizes the relationship between concepts.

Simultaneously, the results of the analysis showed that TPS had a significant effect on the three bound variables. This indicates that this learning model has a comprehensive contribution in improving the quality of learning. With a single model, teachers can develop social skills, increase motivation, and deepen students' understanding of concepts at the same time. This effectiveness

shows that TPS is in accordance with the demands of an independent curriculum that emphasizes active, collaborative, and student-centered learning (Astuti & Zulkarnain, 2021).

The findings of this study have important implications for teachers. Teachers need to change the paradigm from teacher-centered learning to more interactive learning. By implementing TPS, teachers can facilitate students to think, discuss, and share in a supportive atmosphere (Deci & Ryan, 2020). The role of the teacher is more as a facilitator who directs the flow of discussion, not the only source of knowledge. These changes can encourage students to be more active, creative, and independent in learning.

From the student side, the implementation of TPS provides a more meaningful learning experience. Students feel involved in every stage of learning and have an important role in the group. This fosters a sense of responsibility and increases their confidence (Handayani & Fitria, 2019). Students who are originally passive can be more courageous to express their opinions after going through a discussion in pairs. Thus, TPS not only develops academic abilities, but also the social character of students.

Schools can also benefit from the consistent implementation of TPS. The quality of learning improves, student learning outcomes are better, and the classroom atmosphere becomes more conducive. The implementation of TPS supports the achievement of Pancasila student profiles, one of which is the ability to work together. Through collaboration in learning, students are accustomed to working together to achieve common goals (Ananda & Pratama, 2020). This is in line with the vision of national education which emphasizes strengthening 21st century competencies.

This research also shows the importance of learning innovation in the context of the independent curriculum. Teachers are expected not only to rely on traditional methods, but to dare to try new approaches that are more participatory. TPS is one of the alternatives that is relatively easy to implement because it does not require special facilities. Teachers only need to prepare questions or problems that are relevant to the material, then facilitate the process of thinking, pairing, and sharing. This simplicity makes TPS adaptable in various subjects (Zulkarnain, & Astuti, 2023).

However, the implementation of TPS also has challenges. Teachers need to manage time well so that all stages can be carried out optimally. In addition, teachers must be able to supervise discussions so that they do not go off topic. Another challenge is to make sure all students are actively involved, as there is a chance that some students are still passive or dependent on their partner. Therefore, teachers' skills in classroom management greatly determine the success of TPS (Slavin, 2019).

This study has limitations because it was only conducted in one school with a limited number of samples. The results of the study may be different if applied to schools with different social and cultural conditions. In addition, this study only uses a quantitative approach, so it has not explored in depth the experience of students in participating in TPS. Further research can use qualitative or mixed approaches to get a more comprehensive picture.

Despite its limitations, this research makes an important contribution to the development of learning practices. The findings that TPS has a significant effect on collaboration skills, learning motivation, and concept understanding suggest that this model is feasible to be implemented more widely in primary schools. Teachers, schools, and education policymakers can use the results of

this research as a basis to encourage more innovative learning. Thus, TPS can be one of the strategies to improve the quality of basic education in Indonesia.

CONCLUSION AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that the application of the **Think Pair Share (TPS) learning model** has a significant effect on collaboration skills, learning motivation, and concept understanding of grade V students of SDN Sebaung II. Partially, TPS has been proven to improve students' ability to cooperate, listen, and respect the opinions of friends. Learning motivation also increases because students feel more involved in the learning process. In addition, students' understanding of concepts is better due to the independent thinking process, discussion in pairs, and sharing of discussion results that strengthen knowledge integration. Simultaneously, TPS contributes positively to improving the quality of social studies learning, so this model is suitable for use as one of the innovative learning strategies in elementary schools.

Based on these findings, several suggestions can be proposed. First, teachers are advised to apply the TPS model consistently in social studies learning and other subjects because it has been proven to be effective in improving students' collaboration skills, motivation, and concept understanding. Second, schools need to encourage teachers to develop a variety of cooperative learning models to create an interactive and fun learning atmosphere. Third, researchers can further expand the research object by involving more schools and using a qualitative approach to explore students' experiences in TPS learning. Thus, the results of the research are expected to further strengthen innovative learning practices in order to improve the quality of basic education in Indonesia.

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