

The Implementation of Cooperative Learning Using the Think-Pair-Share Method to Improve Student Achievement at SDIT Adz-Dzikro Lampung

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ABSTRACT

Suboptimal academic outcomes in elementary science education are frequently attributed to teacher-dominated instruction that restricts meaningful student involvement. Addressing this issue, the present study employed Think Pair Share, a structured cooperative learning approach, as a classroom-based intervention within a Classroom Action Research design. Seventeen third-grade students from SDIT Adz-Dzikro Lampung Utara served as the research participants. Three complementary data sources were utilized: observational records, interview transcripts, and summative learning assessments, all gathered systematically over two iterative action cycles. Each cycle progressed through planning, execution, monitoring, and critical reflection stages. Post-intervention data indicated a remarkable academic growth trajectory. The class average climbed from 69.5 to 88.41, while the proportion of students reaching the minimum mastery benchmark advanced from 29.41% to a complete 100%. These figures suggest that incorporating independent reasoning opportunities alongside structured peer collaboration substantially elevates both comprehension depth and classroom engagement levels. Think Pair Share thus presents itself as a pedagogically sound strategy for transforming elementary science learning outcomes.

Keywords: Learning Achievement, Cooperative Learning, Think-Pair-Share

INTRODUCTION

Elementary education plays a strategic role in establishing the foundation of knowledge, attitudes, and skills of learners, which will serve as essential provisions for successful learning at subsequent educational levels (Saputri, 2022: 48). The learning process at the elementary school level should not solely focus on delivering subject matter, but also actively engage students' roles in the learning process to create effective learning experiences and provide sustainable conceptual meaning. Educational approaches that position learners as the center of activities have been proven capable of strengthening conceptual understanding, developing thinking skills, and improving learning outcomes comprehensively (Izzatunnisa *et al.*, 2024). However, in practice, teaching and learning activities are still largely dominated by the teacher's role, resulting in limited space for active student participation, which consequently affects the low

achievement of learning outcomes. The effectiveness of implementing learning strategies is inseparable from the quality of educator resource management, where previous research indicates that educator management integrated with professional values and continuous development contributes to improving the quality of the educational process (Aulia *et al.*, 2025: 37-49)

Initial observations at SDIT Adz-Dzikro North Lampung indicate that the Natural and Social Sciences (IPAS) learning process in grade III remains conventional and teacher-oriented (Putri, 2025d). Interactions among students have not developed optimally, and they tend to be passive in both question-and-answer sessions and discussions. This condition has resulted in the failure of most students to achieve the Minimum Mastery Criteria (KKM). Students' academic achievement in the animal life cycle material shows results that have not met the established criteria, both in terms of class average and overall mastery percentage (Haliza and Dwi, 2025). This condition reflects obstacles in the implementation of learning, thus requiring corrective measures through the application of more varied approaches capable of optimizing students' active involvement in the learning process.

Various previous studies demonstrate that cooperative learning approaches make positive contributions to increasing both student participation and academic achievement. This effectiveness is related to structured interactions among learners and active engagement in the learning process (Anggalia, 2024: 82). One form of its implementation is the Think-Pair-Share model, which is designed through stages of individual thinking, dialogue in pairs, and then presenting discussion results to a larger group. This gradual pattern enables each student to develop understanding before testing it through communication and collaboration (Pramasanti, 2024).

ther research also demonstrates that practice-based and active training learning is capable of significantly increasing student participation and competence (Indrawati *et al.*, 2025: 2). Berikut terjemahannya:

This approach has close connections to the constructivist paradigm, which views learning as an active process of building understanding through direct experience and reflective social interaction. Within this framework, learners serve as subjects who construct knowledge through engagement and meaningful dialogue. However, the implementation of the Think-Pair-Share model in Natural and Social Sciences (IPAS)

learning at the elementary school level has not been extensively examined through classroom action research designs that specifically investigate its impact on improving students' academic achievement.

Based on the identified problems, strategic steps are needed to revitalize the learning process through the implementation of a model capable of encouraging active student involvement while directly impacting the improvement of academic achievement in the classroom. This study focuses on the implementation of the Think-Pair-Share cooperative learning model as an effort to improve the learning achievement of third-grade students at SDIT Adz-Dzikro North Lampung in the Natural and Social Sciences subject. The implementation of this research is expected not only to provide practical implications for teachers in designing more adaptive and participatory learning, but also to enrich the empirical knowledge regarding the effectiveness of Think-Pair-Share in strengthening the quality of the learning process and learning outcomes at the elementary school level.

RESEARCH METHOD

This research is designed in the form of Classroom Action Research (CAR), which was selected as the methodological framework because it focuses on systematic efforts to improve the quality of the learning process through reflective and continuous action. This approach was chosen due to its relevance to empirical findings in the classroom, which indicate limited student participation and suboptimal learning outcomes in the Natural and Social Sciences (IPAS) subject. This condition necessitates learning interventions that are creatively designed and aligned with the contextual needs of learners so that the learning process and achievement can be significantly improved (Firdaus *et al.*, 2023: 106).

This research was conducted on third-grade B students at SDIT Adz-Dzikro North Lampung with a total of 17 participants, consisting of 11 male students and 6 female students. This class was selected as the research site based on preliminary observation results indicating that students' academic achievement had not reached the Minimum Mastery Criteria (KKM) standard established by the school, thus requiring improvement efforts through planned learning interventions (Putri, 2025e).

Data collection in this research was conducted using three main techniques: classroom observation, interviews, and learning outcome evaluation. Observation activities were directed to record learning dynamics, including teacher and student involvement during the implementation of the intervention. Interviews were used to obtain a more comprehensive picture of participants' responses, perceptions, and experiences regarding the applied learning process. Meanwhile, learning outcome evaluation functioned as a quantitative indicator to assess the development of student achievement after the implementation of the Think-Pair-Share model in each action cycle (Firdaus et al., 2023: 108).

The implementation of this research took place in two action cycles, where each cycle included four sequential stages comprising planning, implementation of learning intervention, process monitoring, and reflective evaluation. This series of stages was designed continuously so that findings from the previous stage could serve as the basis for improvement in the subsequent stage, thus enabling the quality of learning to experience progressive and controlled improvement.

Research data were processed through the integration of two analytical methods: qualitative and quantitative approaches. The qualitative approach was used to interpret the learning process occurring in the classroom, including interaction patterns, participation levels, and changes in students' attitudes and behaviors during the implementation of the intervention. Meanwhile, quantitative analysis was used to measure the magnitude of improvement in learning achievement based on test scores obtained in each cycle. The calculation process was conducted with the assistance of data processing software to ensure more accurate and structured analytical results (Nurtanto and Sofyan, 2015: 110). A systematic and structured analytical approach serves as the key to ensuring the validity of research findings and accuracy in data interpretation (Andriani, 2026: 63).

The determination of student learning success refers to the Minimum Mastery Criteria (KKM) standard set at 75. Students are declared to have achieved individual mastery if their evaluation scores meet or exceed this threshold. Classical success is established when at least 75% of the total number of students in the class have achieved the determined standard. The results of data processing in each cycle are then used as the

basis for reflective consideration to decide on the continuation or termination of the intervention in the subsequent stage (Putri, 2025b).

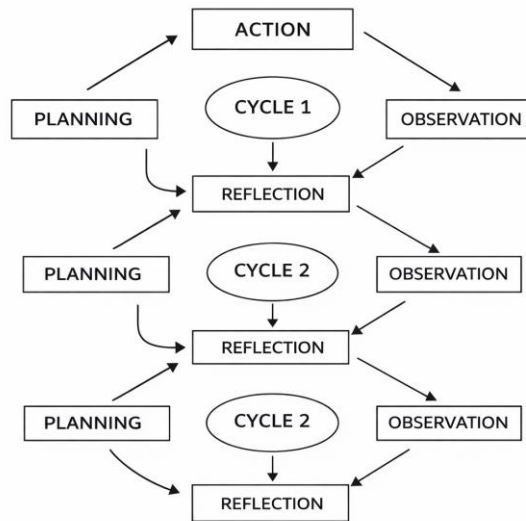


Figure 1. Classroom Action Research Cycle

RESULTS AND DISCUSSION

This classroom action research was conducted through two structured cycles designed to encourage improvement in students' academic achievement through the implementation of the Think-Pair-Share cooperative learning model in the Natural and Social Sciences (IPAS) subject. Each cycle was carried out in a series of cyclical and continuous stages, beginning with the formulation of an action plan, learning implementation, process monitoring, and reflective evaluation conducted systematically to ensure the effectiveness of the intervention provided (Rahayu and Santika, 2025: 435).

In the implementation of Cycle I, learning was designed by systematically applying the three main phases of the Think-Pair-Share model: individual reflection, pair discussion, and presentation of discussion results in the classroom forum. Before the activities took place, the teacher prepared various learning support materials, such as teaching modules and student worksheets, as instruments to support the planned and directed implementation of the intervention, as well as evaluation instruments as

preparation for the implementation of the intervention. During the implementation stage, students were given the opportunity to examine problems individually, then discuss them with their partners, and present their thoughts before the class (Ferdianto, 2024: 20). During Cycle I, several obstacles were still found in the implementation of learning. Most students were not yet accustomed to the interaction patterns required by the cooperative learning model, resulting in uneven pair discussions and some students still displaying passive attitudes. In addition, learning time management had not yet been optimal, so the implementation of each stage had not achieved maximum results (Putri, 2025c).

The assessment results at the end of Cycle I showed that the level of students' academic achievement had not yet demonstrated optimal results. The class average score was recorded at 69.5, while the classical mastery level only reached 29.41%, with only 5 out of 17 students meeting the Minimum Mastery Criteria threshold. These findings indicate that the implementation of learning still required improvement, particularly in optimizing student involvement and strengthening the implementation of each stage in the Think-Pair-Share model to function more effectively (Putri, 2025a).

The reflection conducted on the results of Cycle I served as the main foundation for designing improvements in Cycle II. Various planned enhancements were implemented, including improvement of learning materials, strengthening of learning motivation, intensification of discussion facilitation, and implementation of more structured and efficient time management. The teacher also provided more detailed explanations regarding the role of each student in every stage of discussion activities to maximize the involvement of all students.

The improvement measures implemented in Cycle II had a positive impact on enhancing the quality of learning implementation. Students demonstrated better adaptability to the cooperative learning mechanism, accompanied by increased participation that was more intense compared to the implementation in the previous cycle. Pair discussion activities proceeded more dynamically, students' confidence in expressing opinions increased, and the intensity of interaction among students appeared significantly higher. The classroom atmosphere became more conducive and learning took place more meaningfully (Herawati et al., 2025: 27).

The assessment results in Cycle II demonstrated a very significant improvement in academic achievement compared to the previous stage. The class average score increased to 88.41, and all students successfully achieved or even exceeded the Minimum Mastery Criteria threshold, resulting in a classical mastery level of 100%. This achievement indicates that the implementation of the Think-Pair-Share model, refined through gradual improvements, was capable of increasing the effectiveness of the learning process while comprehensively strengthening students' learning outcomes (Putri, 2025a).

A comparison of students' learning achievements between cycles is presented concisely in the table below.

Table 1
Comparison of Student Learning Outcomes Between Cycles

Indicator	Siklus I	Siklus II
Average score	69,5	88,41
Number of students achieving mastery	5 students	17 students
Mastery percentage	29,41%	100%

The implementation of the Think-Pair-Share cooperative learning model on animal life cycle material in third-grade B class at SDIT Adz-Dzikro North Lampung demonstrated a positive impact on improving students' academic achievement. This effectiveness is reflected in the significant difference between evaluation results in Cycle I and Cycle II after the stages of independent thinking, pair discussion, and sharing results were applied in a planned and consistent manner (Ilmi, 2023: 25).

In the implementation of Cycle I, students' initial achievement showed suboptimal results, characterized by a class average score of 69.5 and a limited number of students meeting learning mastery. These low results were influenced by several obstacles, including students' unfamiliarity with the cooperative learning mechanism, uneven involvement in discussions, and ineffective learning time management (Haliza and Dwi, 2025: 355). All of these factors caused the learning process to be unable to optimally encourage active involvement of all students.

Learning improvements implemented in Cycle II were focused on refining implementation strategies, clarifying learning objectives, providing motivational reinforcement, and more effective time management. The implementation of the Think-Pair-Share method in Cycle II proceeded more structured, allowing students to become accustomed to following each learning stage in an orderly manner. Pair discussions took place more actively and students demonstrated greater courage in presenting their opinions (Ningsih et al., 2024: 30).

The results obtained in Cycle II showed a very clear surge in academic achievement compared to the previous stage. The class average score increased to 88.41 and all students were able to exceed the established Minimum Mastery Criteria threshold. The classical mastery level was also fully achieved, indicating substantial improvement in learning quality compared to the implementation in Cycle I.

This increase in academic achievement demonstrates that the implementation of the Think-Pair-Share model contributes to building a participatory, cooperative, and concept-meaning-oriented learning atmosphere. The individual reflection phase in this model provides students with the opportunity to process information independently, thus forming deeper understanding before entering the discussion stage. Pair discussions help strengthen understanding through active interaction processes, while the sharing results activity encourages students to practice communication skills and courage in expressing ideas (Herawati et al., 2025: 28). The dynamics of interaction that occurred during learning activities played a role in facilitating students to connect material about animal life cycles with concrete experiences in daily life. This connection strengthens the concept internalization process so that the understanding formed is not only more comprehensive but also has longer retention capacity.

In addition to improving academic achievement, the implementation of this model also demonstrated a significant impact on the quality of student participation during learning activities. Students appeared more proactive in asking questions, engaging in discussions, and expressing ideas openly. The frequency and quality of interaction among students increased, making the learning atmosphere more cooperative and dynamic. These findings indicate that the implementation of Think-Pair-Share not only has implications for improving learning outcomes but also contributes to enhancing the overall quality of the learning process (Anggalia, 2024: 85).

Numerically, there was an increase in class average of 18.91 points between the implementation of Cycle I and Cycle II. This increase occurred in parallel with the intensification of student involvement in all learning activity sequences. The stages of individual reflection, pair interaction, and collective presentation of discussion results enabled students to develop understanding gradually, allowing the concept construction process to proceed more systematically and deeply (Pramasanti, 2024: 18).

The results of this study are aligned with various previous findings that demonstrate the effectiveness of the Think-Pair-Share cooperative learning model in improving the quality of Natural and Social Sciences (IPAS) learning at the elementary school level. Each stage in the model has different yet complementary pedagogical contributions. The individual reflection phase provides space for students to analyze problems independently, the pair discussion stage deepens understanding through clarification and exchange of ideas, while the sharing stage in the classroom forum develops communication skills as well as self-confidence. This series of processes creates a participatory and collaborative learning experience, thus having a positive impact on improving students' academic achievement (Rahayu and Santika, 2025: 437).

The findings in this study also affirm the results of previous studies stating that cooperative learning approaches contribute to increasing both student participation and academic achievement, as they position students as the main actors in the knowledge construction process. Therefore, the Think-Pair-Share model can be considered as one of the relevant and effective learning strategies to optimize the quality of the learning process and improve Natural and Social Sciences (IPAS) learning outcomes at the elementary school level.

CONCLUSION

The implementation of learning interventions through two cycles demonstrated a significant improvement in the learning achievement of third-grade B students at SDIT Adz-Dzikro North Lampung in the Natural and Social Sciences (IPAS) subject. The class average score increased from 69.5 to 88.41, accompanied by the achievement of comprehensive classical mastery from 29.41% to 100%. This improvement not only reflects an increase in evaluation results but also indicates positive changes in learning dynamics, where students were more actively engaged through the stages of individual

reflection, pair discussion, and open sharing of results. Thus, the Think-Pair-Share model can be viewed as an effective learning strategy in optimizing the quality of both the learning process and outcomes at the elementary school level.

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