EFFECTIVENESS OF THE COOPERATIVE LEARNING MODEL *THINK PAIR SHARE* TYPE IN INCREASING STUDENT OUTCOMES

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Abstract. One of the decreases in student learning outcomes is due to the inaccuracy of the learning model applied. The think pair share type cooperative learning model can be applied. This study aims to analyze how the effectiveness of the think pair share type cooperative learning model when compared to the learning model others and if combined with a learning media. This type of research is a literature study using the SLR method. The result of the search is that the think pair share type cooperative learning model is categorized as effective for exact, social, or linguistic sciences, whether combined with learning media or not. In addition, this learning model is adequate for growing and improving abilities, such as the ability to write exposition text essays and the ability to write poetry. This learning model is more effective when compared to the cycle 7E, STAD, inquiry, guided inquiry, and jigsaw models.

Keywords: Cooperative learning, think pair share, learning outcomes

INTRODUCTION

Learning is a process of interaction between teachers and students in the form of information distribution activities related to the subject matter. Through the learning process, students are expected to be able to understand and accept everything the teacher says. After students can understand the subject matter, they are expected to be able to apply the information obtained in daily activities. Accordance with the meaning of good learning is learning in which the teacher can be said to be successful in delivering each student to acquire knowledge and be able to apply knowledge in everyday life (Wijoyo et.al., 2021). It is undeniable that in 2020 the world faced the COVID-19 pandemic and students experienced learning loss. From this phenomenon, a press conference of Kemendikbudristek revealed that after the pandemic, students experienced a decrease in learning ability and knowledge, specifically and in general (https://www.kemdikbud.go.id). Thus, the role of teachers must find out by analyzing what factors affect the decline in students' learning ability and knowledge.

Rozana et al, explained that the factors that influence the decline in learning ability are divided into 2 (two), namely internal factors, in this case, are physiological conditions such as health and conditions psychological such as intelligence, motivation, interests, and talents. The second factor is external factors such as the environment, whether family, school, or community environment (Rozana et.al., 2020). In addition to these factors, the learning model affects students' learning abilities. As revealed by Shalikha et al, explaining that the use of inappropriate learning models can cause the learning process to be not optimal (Shalikha et.al., 2023). So that it will cause students' learning ability to decrease, and directly impact the decline in student learning outcomes. From that, teacher strategies are needed to improve student learning outcomes, one of which is by choosing the right learning model. One of the learning models that can be used is the think pair share type cooperative learning model.

The think pair share type cooperative learning model is a learning model that precipitates student activity in learning with several activities which include thinking independently, in groups, and sharing answers to solve problems. Lestari revealed that by applying this learning model it can

improve student learning outcomes (Lestari, 2023). Therefore, researchers want to analyze how effective the think pair share type cooperative learning model is so that it can improve student learning outcomes. On the other hand, researchers want to analyze how effective the think pair share type cooperative learning model is when compared to other learning models and if combined with a learning media.

RESEARCH METHOD

This type of research is a literature study using the SLR (Systematic Literature Review) method with systematic identification of journal articles and then researchers conclude related to the topic of discussion. Researchers used 21 articles published in the period 2019-2023 and obtained from the Google Scholars database. The selected articles are articles that have the same meaning as the phenomenon under study, and all articles are grouped by the same category.

RESULT AND ANALYSIS

Cooperative learning is a model that is carried out in groups, students are divided into small groups of 4-5 people to understand what the educator conveys (Sudarsana, 2018). Slavin et al explained that cooperative learning is a structured learning model by assigning students to form groups of 4-6 students in each group (Slavin et.al, 1985). According to Hasanah and Himami, cooperative learning is a model that requires students to collaborate in solving problems given by educators, so that they can understand concepts easily by building interaction in activities learning (Hasanah & Himami, 2021). Harefa et al explained cooperative learning includes the constructivist theory that emphasizes the discovery or understanding of concepts that are difficult to understand so that there are commands from educators to learners to discuss with each other (Harefa et al., 2022). Based on the explanation, it can be concluded that cooperative learning is a learning model that seeks to make it easier for students to understand each material delivered by educators through a group discussion process.

There are several cooperative learning models including student teams achievement divisions, teams games tournaments, jigsaw, group investigation, cooperation in education, and think pair share. This paper focuses on the cooperative learning model of the think pair share type. Think pair share is one type of cooperative learning model that involves several activity processes including the ability to think independently, think in groups, and each other share answers with other groups or with all students (Lestari, 2023). According to Kertati et al the think pair share model is a type of learning model that prioritizes student learning activity by discussing to solve problems (Kertati et al, 2023). Sembert et al explained that think pair share is a learning model carried out with the collaboration of each student to solve problems or answer questions (Sembert et al., 2021). From some of these explanations, it can be concluded that the think pair share type cooperative learning model is a learning model that precipitates student activity in learning Some activities include thinking independently, in groups, and sharing answers to solve a problem.

Of course, each learning model is carried out based on predetermined steps. Here are the stages of the *think pair share* learning model (Sujarwanto, 2022):

1. The teacher conveys the core material and competencies to be achieved
2. Students are asked to think about the material or problem presented by the teacher
3. Students are asked to create groups and express the results of their thoughts
4. The teacher leads the discussion and continues to deliver answers from students in a group to express the results of the discussion
5. Starting from this activity, the teacher directs the conversation to the subject matter and adds material that has not been revealed by students
6. The teacher gives a conclusion before class ends.

Paryanto explained the number of applications of the think pair share learning model (Paryanto, 2020):

1. The teacher conveys the core of the problem or questions related to learning
2. Students are asked to solve problems posed by the teacher
3. Students are asked to pair up with their seatmates to convey their thoughts to each other
4. The teacher leads the discussion then each group conveys the results of the conclusion

5. The teacher directs to the subject matter and adds material that has not been discussed
6. At the end of the learning activities, teachers and students conclude the subject matter discussed.

There are several advantages and disadvantages of the think pair share type cooperative learning model. Here are the advantages of the think pair share type cooperative learning model (Octavia, 2020):

1. Can be used easily at every level of education
2. Provide opportunities for students to think to improve the quality of student responses
3. Make students more active in learning
4. Students understand more about the concept of the lesson topic during the discussion
5. Students can exchange opinions with other students so that they learn from each other
6. Each student in his group has the opportunity to share or convey his ideas.

Next for the weaknesses of the think pair share type cooperative learning model, as follows (Octavia, 2020):

1. There need to be more monitors from teachers because sometimes many students are absent
2. Fewer ideas come up
3. If there is a dispute, there is no mediator.

Sunarsih and Novi, explain the weaknesses of the think pair share type cooperative learning model as follows (Sunarsih & Novi, 2021):

1. The course of the discussion depends on member participation. If you get a partner who can be said to be passive, it makes the discussion difficult to develop
2. The path of discussion is dominated by students who stand out
3. Deep discussions require a lot of time.

The results of research on the effectiveness of the think pair share type cooperative learning model can be seen in table 1:

Tabel 1. The effectiveness of the think pair share type cooperative learning model

Researchers and Years	Journal	Results
Arianto (2022)	Jurnal Pendidikan Profesi Guru Agama Islam	This research is a classroom action (PTK) with the results of the study being proven that the cooperative model of think pair share type can improve student learning outcomes. The study was conducted with 2 cycles which obtained average score results of 47.14: 72.14: and 82.85.
Mahulae et.al., (2023)	Quaerite Veritatem: Jurnal Pendidikan	The application of the think pair share type cooperative model is effective to use, judging from the average score based on testing conducted before the learning process (pre-test) with after the learning process(post-test).
Antafani & Purwanti, (2021)	Dawuh Guru: Jurnal Pendidikan MI/SD	This type of research is a pretest-posttest control group design experiment. The results showed that the think pair share learning model was effective in improving students' reasoning abilities. Proven at significance levels of 0.000 < 0.005 with std. Error Mean experiment class more than std. The control class's Mean Error is 0.641 > 0.625.
Saifullah et.al., (2022)	Cakrawala Indonesia	This research included a pre-experimental design of type one group pre-test post-test. The results showed that the think pair share model was effective to use based on obtaining an average score of 87 with 15 students.
Simanjuntak, (2020)	Jurnal MathEdu	This type of research is a one-group pre-test post-test design type experiment. The results showed that the think pair share model was

		effective to use. It is proven based on the average score before applying the think pair share model of 48.80, while after applying the think pair share model, the average score reached 82.40.
Maimunah, (2021)	Jurnal Pendidikan dan Pembelajaran	This research is a pre-experiment design. The results showed that the think pair share model was effective to be applied so that student motivation and learning outcomes improved.
Hidayah & Faishol, (2019)	Studi Arab: Jurnal Pendidikan Bahasa Arab	This research is a pre-test post-test one group design type experiment. The results showed that the think pair share model is effective to be applied so that student learning outcomes have improved.
Masduki, (2020)	Jurnal Pendidikan Agama Islam	This research includes classroom action (PTK) with the results of the study showing that the cooperative model of think pair share type can increase student interest and learning outcomes.
Nurbaiti & Mosik, (2020)	Unnes Physics Education Journal	This research is a quasi experiment with a non-equivalent control group design. The results showed that the think pair share type cooperative learning model was quite effective to improve students'cognitive learning outcomes and social skills.
Fitri et.al., (2019)	Jurnal Pendidikan Matematika	This research is a pretest-posttest control group design type experiment. The results showed that cooperative learning of the think pair share type was effective in terms of the ability to understand mathematical concepts and students' self-confidence.

Based on table 1, it can be said that the think pair share type cooperative learning model is effective for use in social, exact, and linguistic science families. In social sciences, as far as researchers trace, the think pair share type cooperative learning model is effective for improving the learning achievement of Islamic religious education. Arianto in his research conducted through 2 (two) cycles obtained the results that the average score of pre-cycle values in the 1st and 2nd increased by 47.14: 72.14: and 82.85 (Arianto, 2022). Similar to the research conducted by Masduki, the bottom results in the 1st inclusion of learning outcomes increased from 34.61% to 80.77% and in the 2nd cycle increased by 65.39% (Masduki, 2020). Not only has it improved student learning outcomes, the think pair type cooperative learning model can increase learning motivation as conducted by Maimunah, It was found that the Think Pair Share model is effective to be applied so that specifically student learning motivation has increased. This is evident in the average motivation results obtained, before applying the think pair type cooperative learning model sh are obtained a score of 107.40 while after applying the average the score was obtained at 121.53 (Maimunah, 2021).

Next in the exact science family, based on research conducted by Antafani and Purwanti, it was found that the think pair share learning model is effective in improving the mathematical reasoning skills of VBSC media-assisted students. Proven at significance levels of 0.000 < 0.005 with std. Error Mean experiment class more than std. The error Mean control class is 0.641 > 0.625 (Antafani & Purwanti, 2021). Similarly, research conducted by Simanjuntak obtained results that the think pair share model is effective to use. It is proven based on the average score before applying the think pair share model of 48.80 while after applying the think pair share model the average score reached 82.40 (Simanjuntak, 2020). Research conducted by Fitri et al obtained the results that cooperative learning of the think pair share type is effective in terms of the ability to understand mathematical concepts and students' self-confidence. This is evident from 60% of the number of students who take part in think pair share learning get scores as low as 70 (Fitri et al., 2019). The think pair share type cooperative learning model can not only improve students' reasoning ability and understanding of mathematical concepts but also improve learning outcomes and social skills in subjects like physics. As conducted by Nurbaiti and Mosik, it was found that

the think pair share type cooperative learning model is quite effective to improve cognitive learning outcomes and social skills of students. It is evident from the n-gain results obtained, for physics learning results, a score of 0.605 was obtained, while for social skill results, a score of 0.669 was obtained (Nurbaiti & Mosik, 2020).

Next in the linguistic science family, based on research conducted by Hidayah and Faishol, it was found that the think pair share model is effective to be applied so that student learning outcomes in Arabic subjects are improving. This is evident in the average score before applying the think pair share model of 72.85, while after applying it, the average score reached 88.09 (Hidayah & Riza, 2019). Besides being effective for improving student learning outcomes and motivation, the think pair share type cooperative learning model is effective for improving the ability to write exposition text essays and writing skills poetry. As conducted by Mahulae et al it was found that the application of the think pair share type cooperative model was effective to use, judging from the average score based on testing conducted before the learning process (pre-test) using the think pair share type cooperative learning model obtained an average score of 65.1 while after applying (post-test) obtained an average score of 76.8 (Mahulae et al., 2023). Research conducted by Saifullah et al found that the think pair share model is effective to be used to improve poetry writing skills based on obtaining an average score of 87 with 15 students (Umaira et al., 2022). To see the effectiveness of the think pair share type cooperative learning model compared to other learning models, researchers present some previous research results that can be seen in table 2:

Tabel 2. Comparison of the effectiveness of the think pair share type cooperative learning model compared to other learning models

Researchers and Years	Journal	Results
Asrawati, (2021)	Elips: Jurnal Pendidikan Matematika	This type of research is an experiment with the results of the study obtained that the think pair model shares student learning outcomes higher than the 7E cycle model.
Rahmi et.al., (2022)	Jurnal DikMas: Jurnal Pendidikan Matematika dan Sains	This type of research is a quasi-experimental with the results of the study obtained that student learning outcomes using the think pair share model are better then using the STAD model.
Nuryasana, (2019)	Trapsila: Jurnal Pendidikan Dasar	This type of research is a quasi-experimental with the results of the study obtained that student learning outcomes using the think pair share model are more effective than the inquiry model.
Sunti et.al., (2022)	Jurnal Redoks: Jurnal Pendidikan Kimia dan Ilmu Kimia	This type of research is an experiment with the results of the study obtained that the think pair model shares student learning outcomes better than using the guided inquiry model.
Yolanda & Rijal, (2021)	Jurnal Pendidikan-IPS	This type of research is a literature study with the results of the research obtained that the think pair model shares student learning outcomes higher than the jigsaw model.

Based on table 2, it can be explained again that as far as the researchers traced the cooperative learning model of the think pair share type is better than some of the learning models that the researchers mentioned in improving student learning outcomes. As the results of research from Asrawati obtained results that the think pair share model of student learning outcomes was higher than the 7E cycle model. This is evident from the average score of learning outcomes using the think pair share model obtained at 77.87 while using the 7E learning cycle model was obtained at 68.16 (Asrawati, 2021). The results of Rahmi et al research found that the think pair model shares student learning outcomes better than using the STAD model. This is evident from the results of the t-test calculation obtained t hitung > t table, which is 2.407 > 1.68 so that it is stated that student learning outcomes in the think pair share class are better than the learning outcomes of the Student Teams Achievement Division (STAD) class (Rahmi et al., 2022).

The results of Nuryasana's research concluded that the think pair share model is more effective than the inquiry model to improve student learning outcomes. This is evident from the average student participation which was originally 61.17 to 81.85 (Nuryasana, 2019). Sunti et al in his research it was concluded that the think pair model shares student learning outcomes better than using the guided inquiry model. Thus, it is evident from the average score of students using the think pair share model obtaining a score of 81.18 while students using the guided inquiry model obtained a score of 77.47 (Sunti et al., 2022). Yolanda and Rijal in their research concluded that the think pair model shares student learning outcomes higher than the jigsaw model. This is evidenced by the average value of student learning outcomes using the think pair share model of 78.2 and learning outcomes using the Jigsaw learning model obtained an average value of 75.42 (Yolanda & Rijal, 2021).
In the learning process, usually to support the application of the learning model teachers apply with relevant learning media. The following researchers present the application of the think pair share type cooperative learning model combined with several learning media based on previous research which can be seen in table 3:

Tabel 3. The combination of the application of the think pair share type cooperative learning model with several learning media

Researchers and Years	Journal	Research Results
Fazli et.al., (2021)	JOM FTK UNIKS	This research is a experiment. The results showed that the post-test results using the think pair share type cooperative learning model assisted by audio-visual media were better than the pre-test results.
Swandewi et.al., (2019)	Pendasi: Jurnal Pendidikan Dasar Indonesia	This study was a post-test-only control group design type experiment. The results showed that student learning outcomes using the think pair share type cooperative learning model assisted by media question cards were higher than those using conventional learning models.
Rachmawati & Erwin, (2022)	Jurnal Basicedu	This type of research is a quasi-experimental with the results of the study, namely the think pair share model assisted by animation video media is effective to be used so that students are more active in learning.
Simamora et.al., (2020)	Jurnal Inpafi: Jurnal Inovasi Pembelajaran Fisika	This type of research is a quasi-experimental with the results of the study, namely students who use the media-assisted think pair share model, PhET is higher than those who use conventional learning models.
Nadriyah et.al., (2020)	Elementary School Journal	This type of research is classroom action (PTK) with the results of the study, namely the application of the PAPI media-assisted think pair share model can improve student learning outcomes.
Shodikin & Rahayu, (2022)	Jurnal Matematika dan Pendidikan Matematika	The research used was experimental pretest-posttest and the control group was not random, with the results of the study that there was a significant difference in the learning achievement of students taught using the think pair share cooperative learning model assisted by rubik's props compared to conventional learning.

Based on table 3, it can be explained again that the think pair share type cooperative learning model is effective to use when combined with several relevant learning media. Fazli et al in the results of his research revealed that the post-test results using the think pair share type cooperative

learning model assisted by audio-visual media were better than the pre-test results. This is evident from the average post-test score reaching 78.00 compared to previously in the pre-test only obtained a score of 65.50 (Fazli et al., 2021). Based on the results of Swandewi et.al.' s research, it was concluded that student learning outcomes using the think pair share type cooperative learning model assisted by media question cards were higher than using conventional learning models. This is evident from the increase in the average post-test score using a cooperative learning model type think pair share assisted by media question cards is greater than using conventional learning (Swandewi et al., 2019). The results of Rachmawati &; Erwin's research, it was concluded that the think pair share model assisted by animated video media is effective to be used so that students are more active in learning. This is evidenced by the average score of students using the think pair share type cooperative learning model obtained at 75.88 while students who use the learning model conventional obtained a score of 70.74 (Rachmawati & Erwin, 2022).

Simamora et.al., in their research, obtained results that the PhET (Physics, Education, and Technology) media-assisted think pair share model was higher than those using conventional learning models. This is evident from the results of the average score of students using the think pair share type cooperative learning model obtained 76.06 while students who used conventional learning models obtained a score of 65.78 (Simamora et al., 2020). Based on the results of Nadriyah et al research, it was concluded that the application of the think pair share model assisted by PAPI (Smart Board) media can improve student learning outcomes. This is evident from the increase in student learning outcomes in cycle 1 by 74.5% then increased in cycle 2 by 82% (Nadriyah et al., 2020). Shodikin & Rahayu in their research obtained the results that there was a significant difference in the learning achievement of students taught using the think pair share cooperative learning model assisted by Rubik's props compared to conventional learning. This is evidenced by the parametric inferential statistical t-hypothesis test which shows that the value of sig (2-tailed) or $P_{value} = 0.000 \leq 0.05$, and at t count = 4.076 > $t_{table} = 1.995$ (Shodikin & Rahayu, 2022).

CONCLUSION

The think pair share type cooperative learning model is effective in improving student learning outcomes whether combined with learning media or not in each family of science, namely exact sciences such as mathematics, physics, and chemistry, social sciences such as social studies and Islamic religious education, and linguistics such as Arabic language education. In addition to improving student learning outcomes, several previous studies have proven that cooperative learning type think pair share can grow and improve student abilities such as the ability to write exposition text essays and the ability to write poetry. Thus, as far as researchers trace, the think pair share type cooperative learning model is more effective than some learning models such as the 7E cycle model, STAD, Inquiry, Inquiry guided, and jigsaw. This is one of them because of student activities that are required to think independently, in groups, or share answer information between students. So that students play a more active role in the learning process carried out.

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