

Analysis of the Development of Pancasila Education Learning through the Cooperative Learning Model Think Pair Share (TPS) for Third-Grade Students of MI Miftahul Falah

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Abstract

This study was conducted based on teaching experiences from the initial meetings in the Grade III Pancasila Education class at MIS Miftahul Falah, where low student engagement, limited cooperation, and a tendency for some students to dominate discussions were observed. In response to these conditions, the researcher implemented the cooperative learning model Think Pair Share (TPS) in subsequent meetings to enhance students' participation and collaboration during learning activities. This study aims to analyze the effectiveness of TPS-based instructional development in improving students' participation, cooperative behavior, and understanding of Pancasila material. The research employed a descriptive qualitative method involving classroom observations, interviews with the teacher, and documentation of learning activities. The collected data were analyzed through data reduction, data display, and conclusion drawing. The findings show that the use of TPS had a positive impact: students become more confident in expressing their ideas, more actively involved in discussions, and more capable of working collaboratively. In addition, their understanding of the material improved as they were given opportunities to think independently, discuss in pairs, and share their ideas with the class. Overall, the TPS model can be considered an effective alternative for enhancing Pancasila Education learning at MIS.

Keywords: cooperative learning, think pair share, pancasila education, cooperative behavior

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INTRODUCTION

Pancasila Education is one of the fundamental subjects at elementary school level which functions to instill moral values, national character, and critical thinking skills from an early age. In practice, process learning Education Pancasila in class low, Especially in third grade MI, there is a lack of cooperation, and a tendency for some students to dominate discussions. This condition results in learning that tends to be passive, less interactive, and has not been able to develop students' ability to understand Pancasila values contextually and practically. in life daily. With thus, needed innovation model learning which is able to increase students' active involvement and facilitate more meaningful understanding.

Wrong One model learning Which relevant For implemented is model cooperative Think Pair Share (TPS). Model polling station give chance to student For think in a way independent (think), discuss in pairs (pair), and share the results of their thoughts in front of the class (share). This strategy is considered effective for improving communication skills, courage to express opinions, and understanding. draft Because student involved in a way active on every stage learning. Besides That, TPS model Also in accordance with characteristics student class III Which Still need mentoring, intensive interaction, and a pleasant learning atmosphere.

However, based on initial observations at MI Miftahul Falah, the implementation of Pancasila Education learning has not optimally utilized the cooperative model. Teachers still predominantly use the lecture method, while student participation is relatively low. This has resulted in students' low conceptual understanding of Pancasila values, especially regarding the relationship between material and behavior daily. By Because That, analysis to development learning Pancasila education using the TPS cooperative model is important to implement as an effort to improve the quality of learning.

Based on the description, the main problem in this study is how the Think Pair Share model can be developed and implemented effectively in Pancasila Education learning for third-grade students at MI Miftahul Falah. This study also focuses on how the TPS model contributes to improving students' learning activities and conceptual understanding.

The purpose of this study is to analyze the development of Pancasila Education learning through the Think Pair Share (TPS) cooperative model for third grade students of MI Miftahul Falah, and to identify its benefits and effectiveness in increasing the understanding of Pancasila values and active participation of students.

RESEARCH METHODS

This research uses a qualitative descriptive approach with data in the form of learning observation results, interview with Teacher, And documentation activity in class III MIS Miftahul Falah. The research tools used include observation sheets, interview guidelines, and documentation sheets. activity study arranged based on stages implementation model Think Pair Share (TPS), which includes: *think* (students think independently), *pair* (discuss in pairs), and *share* (present the results of the discussion to the class). The scope of the research focuses on student activity, cooperation, and understanding of Pancasila Education material. The main materials and tools of the research consist of learning devices, student worksheets, and supporting media used during the learning process. Study implemented in room class III MIS Miftahul Falah. Technique collection data is done through observation, interview, And documentation. Variables operational consists of on implementation model polling station as variables action And behavior cooperative student as variables Which observed. Data was analyzed through the stages of data reduction, data presentation, and drawing conclusions to determine the effectiveness of TPS-based learning development.

RESULTS AND DISCUSSION

Ability Beginning Student

Initially, the PPKn learning process in grade III was still teacher-centered. Teachers often relied on simple lecture and question-and-answer methods, limiting students' opportunities to think, express opinions, and interact. Observations showed that students were less engaged in discussions, tended to be shy about asking questions, and were passive when asked to provide their opinions. When given group assignments, most groups did not work cooperatively. Only one or two students actively participated, while the rest of the group remained passive. only follow without contribution real, even a number of student seen dominate the course of the discussion.

The Pancasila Education learning process is conducted through three stages: Think, Pair,

and Share, which have been adapted to the learning characteristics of third-grade students at MIS Miftahul Falah. At the beginning of the lesson, the teacher provides an apperception, motivates students, and conveys the learning objectives regarding the topic "My Rights and Obligations at Home."

a. Think Stage

The teacher asked a provocative question about examples of my rights and obligations at home. Students were given time to think individually. Most students were able to write down initial ideas, even if they were simple. This stage fosters independent thinking skills, consistent with Lestari's findings that the think stage can build students' cognitive readiness before discussions [1].

b. Stage Pair

Students discuss in heterogeneous pairs to compare and complete their answers. Activity at this stage is quite high, with approximately 80% of pairs actively participating. The teacher conducts monitoring And guide partner Which not enough active. Findings This in line with research results show that pair discussions increase meaningful interactions and strengthen students' conceptual understanding [2].



Figure 1. Discuss

Figure 1 shows students discussing in pairs during the Pair stage of the Think-Pair-Share (TPS) learning model. Discussion pairs are determined based on their deskmates to facilitate interaction and communication between students. In this activity, the teacher guides each pair to identify examples of rights and responsibilities at home, such as helping parents, keeping their room clean, and receiving love and attention from their family. Pair discussion make Teacher more easy monitor development as well as constraint Which faced by students.

Besides That, discussion two person assessed more effective Because student can more focus exchange opinion without confusion due to too many ideas coming up.

c. Share Stage

Student representatives presented their discussion results to the class. 88% of pairs confidently presented their results. Previously passive students appeared more confident after the pair discussion. This is similar to Sumiati's research, which explains that the share phase encourages students' courage in communicating and presenting arguments [3].



Picture 2. Presenting the results

Figure 2 shows students presenting their discussion results at the Share stage in the Think-Pair-Share (TPS) learning model. After discussing in pairs, each student presents their findings. example right And obligation in House in front class, like obligation guard cleanliness, help person old, as well as right get love Darling And flavor safe. Teacher give opportunity to every group For share understanding Which has they get so that created learning atmosphere Which active And communicative. Through activity presentation This, student become more confident in expressing opinions and able to appreciate the ideas expressed by friends .

Results Study Student Before use Think Pair Share (TPS)

Before implementation model Think Pair Share (TPS), data mark student recorded as following :

Table 1. Learning outcomes before using TPS

Category	Range	Amount	Presentation
Very Good	88- 100	0	0 %
Good	71- 85	0	0%
Enough	56- 70	14 students	53.8%
Not enough	≤55	12 students	46.2%

Majority student is at on category Enough And not enough, show that understanding beginning of students regarding my rights and obligations at home.

Results Study Student After Use Think Pair Share (TPS)

After implementation model Think Pair Share (TPS), data mark student recorded as following:

Table 2. results Study after use polling station

Category	Range	Amount	Presentation
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Very Good	88- 100	14 students	53.8%
Good	71- 85	8 students	30.8%
Enough	56- 70	4 students	15.4%
Not enough	≤55	0	0

Happen improvement Which very significant on category "very Good", namely from 0% become 53.8%.

Comparison Results Study Student Before And After Use polling station

To determine the effectiveness of applying the Think Pair Share (TPS) learning model on understanding And activity student, done comparison results Study student before And after implementation polling station. Data mark student on condition beginning (pre-polling station) And after implementation polling station analyzed and categorized into value ranges [4].

Table 3. Comparison before and after

Aspect	Before implementation polling station	After implementation polling station	Change
Average class	56%	83%	+27%
Student category Very good	0 (0 students)	53.8% (14 students)	+ 53.8%
Student category Good	0 (0 students)	30.8% (8 students)	+ 30.8%
Student category Enough	53.8% (14 students)	15.4% (4 students)	-38.4%
Student category Not enough	46.2% (12 students)	0 (0 students)	-46.2%

Based on the results analysis, It can be seen that the implementation of the Think Pair Share (TPS) model not only encourages an increase in the category of student ability from "Less" to a higher category, but also significantly increases the average class grade. The average grade that was previously at on number 56 (Enough/Not Enough) increase become 83 (Good/Almost Very Good) after TPS model is applied.

DISCUSSION

Analysis Change Results Study Based on Pretest And Posttest

The results of the study showed that the application of the Think Pair Share (TPS) model had a significant influence on improving student learning outcomes on the material Rights and Obligations at Home. Before model polling station applied, analysis mark pretest show that part big students have not control material with Good. Average mark class only reach 56%, with distribution which shows that 53.8% of students are in the "Sufficient" category and 46.2% are in the "Less" category. No There is One even student Which enter category "Good" and "Very Good", Which means Students' understanding is still at a low level and has not reached the set completion standards.

After the learning process using the TPS model was implemented, the posttest scores showed an increase. Which very significant. Average class increase become 83%, or

experience an increase of 27%. Not only that, there was a striking change in the distribution of grade categories: 53.8% of students were on category "Very Good", 30.8% is at on category "Good", whereas category The "Sufficient" category decreased to 15.4%, and the "Poor" category was no longer found (0%). The disappearance of the "Poor" category indicates that all students have achieved minimal mastery of the material after implementing TPS.

The change in score distribution between the pretest and posttest is a very strong indicator that the Think Pair Share (TPS) model is effective in helping students process information, develop understanding, and apply PPKn concepts more appropriately. This effectiveness aligns with the research findings of Sariayu and Miaz (2020), which showed that the implementation of TPS can significantly improve the activity and learning outcomes of elementary school students through a mechanism of directed discussion and sharing of understanding between pairs of students [5]. Furthermore, Sholichah's research findings, Rahmawati, And Goddess (2022) Also strengthen that polling station can increase equal distribution of learning outcomes. In his research, students with both low and high abilities experienced proportional improvement because the think-pair-share stages in TPS made students each other help And clarify understanding One The same other [6]. Matter This show that TPS No only increase mark average class, but Also create distribution results Study more evenly distributed.

Influence Implementation Model Think Pair Share to Improvement Understanding Student

The implementation of TPS has been shown to have a strong impact on improving students' understanding of rights and obligations. Unlike the one-way lecture method, TPS provides students with the opportunity to process information gradually through independent thinking, discussion, and sharing.

At the *think stage*, students are given time to reflect on examples of rights and obligations based on experience personal in House. Process This in line with theory constructivism Bruner Which states that students build understanding by linking new information to previous experiences [7]. The *pairing stage* then reinforces this understanding through two-way discussions with partners. This dialogue allows students to correct misconceptions and deepen concepts. Research by Valianty & Hardini (2019) demonstrated that pairwork in TPS increases the accuracy of understanding because students correct and complement each other's answers [8].

sharing stage provides a space for students to verbally convey their understanding to the entire class. This activity not only strengthens conceptual understanding but also increases students' courage and confidence in expressing their opinions. This is in line with the findings of Fauziah (2025) who stated that confirm that the presentation stage in TPS can improve students' communication skills and participation in PPKn learning [9].

With thus, improvement mark average from 56% become 83% become proof empirical that TPS is effective in building better conceptual understanding through

systematic cognitive and social processes.

Effectiveness Stages Think, Pair, And Share in Process Learning

The effectiveness of TPS in this study is evident from the synergy of its three main stages. In the *think stage*, students engage in an individual reflection process that helps activate prior knowledge. Sariayu and Miaz (2020) state that stages think individual very important For ensure that students are ready to enter the discussion at the next stage [5].

Stage *pair* is stage Which give contribution the biggest to improvement results learning. Discussion in pairs allows student Which passive For more participate Because they feel more comfortable speaking in small groups. Rahmawati (2024) found that pair discussions can reduce academic anxiety and increase students' courage in communicating [10]. This finding is in line with research results showing an increase in the number of students in the "Very Good" category after the TPS intervention.

sharing stage provides space for students to present the results of their discussions to the class. This activity hones communication skills, strengthens understanding, and allows the teacher to provide clarification or reinforcement. Sumiati and Wijayanti (2020) demonstrated that the presentation stage in TPS have a significant impact on increasing student self-confidence [11]. These three stages, when carried out consistently, result in deeper conceptual understanding and more optimal learning outcomes .

Transformation Learning from Teacher-Centered become Student-Centered Learning

Before polling station applied, learning in class tend nature *teacher-centered*, in where teacher becomes center information And student accept material in a way passive. Condition This reflected on low pretest scores. However, after TPS was implemented, learning became more participatory and student - *centered*. Students actively discussed, asked questions, answered questions, and expressed ideas verbally.

This transformation has a positive impact not only on academic outcomes but also on classroom dynamics. Students become more confident, enthusiastic, and able to relate learning to their life experiences. This is consistent with research showing that TPS can increase independence, participation, and the quality of academic interactions in PPKn learning in elementary schools [12]. Furthermore, collaborative learning through TPS is highly relevant to Pancasila values such as mutual cooperation and deliberation.

Relatedness Findings Study with Studies Previously

The findings of this study are consistent with several previous studies in Indonesia. Sariayu and Miaz (2020) state that polling station increase interaction academic And effectiveness learning in elementary schools [9]. Research by Valianty & Hardini (2019) and Fauziah (2025) each showed that TPS improves critical thinking skills, conceptual understanding, and problem-solving skills. communication student in eye lesson PPKn [4][9]. Besides That, study in JPDK (2022) too strengthen that polling station effective in

increase participation And results Study student in elementary school [13].

Excess And Uniqueness Study This Compared to Study Other

This research has several advantages and unique features that distinguish it from previous research. The main uniqueness lies in its focus, which goes beyond the cooperative model. type Think Pair Share (TPS), but Also develop learning in a way This approach is ongoing in subsequent meetings. This means that this research does not stop at a single meeting, but rather analyzes the impact of TPS in a recurring learning process. This approach provides a more authentic picture of the effectiveness of TPS in increasing student engagement and cooperation over time.

Besides That, study This own excess Because in a way special study effectiveness polling station in learning Pancasila Education, especially in value material such as My Rights and Obligations in House. Material like This demand involvement emotional And social student, Thus, the use of TPS makes a significant contribution to developing students' participation, cooperative behavior, and ability to relate moral values to everyday life. Previous research has generally focused more on improving cognitive aspects, while this study emphasizes a combination of cognitive, affective, and social aspects.

Excess other is study This blend analysis activity Study with analysis learning outcomes, so that give description Which more comprehensive about impact polling station. No Not only does this study describe the improvement in grades, it also describes how students' activeness, cooperation, and communication skills develop. through stages think, pair, and share. This approach is rarely found in previous studies, which usually only focused on pretest– posttest scores.

Study This Also unique Because the context implemented on student class III MI, group age which requires concrete, interactive learning strategies and involves a social approach. The research results show that TPS is able to.

It increases students' courage in expressing opinions and their active participation in discussions, something that is often a challenge in conventional elementary school learning. Thus, this study provides a new contribution, demonstrating that TPS is not only effective for higher levels but is also highly relevant and beneficial for Pancasila learning in lower grades.

CONCLUSION

The application of the Think Pair Share (TPS) learning model to class III students of MIS Miftahul Falah showed an increase significant on the results learning and activity student. Average class grades increased from 56% become 83%, with shift majority student to category "Good" And "Very Good". TPS is effective because each stage of think, pair, and share provides an opportunity for students to think independent, discuss in a way in pairs, as well as convey results thinking they in front of class. Besides increase understanding draft, model This Also grow courage, cooperation, And participation active student in learning. With thus, polling station can made into alternative effective and enjoyable learning strategies for the development of Pancasila Education at the elementary school level.

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