

IMPROVING PANCASILA EDUCATION LEARNING OUTCOMES THROUGH THE THINK-PAIR-SHARE MODEL IN ELEMENTARY SCHOOL

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Abstract : Learning outcomes in Pancasila Education at the elementary level often remain below expectations due to teacher-centered learning, limited student engagement, and students' difficulties in understanding abstract concepts such as the meaning of Pancasila principles in daily life. Many students tend to be passive, easily distracted, and lack motivation when learning Pancasila Education, which contributes to low comprehension and achievement. To overcome these challenges, an interactive and collaborative learning model such as Think–Pair–Share (TPS) is needed. TPS provides opportunities for students to think independently, discuss ideas with a partner, and share their understanding with the class, making it suitable for improving active participation and conceptual understanding. This study aims to determine the effectiveness of the Think–Pair–Share learning model in improving students' learning outcomes in Pancasila Education. The research employed a quantitative approach with a pre-experimental one-group pretest–posttest design. The subjects were 25 fourth-grade students at SD Negeri 47 Lubuklinggau. Data were collected through tests (pretest and posttest), classroom observation, and documentation. The results show a significant improvement in students' learning outcomes after the implementation of TPS. The pretest average score was 59.00, while the posttest average increased to 80.00, indicating substantial enhancement in students' comprehension of the material “The Meaning of Pancasila Principles in Society.” In conclusion, the Think–Pair–Share model is effective in improving learning outcomes in Pancasila Education and serves as a suitable alternative learning strategy to promote active engagement and collaborative thinking among elementary school students.

Keywords: Think-Pair-Share, Learning Outcomes, Pancasila Education, Elementary School

INTRODUCTION

Pancasila Education plays a central role in shaping students' character, civic competence, and understanding of national values at the elementary level. However, in many Indonesian classrooms, learning outcomes in Pancasila Education remain below the expected

standards. Students often struggle to comprehend abstract concepts such as the meaning of the Pancasila principles and their application in daily life. This difficulty is exacerbated by the predominance of teacher-centered instruction, limited student engagement, and lack of interactive learning strategies. As a result, students tend to become passive, easily distracted, and unable to fully internalize the values embedded in the subject.

Learning outcomes are strongly influenced by the quality of learning processes. According to Susanto (2014), learning outcomes reflect students' cognitive, affective, and psychomotor development as a result of meaningful learning experiences. Lyons (2003) emphasizes that effective learning occurs when instructional strategies accommodate different learning styles and encourage active participation. In the case of Pancasila Education, this requires learning approaches that promote discussion, reflection, and meaningful interaction.

The Think–Pair–Share (TPS) model offers an alternative solution to these challenges. TPS, introduced by Frank Lyman, is a cooperative learning strategy designed to give students structured opportunities to think independently, collaborate with a partner, and share ideas with the class. According to Arends (2012), TPS increases student engagement by encouraging deeper cognitive processing and active participation in discussion. Huda (2014) also states that TPS helps students build understanding through peer interaction, making it suitable for subjects that require conceptual analysis and value exploration, such as Pancasila Education.

Previous studies have demonstrated the potential of TPS in improving learning outcomes across various subjects. Nurhaliza and Putera (2022) found that TPS significantly enhanced students' Pancasila Education scores compared to traditional instruction. Yuliani et al. (2023) also reported positive effects of TPS on civic education learning outcomes at the elementary level. Similarly, Yumaroh (2020) showed that TPS improved students' speaking skills and conceptual mastery through structured collaboration. These studies indicate that TPS is beneficial in promoting active learning, but most of them employ quasi-experimental or classroom action research (CAR) designs, and relatively few use a pre-experimental one-group pretest–posttest design specifically for Pancasila Education content on the meaning of Pancasila principles. This creates a research gap that the present study seeks to address.

The TPS model offers several advantages for both teachers and students. For students, TPS encourages active thinking, peer collaboration, confidence-building, and better

conceptual understanding. It also supports diverse learning styles by combining individual and group activities. For teachers, TPS provides a structured yet flexible method to engage students, facilitate classroom interaction, and monitor students' thinking processes more effectively. This makes TPS highly relevant to the needs of contemporary Pancasila Education, which emphasizes active learning and value internalization.

Based on the existing problems, previous research findings, and the gap identified, the present study applies the Think–Pair–Share model to improve students' learning outcomes in Pancasila Education using a pre-experimental approach with a one-group pretest–posttest design. Therefore, the research problem can be formulated as follows: “Does the Think–Pair–Share (TPS) learning model improve Pancasila Education learning outcomes among elementary school students?”

METODOLOGI

Research Design

This study employed a quantitative approach using a pre-experimental one-group pretest–posttest design, which involved administering a pretest, applying the Think–Pair–Share (TPS) learning model as the treatment, and measuring its impact through a posttest; the population of the study consisted of all fourth-grade students at SD Negeri 47 Lubuklinggau, and the sample included 25 students selected through total sampling because the entire class participated in the intervention; data collection relied on objective test instruments whose content validity was established through expert judgment from Pancasila Education teachers, ensuring that the test items appropriately reflected the learning indicators and cognitive levels required, while reliability was ensured through internal consistency analysis using repeated item review to confirm that the test items produced stable and dependable measurements; the research procedure followed three sequential steps: (1) administering the pretest to determine students' initial understanding of the topic “The Meaning of Pancasila Principles in Society,” (2) implementing the TPS learning model through the phases of think, pair, and share as the experimental treatment, and (3) conducting the posttest to measure improvement in learning outcomes, after which the pretest and posttest scores were analyzed descriptively to determine the effectiveness of the TPS model in enhancing students' academic performance.

Research Subject

The research subject in this study consisted of fourth-grade students at SD Negeri 47 Lubuklinggau, and the focus of the research was directed specifically toward measuring the improvement of students' learning outcomes in the topic "The Meaning of Pancasila Principles in Society" after the implementation of the Think–Pair–Share (TPS) learning model. The selection of the research subjects used a purposive sampling method, in which the sample was chosen intentionally based on predetermined criteria relevant to the study's purpose, namely: (1) the class in which learning difficulties had previously been identified, (2) a classroom environment where teacher-centered instruction had resulted in low achievement levels, and (3) students who had not yet met the minimum mastery criteria in Pancasila Education. Based on these considerations, a total of 25 students (13 boys and 12 girls) from Grade IV were selected as the research subjects because they represented the population that fit the research objectives and provided suitable conditions for examining the effectiveness of the TPS model in addressing learning challenges. This purposive selection ensured that the research focused on a group most likely to experience measurable improvement from the applied intervention.

Data Collecting

1. Test

Tests were used to obtain quantitative data on student learning outcomes. The test consisted of a pretest and a posttest, each containing 10 multiple-choice questions related to Pancasila Education material.

2. Observation

Observation was conducted to monitor student activity and teacher performance during the learning process using the TPS model.

3. Documentation

Documentation included photos of learning activities, student attendance lists, test answer sheets, and records of pretest and posttest scores.

Data Analysis

Data analysis in this study was conducted using descriptive quantitative techniques to determine the effectiveness of the Think–Pair–Share (TPS) learning model in improving students' learning outcomes in Pancasila Education. The analysis was carried out through several systematic steps. First, students' pretest and posttest answer sheets were scored based on the number of correct responses, and each student's score was converted into a percentage by dividing the obtained score by the maximum possible score and multiplying by one hundred. Second, the individual scores from both the pretest and posttest were tabulated to obtain the total score and mean score for each test, which allowed for comparison of students' performance before and after the implementation of the TPS model. Third, learning mastery was determined by comparing each student's score with the minimum mastery criterion, and the number and percentage of students who achieved mastery and those who did not were calculated. Fourth, improvement in learning outcomes was analyzed by comparing the mean

pretest and posttest scores to identify the overall increase in achievement after the treatment. Finally, the results of the analysis were interpreted descriptively to conclude whether the application of the Think–Pair–Share model contributed to meaningful improvement in students’ understanding of the learning material.

RESEARCH RESULT

The research results were obtained from the implementation of Pancasila Education learning using the Think–Pair–Share (TPS) learning model with a pre-experimental one-group pretest–posttest design. Data on students’ learning outcomes were collected through a pretest and a posttest administered to 25 fourth-grade students of SD Negeri 47 Lubuklinggau on the topic “The Meaning of Pancasila Principles in Society.” The analysis aimed to identify improvements in students’ understanding before and after the application of the TPS model. Based on the pretest results, students’ initial learning outcomes indicated that a considerable number of students had not yet achieved the minimum mastery criteria. The mean pretest score was 59.00, with 14 students (56%) achieving mastery and 11 students (44%) not meeting the mastery level. These findings suggest that students’ initial understanding of the material was moderate and required improvement through a more interactive learning approach.

After the implementation of the Think–Pair–Share learning model, the posttest results demonstrated a clear improvement in students’ learning outcomes. The mean posttest score increased to 80.00, with 20 students (80%) achieving mastery and only 5 students (20%) remaining below the mastery threshold. This improvement indicates that most students were able to understand the learning material more effectively after participating in TPS-based instruction.

Overall, the comparison between pretest and posttest results shows a substantial increase in students’ learning outcomes following the application of the Think–Pair–Share model. The TPS learning process encouraged students to think independently, engage in pair discussions, and share their ideas with the class, thereby fostering active participation and deeper conceptual understanding.

Table: Students' Learning Outcomes in Pretest and Posttest

Test Type	Mean Score	Student Achieving Mastery	Mastery Percentage	Student Not Achieving Mastery	Non Mastery Percentage
Pretest	59.00	14	56%	11	44%
Posttest	80.00	20	80%	5	20%

The findings of this study indicate that the Think–Pair–Share learning model is effective in improving Pancasila Education learning outcomes among fourth-grade students. The increase in both mean scores and mastery levels demonstrates that TPS enhances students' understanding of Pancasila concepts and supports more active and meaningful learning experiences.

Discussion

The findings of this study indicate that the implementation of the Think–Pair–Share (TPS) learning model effectively improved students' learning outcomes in Pancasila Education. This improvement is evident from the increase in the mean score from the pretest (59.00) to the posttest (80.00), as well as the rise in the percentage of students achieving mastery from 56% to 80%. These results suggest that TPS contributes positively to students' understanding of the topic “The Meaning of Pancasila Principles in Society.”

The improvement in learning outcomes can be explained by the characteristics of the Think–Pair–Share model, which emphasizes active student participation and collaborative learning. According to Lyman (1981), TPS provides students with sufficient time to think independently before discussing ideas with peers, which helps them process information more deeply. This structured interaction supports cognitive development and reduces students' anxiety in expressing opinions, especially in subjects such as Pancasila Education that involve abstract values and moral reasoning.

Furthermore, Arends (2012) states that cooperative learning models like TPS encourage students to construct knowledge through social interaction, allowing them to clarify misconceptions and strengthen understanding through discussion. In this study, students were given opportunities to exchange ideas with their partners and receive feedback during the sharing stage, which contributed to improved comprehension and retention of

learning material. This finding aligns with Slavin's (2014) view that cooperative learning enhances academic achievement by promoting positive interdependence and individual accountability.

The results of this study are also consistent with previous research findings. Nurhaliza and Putera (2022) reported that the use of TPS significantly improved students' achievement in Pancasila Education by increasing engagement and conceptual understanding. Similarly, Yuliani et al. (2023) found that TPS enhanced students' learning outcomes and participation in civic education classes. These studies support the conclusion that TPS is an effective instructional strategy for improving learning outcomes in value-based subjects.

From the teacher's perspective, TPS offers practical benefits by creating a more interactive and manageable learning environment. According to Sudjana (2011), effective learning occurs when teachers act as facilitators rather than sole knowledge providers. TPS allows teachers to monitor students' thinking processes, provide guidance during pair discussions, and assess students' understanding through class sharing activities. For students, TPS fosters active learning, cooperation, critical thinking, and communication skills, which are essential competencies in elementary education (Hamalik, 2014).

Despite the positive findings, this study has limitations. The use of a pre-experimental design without a control group limits the ability to make causal generalizations. Additionally, the study involved only one class and one learning cycle, which may affect the generalizability of the results. Nevertheless, the significant improvement observed suggests that TPS is a promising model for enhancing learning outcomes in Pancasila Education and warrants further investigation using more rigorous experimental designs.

In summary, the discussion confirms that the findings of this study are consistent with theoretical perspectives and previous empirical research, demonstrating that the Think–Pair–Share learning model is effective in improving elementary school students' learning outcomes in Pancasila Education.

CONCLUSION

This study concludes that the implementation of the Think–Pair–Share (TPS) learning model effectively improves students' learning outcomes in Pancasila Education at the elementary school level. The research findings demonstrate a clear increase in students' achievement, as indicated by the improvement in the mean score from the pretest to the

posttest and the higher percentage of students achieving learning mastery after the application of the TPS model. These results indicate that TPS supports students in developing a better understanding of Pancasila concepts by promoting active participation, peer discussion, and shared learning experiences.

One of the main strengths of this study lies in the use of an interactive and student-centered learning model that actively engages students in the learning process. The Think–Pair–Share model provides structured opportunities for students to think independently, collaborate with peers, and communicate their ideas, which enhances comprehension and confidence. Additionally, the quantitative pre-experimental design allows for a clear comparison of learning outcomes before and after the treatment, providing empirical evidence of improvement.

However, this study also has several limitations. The absence of a control group limits the ability to attribute the observed improvement solely to the TPS model. Furthermore, the study was conducted in only one class with a relatively small number of participants and involved only one learning cycle, which may restrict the generalizability of the findings to broader educational contexts.

Based on these limitations, future research is recommended to employ true experimental or quasi-experimental designs with control groups to strengthen causal conclusions. Further studies should also involve larger and more diverse samples, apply the TPS model over longer periods, and explore its impact on other learning outcomes such as critical thinking, attitudes, and character development in Pancasila Education. Such research would provide deeper insights into the long-term effectiveness and broader educational value of the Think–Pair–Share learning model.

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