

Application of Cooperative Type TPS (Think Pairs Share) Model Assisted by Puzzle Media in Learning IPS 3rd Grade Students of Bangunsari 03 Mejayan Elementary School

Ratih Mitra Dewi (Universitas PGRI Madiun)

Corresponding author: ratihmd06@gmail.com

Abstract: This study is intended to analyze the application of cooperative model type tps (think pair share) assisted by puzzle media in social studies learning for 3rd grade students of sdn bangunsari 03, mejayan district, madiun regency. The limited ability to understand students' social studies subject matter on types of work requires teachers to find solutions to improve students' ability to understand. So, teachers must provide innovations in learning to make students more active in understanding. One of the ways a teacher can use is by applying the tps (think pair share) type cooperative learning model assisted by puzzle media. In the application of this model, students are required to more easily understand the material on types of work and can differentiate between jobs that produce products and jobs that produce services. This research method uses a type of qualitative research with lesson plans and interviews as research instruments. Data collection techniques carried out in this study using observation, interviews, and documentation. The results showed that the application of the tps (think pair share) type cooperative model assisted by puzzle media can make students excited, actively involved in learning and easily understand the material provided by the teacher. So, it can be concluded that the application of the tps (think pair share) type cooperative model assisted by puzzle media can make students more active in understanding social studies subjects on the material of types of work.

Keywords: Tps (think pair share) cooperative model, Puzzle media, Understanding the types of work.

Received; 1 Desember 2024; **Accepted** 10 Desember 2024; **Published** 25 Desember 2024

Citation: Dewi, R.M. (2024). Application of Cooperative Type TPS (Think Pairs Share) Model Assisted by Puzzle Media in Learning IPS 3rd Grade Students of Bangunsari 03 Mejayan Elementary School. *Jurnal Riset Pendidikan (JRP)*, Vol. 3 (2), 17 – 23.



Published by Universitas PGRI Madiun. This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

In this era, the education system in Indonesia has undergone many changes. These changes are an effort to improve the education system for the better. With the technology that is developing today, the education system in Indonesian can improve for the better. Social Science is also a unifying tool for various communities living in a particular place and can be seen through the geographical location of the Indonesian region. For this reason, Social Studies at the elementary school level aims to prepare students as informed citizen with knowledge, skills, attitudes and values that can be used to solve personal or social problems, as well as the ability to make decisions and participate in various community activities in order to become a good citizen.

The social studies term is known since the early 1970s according to Sapriya (2012: 7) states that social studies is one of the subjects given at the level of primary education and secondary education. From these sciences, students must know the knowledge contained in Social Science lessons at the Elementary School (SD) level. One of them is Social Science learning that students need to know, including learning what jobs can produce goods and services.

Huda (2015: 206) stated that learning through the tps (think pair share) type cooperative model is a model that introduces the idea of "wait or think time", in cooperative learning interactions which is currently a good factor to increase students' response to their understanding. This model requires media assistance that can attract the attention of students in learning to understand maps, namely puzzle media. This puzzle media is a teacher's tool in providing learning to students in understanding the types of work. Sanaky (2013: 4) concludes that learning media is a very important tool used as a means and tool in the field of education which is used as an intermediary in achieving a learning process.

This research uses tools in the form of puzzle media. Puzzle media accompanied by images can attract students' attention in participating in lessons. Anitah (2008: 9) stated that picture media is useful for students, because pictures have a variety of attractive colors and can stimulate students interest in learning. Because students will directly learn the activities of understanding the types of work through this media and also through the cooperative model of tps type (think pair share). So that the application of the cooperative model of tps type (think pair share) assisted

by puzzle media is expected to be able to overcome the problem and can be used, utilized in social studies learning material jneis-types of work of students in 3rd grade SDN Bangunsari 03 Mejayan.

METHOD

The qualitative research method proposed by Meleong (2011: 6) states that research intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, motivation, action, etc. In the study, the researcher emphasized on the researcher's observation of the interaction between students and teachers in social studies learning ability during the study. Researchers also conducted interviews with teachers and students, analyzed documents related to the research problem, including documents in the form of curriculum and its devices (core competencies, basic competencies, syllabus, and lesson plans), teaching materials used by teachers, and assignments done by students.

A. Research instruments

The research instrument in Sugiyono (2017: 305) states that in qualitative research the instrument or research tool is the researcher himself.

1. Documentation

Documentation is done by critically examining and scrutinizing documents. From written documents as well as more formal records, time tracking, teachers and students, and other related documents.

2. Observation

Observations used in this study researchers play a passive role. This observation was carried out when the learning took place, the researcher observed the social studies learning process taking place.

3. Interview

Interviews according to Sugiyono (2017: 231) say that an interview is "a meeting of two persons to exchange information, and ideas through question and response, resulting in communication, and joint construction of meaning about a particular topic" meaning that it is a meeting of two people to exchange information and ideas

through questions and answers, so that the meaning of a topic can be conditioned.

4. Test

Test are questions or other tools used to measure skills, abilities, and knowledge possessed by students individually or in groups (Arikunto, 2014: 193). The data collection technique using tests aims to determine student learning outcomes obtained through post tests given by teachers in teaching and learning activities. The test questions are used to assess tasks at the end of learning or post tests.

B. Research procedure

Three stages in research procedures Moleong (2011: 127-148) there are three stages of research implementation, namely: (1) pre-field, (2) field activities, (3) data analysis stage.

1. Pre-field stage

There are six things that must be done by researchers in this stage, these activities and considerations are described as follows:

- a. Drawing up a research plan.
- b. Choosing a research field of research that is suitable and supports the smooth running of the research, in this case the researcher chose SDN Bangunsari 03 Mejayan.
- c. Taking care of field licensing or research locations.
- d. Exploring and assessing the environment of the research site.
- e. Selecting and utilizing informants.
- f. Preparing research equipment and research ethics issues.

2. Fieldwork stage

This stage is divided into three parts, including: (1) understanding the research setting, and self-preparation, (2) entering the field, (3) participating while collecting data.

3. Data analysis stage

Because this research uses naturalistic steps, data analysis is carried out directly in the field together with data collection, there are four stages of analysis interspersed with data collection, including: (1) domen analysis, (2) taxonomy analysis, (3) component analysis, (4) theme analysis

RESULT AND DISCUSSION

Discussion of Research Results

1. Application of cooperative model type tps (think pair share) assisted by puzzle media in social studies learning for 3rd grade students of sdn bangunsari 03 mejayan.

Tps (think pair share) learning is active learning. This learning is centered on student activeness in constructing knowledge. Learning is an activity of applying knowledge rather than memorizing. Tps (think pair share) learning is learning that develops high-level cognitive levels. The learning strategy trains students to think critically and creatively in solving a problem, and share their knowledge through worksheets given by the teacher. Huda (2016: 206) states that this strategy introduces the idea of "wait or think time" to the interaction element of cooperative learning which is currently one of the powerful factors in increasing students' response to questions. At the end of the lesson the teacher assesses student learning outcomes through post-test activities, with this assessment it is hoped that the teacher can obtain information about the difficulties faced by students, as well as deficiencies in learning.

2. Problems faced by teachers and students in applying the tps (think pair share) model.

Based on the results of observations and interviews with teachers, 3rd grade students, and the principal of SDN bangunsari 03, mejayan district, madiun regency, in the implementation of social studies learning material on types of work, the obstacles faced are the problems of the teacher's lack of understanding in tps (think pair share) learning. And today's learning using the tps (think pair share) model has no obstacles at all. Because this learning has several stages from the beginning to the end of learning, besides the lack of teacher understanding in applying this model, the teacher only becomes a guide without a facilitator for students, only helping not by explaining in detail so that students will not understand the flow of learning activities. In the learning process, students arrange the puzzle media and describe to draw conclusions from the pictures that have been arranged. This requires students to be active and ask questions if they encounter difficulties. At the end of the lesson, the teacher conducts a post test which is done by students related to the material that has been learned. The teacher provides an evaluation at the end of the lesson to

find out what obstacles, difficulties or problems there are in implementing the learning model so that the learning model can be said to be successful.

CONCLUSION

The results of the research conducted by researchers on the application of the TPS (Think Pair Share) type cooperative model aided by puzzle media in social studies learning for 3rd grade students of SDN Bangunsari 03, Mejayan District, Madiun Regency can be concluded as follows:

1. The application of the cooperative model of tps (think pair share) type with the help of puzzle media in learning social studies for 3rd grade students of SDN Bangunsari 03 Mejayan, has been carried out in accordance with the steps of the cooperative learning model of tps (think pair share) type.
2. The problems faced by teachers and students in the application of the cooperative model type tps (think pair share) with the help of puzzle media in learning ips for grade 3rd students of SDN Bangunsari 03 Mejayan, teachers need to explore more knowledge in understanding the application of the cooperative model type tps (think pair share), lack of facilities, facilities and infrastructure, narrow classroom conditions, less comfortable, while for students, namely less active students will experience lagging, not all students can easily adjust to developing an ability they have.

DAFTAR PUSTAKA

- Anitah, S. (2008). Learning Media. Surakarta: LPP UNS and UNS Press.
- Arikunto, Suharsini. (2014). Research Procedure: A Practical Approach. Jakarta: Rineka Cipta.
- Huda, M. (2015). Cooperative Learning (Methods, Techniques, Structures, and Implementation Models). Yogyakarta: LEARNING LIBRARY.
- Huda, M. (2016). Models of Teaching and Learning. Yogyakarta: LEARNING LIBRARY.
- Moleong, L. J. (2011). Qualitative Research Methodology. Bandung: PT. REMAJA ROSDAKARYA.
- Sanaky, H. AH. (2013). Interactive-Innovative Learning Media. Yogyakarta: KAUKABA DIPANTARA.
- Sapriya. (2012). Social Studies Education (Concepts and Learning). Bandung: PT. TEEN ROSDAKARYA.
- Sugiyono. (2017). Research and Development (R&D) Methods. Bandung: ALFABETA.