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THE APPLICATION OF THE THINK-PAIR-SHARE (TPS) COOPERATIVE LEARNING MODEL TO ENHANCE STUDENTS' LEARNING OUTCOMES IN ECONOMICS AT SMA NEGERI 1 DARUL IMARAH, ACEH BESAR

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ABSTRACT

This study investigates the application of the Think-Pair-Share (TPS) cooperative learning model to enhance students' learning outcomes in Economics at SMA Negeri 1 Darul Imarah, Aceh Besar. Recognizing the significance of Economics as a core subject that equips students with critical knowledge about financial systems, market behaviors, and socio-economic issues, this research addresses the observed challenges in student engagement and academic achievement. The TPS model encourages active participation by fostering individual thinking, collaborative dialogue, and collective sharing, promoting a deeper understanding of complex concepts.

Utilizing a quasi-experimental design, the study involved two classes: an experimental group that implemented the TPS model and a control group that followed traditional teaching methods. Data were collected through pre-tests and post-tests, coupled with student surveys to assess their engagement levels and perceptions of the learning process. The analysis revealed significant differences in academic performance between the two groups, with the experimental group demonstrating noticeable improvement in their understanding of Economic principles.

Furthermore, qualitative feedback from the students indicated increased motivation and collaborative learning experiences, underscoring the effectiveness of the TPS model in fostering a supportive learning environment. The findings contribute to the existing body of literature on cooperative learning strategies and offer practical implications for educators seeking to enhance instructional quality and student engagement in Economics.

Ultimately, this study underscores the importance of innovative teaching methodologies in fostering academic success and preparing students for informed participation in the socio-economic landscape of their communities.

Keywords: *Think-Pair-Share, cooperative learning, Economics education, student engagement, learning outcomes, SMA Negeri 1 Darul Imarah.*

INTRODUCTION

In recent years, the methodologies employed in education have gained significant attention, especially as they relate to improving students' learning outcomes across various subjects. Cooperative learning models, in particular, have emerged as effective strategies that promote engagement and collaboration among students. One such model, Think-Pair-Share (TPS), is recognized for its ability to foster critical thinking, peer interaction, and a deeper understanding of material through structured dialogue. According to A. E. R. Slavin (2014), cooperative learning strategies enhance student engagement and achievement by promoting a sense of community in the classroom and encouraging students to take ownership of their learning.

Economics, as a discipline, plays a crucial role in equipping students with essential skills and knowledge related to financial systems, market dynamics, and socio-economic issues. However, many students struggle to grasp these concepts due to traditional teaching methods that may not adequately facilitate engagement or collaborative processing of information. A study by Kagan (1994) highlights that active engagement through structured cooperative learning enhances student retention and understanding of complex material. Therefore, it is essential to explore innovative instructional strategies that can effectively address these challenges.

This study aims to investigate the implementation of the TPS model in enhancing students' academic performance in Economics at SMA Negeri 1 Darul Imarah, Aceh Besar. The educational institution has faced challenges in student engagement and achievement in economic subjects, prompting the need for an intervention that could potentially reshape students' learning experiences. By employing the TPS method, the study seeks to provide students with opportunities for individual thinking, collaborative discussion, and sharing of insights, which can lead to improved comprehension and interest in Economics.

Previous research has shown that the TPS strategy can lead to significant improvements in learning outcomes. For instance, studies by Rahman (2016) and Wibowo (2018) have reported positive correlations between the use of the TPS model and enhanced academic performance in various subjects. By integrating this cooperative learning approach into Economics instruction, the

current research aims to provide empirical evidence of its efficacy in the Indonesian context, particularly within the framework of high school education.

This investigation will not only contribute to the growing body of literature on effective teaching strategies in Economics but also offer practical implications for educators. By understanding the mechanisms through which the TPS model operates, educators can adopt best practices that promote active learning and collaborative skills among students. Thus, this research hopes to faciliate an improvement in instructional quality and subsequent student achievement in Economics, ultimately helping students become more informed and engaged citizens capable of understanding and addressing contemporary economic challenges.

RESEARCH METHODOLOGY

This study uses a quasi-experimental research design to investigate the effectiveness of the Think-Pair-Share (TPS) cooperative learning model on students' academic performance in Economics at SMA Negeri 1 Darul Imarah, Aceh Besar. This methodology is suitable for this research as it allows for the comparison of learning outcomes between the experimental and control groups while maintaining a natural classroom environment (Creswell, 2014).

Participants

The participants for this study were 60 students enrolled in the eleventh grade at SMA Negeri 1 Darul Imarah. They were divided into two groups: the experimental group, which consisted of 30 students who were taught using the TPS model, and the control group, which also comprised 30 students but received traditional direct instruction. The selection of these classes was based on random sampling to ensure that the groups were comparable in terms of prior knowledge and demographic characteristics (Fraenkel & Wallen, 2015).

Instruments

To measure students' learning outcomes, two primary instruments were utilized: a pre-test and a post-test. The tests were designed to assess students' understanding of key Economics concepts, including supply and demand, market structures, and economic indicators. The questions were formulated based on the curriculum standards to ensure relevance and validity. Additionally, a Likert-scale survey was administered to gather data on students' engagement, motivation, and perceptions of the learning process under both teaching methodologies.

Procedure

The research was conducted over a period of four weeks. The TPS model was applied in the experimental group for a series of Economics lessons. The implementation involved the following steps:

1. Think: Students were given a question related to the lesson and were asked to think about their responses individually for a few minutes.

2. Pair: Students then paired up to discuss their thoughts with a partner, allowing them to exchange ideas and build on each other's perspectives.

3. Share: Finally, pairs shared their insights and conclusions with the whole class, promoting a whole-group discussion and reflection on the concepts (Lyman, 1981).

In contrast, the control group experienced conventional teaching methods, where the teacher delivered content through lectures, followed by a question-and-answer session. This allowed for a clear comparison of the effectiveness of the TPS model against traditional instruction.

Data Analysis

Data collected from the pre-tests and post-tests were analyzed using descriptive and inferential statistics. The mean scores of both groups were calculated, and a t-test was conducted to determine if there were statistically significant differences in academic performance between the experimental and control groups. Additionally, qualitative data from the student surveys were analyzed thematically to capture students' perceptions and experiences related to the TPS model (Miles & Huberman, 1994).

Ethical Considerations

This study adhered to ethical research standards, including obtaining informed consent from both students and their guardians. Participation in the study was voluntary, and students were assured of confidentiality regarding their responses. The researchers also ensured that the results of the study would not affect students' grades or standing in the school.

Results and Discussion

The results of this study are categorized into two main areas: quantitative findings from the pre-test and post-test scores, and qualitative insights gained from the student survey responses regarding their engagement and perceptions of the learning process under the Think-Pair-Share (TPS) model.

Quantitative Results

The pre-test scores for both the experimental group and the control group were similar, indicating that the two groups had comparable levels of understanding of Economics concepts at the outset of the study. The pre-test mean scores were as follows:

- Experimental Group: 65.3 (SD = 8.7)

- Control Group: 64.8 (SD = 9.0)

After four weeks of instruction, post-test scores were collected to evaluate the impact of the TPS model. The results showed a significant improvement in the experimental group:

- Post-test Mean Score for Experimental Group: 85.2 (SD = 7.5)

- Post-test Mean Score for Control Group: 71.4 (SD = 8.9)

A t-test was conducted to determine if the differences between the post-test scores were statistically significant. The results revealed a t-value of 6.58 with a p-value < 0.01, indicating that the difference in mean scores is statistically significant. This finding supports the hypothesis that the TPS model positively affects students' learning outcomes in Economics.

Qualitative Results

Feedback from the student survey provided valuable insights into their experiences with the TPS model. The survey featured Likert-scale questions assessing student engagement, motivation, and overall learning satisfaction. Key findings included:

1. Increased Engagement: A majority of students in the experimental group (82%) reported feeling more engaged during lessons when using the TPS model. They expressed that the structured collaboration allowed them to participate actively in their learning process.

2. Enhanced Understanding: Students noted that discussing concepts with peers before sharing with the class helped them clarify their thoughts. One student remarked, "Thinking and discussing with my partner made it easier to understand complex ideas."

3. Positive Attitudes Towards Collaborative Learning: Many students appreciated the collaborative aspect of the TPS model. Over 75% expressed a

preference for working with peers rather than passively listening to the teacher's lecture. This aligns with Johnson and Johnson's (2009) findings that cooperative learning environments promote higher achievement and greater retention.

4. Improvement in Communication Skills: The TPS model also contributed to enhancing students' communication skills. One student noted, "Sharing ideas in front of the class boosted my confidence in expressing my thoughts."

DISCUSSION

The findings of this study corroborate existing research on the efficacy of cooperative learning strategies, particularly the TPS model, in improving academic achievement (Hattie, 2009; Slavin, 1995). The significant improvement in the experimental group's post-test scores suggests that the TPS model not only facilitates better understanding of Economics concepts but also enhances overall student engagement, which is critical for effective learning.

The study's outcomes also highlight the importance of creating a classroom environment where students feel comfortable collaborating and sharing their ideas. This aligns with Vygotsky's (1978) Theory of Social Constructivism, emphasizing that social interaction is fundamental to cognitive development. By implementing the TPS model, educators can foster an active learning culture that promotes critical thinking and peer learning.

However, it is essential to recognize potential limitations in this study. The research was conducted in a single institution, which may affect the generalizability of the results. Future studies could explore the long-term effects of the TPS model across different subjects and educational levels to assess its broader applicability.

In conclusion, the findings of this study provide compelling evidence for the effectiveness of the Think-Pair-Share cooperative learning model in enhancing students' academic performance in Economics. Educators are encouraged to incorporate this innovative teaching strategy to facilitate meaningful learning experiences and improve student outcomes.

CONCLUSION

This study investigated the effectiveness of the Think-Pair-Share (TPS) cooperative learning model on students' academic performance in Economics at SMA Negeri 1 Darul Imarah. The findings indicate that the TPS approach significantly enhances students' understanding of key economic concepts compared to traditional instructional methods. The results demonstrated that the

experimental group, which employed the TPS model, scored substantially higher on post-tests than the control group, confirming the hypothesis that cooperative learning strategies can lead to improved academic outcomes.

Moreover, qualitative data from student surveys highlighted that participants experienced increased engagement, better retention of information, and enhanced communication skills as a result of the collaborative nature of the TPS model. Students reported feeling more confident in discussing complex topics and expressed a preference for working collaboratively rather than learning through direct instruction alone. This aligns with educational theories that emphasize the importance of social interaction in the learning process.

The outcomes of this study underscore the value of incorporating innovative teaching strategies like the TPS model into the classroom. By fostering a collaborative learning environment, educators can enhance student participation and promote deeper understanding of course material. Additionally, utilizing cooperative learning techniques can help develop crucial interpersonal skills among students.

In conclusion, the implementation of the Think-Pair-Share model serves as an effective pedagogical strategy that can lead to improved academic performance and positive learning experiences. Future research should explore the long-term effects of the TPS model across various subjects and educational settings to fully understand its potential and versatility as a teaching tool. Educators are encouraged to adopt this approach to facilitate active learning and better prepare students for future academic challenges.

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