

**PENGARUH MODEL PEMBELAJARAN *THINK PAIR SHARE*  
(TPS) TERHADAP HASIL BELAJAR SISWA PADA MATA  
PELAJARAN MATEMATIKA KELAS IV  
SD NEGERI 101848 LAU BEKERI  
T.P 2025/2026**

**ABSTRAK**

Alasan dibalik rendahnya hasil belajar matematika siswa adalah penggunaan metode pembelajaran konvensional menjadi latar belakang penelitian ini. Faktor penyebab utama dikarenakan partisipasi siswa yang kurang terlibat dan satu arah dalam proses pendidikan.. Untuk mengatasi permasalahan tersebut, penelitian ini bertujuan menganalisis dampak model pembelajaran *Think Pair Share* (TPS) terhadap hasil belajar siswa pada mata pelajaran Matematika kelas IV SD Negeri 101848 Lau Bekerri Tahun Pelajaran 2025/2026. Metode penelitian yang digunakan adalah desain kuasi-eksperimental dengan desain kelompok kontrol pretest-posttest. Seluruh populasi penelitian terdiri dari siswa kelas IV SD Negeri 101848 Lau Bekerri dengan jumlah 29 siswa, dengan sampel penelitian terdiri atas 16 siswa kelas IVA dijadikan kelas kontrol dan 13 siswa kelas IVB menjadi kelas eksperimen. Alat ukur hasil belajar dalam bentuk pilihan berganda sebanyak 10 soal. Nilai rata-rata pretest siswa kelas IVA sebesar 60,00 dan nilai rata-rata pretest siswa kelas IVB sebesar 56,92. Setelah data pretest diuji menggunakan uji normalitas, dan uji homogenitas, data terbukti berdistribusi normal dan homogen. Dengan demikian, kelas IVA ditetapkan sebagai kelas kontrol sedangkan kelas IVB sebagai kelas eksperimen. Penerapan model pembelajaran *Think Pair Share* (TPS) di kelas eksperimen memberikan hasil yang signifikan. Hasil penelitian menunjukkan bahwa nilai rata-rata *posttest* kelas eksperimen yang diajar menggunakan model pembelajaran TPS sebesar 88,46 lebih tinggi berbeda dengan kelas kontrol yang mana diajarkan memakai metode konvensional sebesar 78,75. Hasil uji *t* menyatakan bahwa  $t_{hitung} > t_{tabel}$  yaitu adalah  $2,928 > 2,052$ , yang berarti ditemukan pengaruh signifikan model pembelajaran *Think Pair Share* terhadap hasil belajar dalam matematika siswa. Oleh karena itu, dapat dikatakan bahwa penerapan model pembelajaran *Think Pair Share* memberikan dampak positif dan signifikan pada peningkatan hasil belajar matematika siswa kelas IV SD Negeri 101848 Lau Bekerri T.P 2025/2026.

**Kata Kunci:** *Think Pair Share* (TPS), Hasil belajar, Matematika

**THE EFFECT OF THE THINK PAIR SHARE (TPS) LEARNING  
MODEL ON STUDENT LEARNING OUTCOMES IN  
MATHEMATICS SUBJECT OF GRADE IV OF  
ELEMENTARY SCHOOL 101848 LAU BEKERI  
ACADEMIC YEAR 2025/2026**

**ABSTRACT**

*The low mathematics learning outcomes of students, caused by the use of conventional teaching methods, form the background of this study. The main contributing factor is that learning is still teacher-centered and does not actively engage students in the learning process. To address this problem, This project intends to examine how the Think Pair Share (TPS) learning paradigm affects Grade IV math learning outcomes at SD Negeri 101848 Lau Bekerı throughout the 2025/2026 academic year. A quasi-experimental design with a pretest–posttest control group design was the research methodology employed. There were 29 pupils in total, all of them were fourth-graders at SD Negeri 101848 Lau Bekerı. 13 students from class IVB served as the experimental group and 16 students from class IVA as the control group in the study sample.. The research instrument was a learning outcomes test in the form of 10 multiple-choice questions. The average pretest score of students in class IVA was 60.00, while the average pretest score of students in class IVB was 56.92. Normality and homogeneity tests were used to assess the pretest data, and the results showed that the data were homogeneous and normally distributed. Therefore, class IVA was designated as the control group, and class IVB as the experimental group. The implementation of the Think Pair Share (TPS) learning model in the experimental class produced significant results. The findings show that the average posttest score of the experimental class taught using the TPS model was 88.46, which was higher than the control class taught using conventional methods, which scored 78.75. The t-test results show that  $t_{\text{calculated}} > t_{\text{table}}$ , namely  $2.928 > 2.052$ , showing that students' learning outcomes in mathematics are significantly impacted by the Think Pair Share learning paradigm.. In conclusion, Applying the Think Pair Share learning model significantly and favorably improves students' understanding of maths outcomes of grade IV students at SD Negeri 101848 Lau Bekerı in the 2025/2026 academic year.*

**Keywords: Think Pair Share (TPS), Learning outcomes, Mathematics**