

**IMPROVING INDIVIDUAL DUTIES AND RESPONSIBILITIES THROUGH A
THINK PAIR SHARE (TPS) TYPE COOPERATIVE LEARNING MODEL IN
INDONESIAN LANGUAGE LEARNING
IN GRADE VI SD GMT BETUN III**

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Abstract

This research aims to improve the duties and responsibilities of individual students through the application of the *Think Pair Share* (TPS) type cooperative learning model in Indonesian language learning at SD GMT Betun III. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. The research subjects amounted to 14 students in grade VI of SD GMT Betun III. Data collection techniques are carried out through observation, documentation, and individual student assignment and responsibility assessment sheets. Data were analyzed using quantitative and qualitative descriptive techniques. The results of the study show that the application of the *Think Pair Share* (TPS) type cooperative learning model is able to increase students' individual tasks and responsibilities. The average score of students increased from 54.28 in the pre-cycle stage to 69.29 in Cycle I and increased to 79.64 in Cycle II. The percentage of student completeness also increased from 14.29% in the pre-cycle stage to 57.14% in Cycle I and reached 85.71% in Cycle II. Thus, the application of the *Think Pair Share* (TPS) type cooperative learning model has proven to be effective in increasing individual student tasks and responsibilities in learning Indonesian language at SD GMT Betun III.

Keywords: Individual Duties and Responsibilities, *Think Pair Share* (TPS), Indonesian.

Introduction

Education is a process that aims to develop the potential of students to have the knowledge, skills, attitudes, and character needed in social life. The success of education is greatly influenced by the quality of the learning process that takes place in schools. Therefore, teachers are required to be able to create active, creative, effective, and fun learning so that learning goals can be achieved optimally.

Indonesian language learning in elementary school is not only oriented to mastering language knowledge and skills, but also to building students' character. One of the important characters that needs to be developed is individual duties and responsibilities. Individual responsibility is an attitude that shows students' awareness in carrying out tasks well and accepting the consequences of the actions taken.

According to Susanto (2021), learning responsibility is an attitude that shows students' awareness in carrying out learning tasks independently and earnestly. Students who have learning responsibility will try to complete assignments on time, comply with learning rules, and be active in learning activities. Therefore, the development of individual responsibility is one of the important aspects that must be considered in the learning process in elementary school.

Huda (2021) explained that cooperative learning is a learning model that emphasizes cooperation between students in achieving learning goals. Through cooperative learning, students not only learn to understand the subject matter, but also learn to develop an attitude of responsibility, cooperation, communication, and active participation during the learning process.

Based on the results of observations made in grade VI of SD GMIT Betun III, it was found that individual student duties and responsibilities are still low. Some students are less active in learning, have not completed assignments on time, do not participate in group discussions, and still rely on friends when doing assignments. This condition causes learning objectives to not be achieved optimally.

One alternative that can be used to overcome these problems is the application of a cooperative learning model of *the Think Pair Share* (TPS) type. The *Think Pair Share* (TPS) type learning model provides students with the opportunity to think independently, discuss with

their partners, and share the results of their discussions with the entire class. Through this process, students are trained to be responsible for the tasks given as well as be active in learning activities.

The application of the *Think Pair Share* (TPS) type learning model is considered appropriate to improve students' individual tasks and responsibilities because each student is given the opportunity to think and complete tasks independently at the *think* stage. Furthermore, at the pair stage, students discuss with their partners to compare answers and exchange opinions. At the *share* stage, students convey the results of the discussion to the entire class so that they can practice courage, activeness, and a sense of responsibility for the work that has been done.

Research conducted by Purnomo and Wardani (2021) shows that the *Think Pair Share* (TPS) type cooperative learning model is able to develop independent character and responsibility of elementary school students. In addition, research by Sari and Rahmawati (2022) shows that the application of a cooperative learning model of the *Think Pair Share* (TPS) type can increase students' independence and learning responsibility. Lobo's research (2023) also shows that the *Think Pair Share* (TPS) type learning model is effective in increasing active participation and student responsibility in learning.

Based on this description, this study aims to improve the duties and responsibilities of individual students through a cooperative learning model of the *Think Pair Share* (TPS) type in Indonesian language learning at SD GMIT Betun III.

Research Methods

This research is a Class Action Research (PTK) using the Kemmis and McTaggart models. The research was carried out in two cycles, each consisting of the stages of planning, implementation of actions, observation, and reflection. The research was carried out at SD GMIT Betun III. The subjects of the study were all grade VI students totaling 14 students consisting of 7 male and 7 female students.

The data collection techniques used in this study include observation, documentation, and individual student assignment and responsibility assessment sheets. Observation is used to observe student activities during the learning process. Documentation is used as research

supporting data, while assessment sheets are used to determine the increase in individual student tasks and responsibilities in each cycle.

Data were analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative analysis was carried out by calculating the average score and percentage of student completion. Qualitative analysis is carried out through data reduction, data presentation, and drawing conclusions based on the results of observations obtained during the research.

Results and Discussion

Data Exposure

This research was carried out in grade VI SD GMT Betun III in the even semester of the 2026 school year with a total of 14 students consisting of 7 male students and 7 female students. The research was carried out through Class Action Research (PTK) which consisted of two cycles. Each cycle includes the stages of planning, implementation of actions, observation, and reflection.

In the pre-Cycle stage, the Indonesian language learning process is still dominated by the lecture method so that students tend to be passive in participating in learning. Some students have not shown good responsibility in completing the assignments given by the teacher. In addition, there are still students who are less active in discussions, have not been able to complete assignments independently, and still rely on the help of friends. This condition has an impact on the low individual duties and responsibilities of students, so that most students have not achieved the set success indicators.

In the implementation of Cycle I, teachers began to apply the *Think Pair Share* (TPS) type cooperative learning model in the Indonesian language learning process. In the think stage, students are given the opportunity to think and do tasks independently. Furthermore, in the pair stage, students discuss with their partners to compare and improve the answers that have been worked on. At the share stage, students conveyed the results of the discussion to the entire class. The application of the *Think Pair Share* (TPS) type cooperative learning model is able to increase student involvement in learning. However, there are still some students who lack confidence in expressing their opinions and have not actively participated in discussions so that the results obtained have not reached the expected target.

In Cycle II, the implementation of learning was improved based on the results of the reflection of Cycle I. Teachers provide more intensive guidance to students, increase learning motivation, and provide wider opportunities for all students to express their opinions. In addition, teachers are more active in monitoring partner discussion activities so that each student can participate optimally. Students look more active, responsible in completing assignments, and dare to convey the results of discussions in front of the class. These conditions have an impact on increasing individual student duties and responsibilities during the learning process.

Research Results

The application of the Think Pair Share (*TPS*) type cooperative learning model in Indonesian language learning shows an increase in individual student duties and responsibilities in each research cycle. The recapitulation of the results of the research can be seen in Table 1.

Table 1. Recapitulation of Individual Duties and Responsibilities of Students

Research Stage	Average Score	Completeness (%)
Pre-Cycle	54,28	14,29%
Cycle I	69,29	57,14%
Cycle II	79,64	85,71%

Source: SD GMT Betun III Year 2026

Based on Table 1, it can be seen that individual student duties and responsibilities have increased in each cycle. In the pre-cycle stage, the average score of students was 54.28 with a completion percentage of 14.29%. After applying the *Think Pair Share* (TPS) model in Cycle I, the average score increased to 69.29 with a completion percentage of 57.14%. In Cycle II, the average score increased again to 79.64 with a completion percentage of 85.71%.

Discussion

The increase in students' individual tasks and responsibilities shows that the *Think Pair Share* (TPS) type cooperative learning model is able to help students actively participate in the learning process. Through the *think* stage, students are given the opportunity to think and

complete tasks independently. In *the pair* stage, students discuss with their partners to compare and improve the results of their work. Furthermore, at the *share stage*, students convey the results of the discussion to the entire class so as to train courage and a sense of responsibility for the work that has been done.

The use of *the Think Pair Share* (TPS) model also creates a more active and collaborative learning atmosphere. Students become more involved in the learning process, more responsible for the tasks given, and more confident in expressing opinions. These conditions have a positive impact on the improvement of individual student duties and responsibilities.

The findings of this study are in line with cooperative learning theory which emphasizes the importance of interaction and cooperation between students in achieving learning objectives. The results of this study also support previous research that shows that *the Think Pair Share* (TPS) model can increase student responsibility and participation in learning.

Thus, the *Think Pair Share* (TPS) *type cooperative learning model* can be used as an alternative learning model that is effective to improve students' individual tasks and responsibilities in learning Bahasa Indonesia.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that the application of the *Think Pair Share* (TPS) type cooperative learning model in Indonesian language learning can increase the individual duties and responsibilities of grade VI students of SD GMIT Betun III. This is shown by the increase in the average score of students from 54.28 in the pre-cycle stage to 69.29 in Cycle I and increased to 79.64 in Cycle II. The percentage of student completeness also increased from 14.29% to 57.14% and reached 85.71% in Cycle II. Thus, the *Think Pair Share* (TPS) type cooperative learning model is effectively used to improve students' individual tasks and responsibilities in learning Bahasa Indonesia.

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