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Curriculum implementation of cooperative learning models in *pantun* writing instruction

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ABSTRACT

The Indonesian language instruction that has been applied by teachers in the classroom still relies on the practical application of conventional models, even though it is still ineffective and making students bored in the class. The purposes of this research are 1) to explain the use of cooperative learning model, especially Think-Pair-Share (henceforth TPS) in *pantun* (a type of old poetry) writing instruction in seventh grade to effectively improve students' abilities in writing *pantun*, 2) to describe the learning process of *pantun* writing by using TPS, and 3) to find out whether there are differences in students' *pantun* writing skills before and after the use of TPS. This study used a quasi-experimental research method. Samples were taken using purposive sampling technique. The data were collected using test questions and observation sheets. Based on the results, it can be concluded that $t_{count} > t_{table}$ so that the application of TPS is effective in *pantun* writing instruction. In addition, in terms of the learning process, the use of TPS makes the students more active and the instruction more optimal than the conservative methods. Students also show improvements in writing *pantun* after the application of the TPS model.



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Introduction

Pantun is one type of old poetry that is very widely known in the languages of the archipelago. The rhymes typically consist of four lines, ending in a-b-a-b pattern (not a-a-a-a, a-b-b-a, or a-b-b-a). *Pantun* was originally an oral literature, but now there are also written poetry (Redaksi, 2012). This is in line with what is stated by Dianawati (2014), explaining the characteristics of *pantun* are that the *bait* (rhyme verse) consists of four lines; each of which consists of eight to twelve syllables, with rhymes a-b-a-b or a-a-a-a; the first two lines are called *sampiran*, while the third and fourth lines are content.

In the Education Unit Level-based curriculum (*Kurikulum Tingkat Satuan Pendidikan*, henceforth KTSP), it is written that one writing skill that must be possessed by 7th graders is the ability to write *pantun* according to the *pantun* requirements (Lestari, 2017). Through this instruction, students are trained to write *pantun* according to rhyme. This will develop students' imagination and creativity in composing *pantun* correctly.

The results of interview with Ms. Yuyun Wahyuni, S.Pd., Indonesian language teachers for grades VII and VIII at SMP Negeri 1 Kota Cirebon, explained that so far in each previous academic year, there were still many students who had difficulty writing *pantun* and required continuous practice and some students still could not write a *pantun* that is in accordance with the rules of *pantun*.

In the KTSP curriculum, students are required to have cognitive, affective, and psychomotor skills (Magdalena et al., 2021; Yusuf, 2018). According to the author, after making observations at SMP Negeri 1 Kota Cirebon, he found several things that were deviant in Indonesian language learning activities. One of them is that the teacher talks more about the language than practicing the use of language skills realistically. Therefore, to optimize the results of *pantun* writing instruction, we should not make a mistake in choosing the instructional model. Therefore, in applying the instructional model to the Competency Standards: "Expressing thoughts, feelings, and experiences through *pantun* and fairy tales" and Basic Competency "Writing *pantun* in accordance with its requirements," teacher must use an appropriate instructional model.

One learning model that meets these criteria is the cooperative learning model, especially think-pair-share (henceforth TPS). TPS helps students to develop understanding of concepts and subject matter (Sharma & Saarsar, 2018), develops the ability to provide various information and draw conclusions, and develops students' ability to discuss in class in solving problems in *pantun* writing lessons.

Frisnawati Siburian (2014) in a journal entitled "The Effect of Think Pair and Share Learning Model on the Ability to Distinguish Facts and Opinions of Grade XI Students of SMA Negeri 1 Sorkam Barat Academic Year 2013/2014" explains that based on the results of research data processing, the average value of the ability to distinguish facts and opinions before using TPS model (pre-test) is 60.31 with a standard deviation of 13.41. Meanwhile, the score of the ability to distinguish between facts and opinions after using the think pair and share model (post-test) is 83.13 with a standard deviation of 11.02. Thus, it can be concluded that the post-test mean score is higher than the pre-test. Hypothesis testing is done using the "t" test. The results of the calculation of the hypothesis test obtained $t_{\text{count}} = 7.33$, then consulted with the t table at the 5% significance level with $df = n-1 = 31$, obtained $t_{\text{table}} = 2.04$. The testing criterion states that (H_a) is accepted if $t_{\text{count}} > t_{\text{table}}$, which is $7.33 > 2.04$, then the think pair and share (TPS) model has an effect on increasing students' ability to distinguish facts and opinions.

Meanwhile, Kemal (2013) in his work entitled "Improving the Ability to Analyze Intrinsic Elements of Drama Texts with Think-Pair-Share Cooperative Learning Strategy" explains the ability to analyze the intrinsic elements of drama text of the eighth grade students of Islamic Solidarity School in academic year 2012/2013 shows an increase from cycle I and cycle II based on the analysis of the research results. From the test data, it can be seen that the increase in the value of analyzing the intrinsic elements of drama text with the think-pair-share type of cooperative learning from cycle I to cycle II is 12.54 or 19.86% from the average in cycle I of 63.15 to 75.59. Thus, it can be concluded that the students' ability to analyze the intrinsic elements of drama texts is getting better with the think-pair-share. The increase in the ability to analyze the intrinsic elements of the drama text of the eighth grade students of Islamic Solidarity School in 2012/2013 was also followed by changes in learning behavior, such as students were more active and enthusiastic in learning without any pressure, and more motivated to continue to practice analyzing the intrinsic elements of drama texts well and gave a positive response to think-pair-share learning applied by researchers in learning to analyze intrinsic elements of drama text.

Bariah et al. (2014) in "Improving the Ability to Change Interview Texts into Narrative Using the Think-Pair-Share Method in Students of Class VII C of SMP Negeri 5 Singkawang Academic Year 2012/2013" explain the data obtained through tests and the use of observation guidelines, and processed by percentages. The results of data analysis show the success of learning in cycle I; 75%, in cycle II; 85%, and in cycle III; 93%. Thus, the think-pair-share method can improve students' ability to convert the interview text into a narrative. Student cooperation in completing group assignments has also improved, as shown by the more active and enthusiastic students discuss in groups and the ability to complete group assignments faster and more perfectly.

Based on the results of these three studies, it can be concluded that the cooperative learning model type think-pair-share (TPS) is very effective in increasing student achievement and arousing student enthusiasm for learning. Thus, the author tries to apply the same model, think-pair-share with different material, i.e. writing *pantun*. The author gives the title of this research "Application of Cooperative Learning Model, Think-Pair-Share in *Pantun* Writing Instruction in Grade VII Students of SMP Negeri 1 Kota Cirebon Academic Year 2015/2016." By using TPS, the author hopes that students become active and creative in participating in the lesson. In the instruction, of course, the learning outcomes are a reference whether the learning process experienced by students runs effectively. The learning outcomes refer to three domains of taxonomy.

Arends Komalasari (2013), states that think pair and share is an effective way to vary the atmosphere of class discussion patterns. Assuming that all recitation or discussion requires arrangements to control the class as a whole, and the procedures used in think-pair-share can give students more time to think, to respond to and to help each other. This is in line with Majid (2014) who mentions that TPS approach is an effective way to change

discussion patterns in the classroom. This strategy supports the assumption that all recitation and discussion need to take place in a whole group setting.

Meanwhile, Trianto (2012) in Wati et al. (2013) explains that TPS strategy is a type of cooperative learning designed to influence student interaction patterns. The interaction patterns between students creates an interesting and effective learning process.

Based on the opinion of experts regarding the definition of the think pair and share, it can be concluded that it is a learning model that requires students to interact and cooperate with group members or their partners. TPS is an effective way to change the pattern of discussion in the classroom which tends to be monotonous. The application of TPS requires the students to be able to work together with other group members/partners to solve problems or achieve learning objectives.

Writing activity is a form of manifestation of the language skills and abilities that language learners master after listening skills (Fatimah & Kartikasari, 2018; Iskandarwassid & Sunendar, 2011). Meanwhile, according to Semi (2007: 14), writing is a creative process of transferring ideas into writing symbols. If a person can interact with a language that has been translated into the writing, that person is considered to have writing skill. Writing skill is one of the most important skills in human life.

The definition mentioned by Semi is in line with Mulyati (2011) stating that writing is an activity carried out by the author as a messenger to convey ideas to the recipient of the message (reader) through written media which aim that the message recipient (reader) understands the ideas conveyed in accordance with the intention of the conveyor.

From some experts' opinions above, the writer can conclude that writing is an activity in the process of thinking about pouring ideas or ideas into writing. Writing is not just writing letters or language symbols and words in the form of sentences. Rather, it is a systematic delivery of ideas, thoughts, and arguments to readers.

Writing lessons in Indonesian language subject in junior high schools, especially for *pantun* writing, sometimes becomes too boring that students find it difficult to follow the learning process plus the use of conventional learning models makes students tend to be passive and bored in participating in learning.

An interview conducted with Ms. Yuyun Wahyuni, S.Pd., Indonesian Language teacher for grades VII and VIII at SMP Negeri 1 Kota Cirebon, revealed that so far in previous academic years, there were still many students who had difficulty in writing *pantun* so they needed continuous practice and some students were still unable to write *pantun* that is in accordance with the requirements of the correct *pantun*. She explained that students still find it difficult to determine the vocabulary that will be used to write *pantun*.

Researcher also conducted interviews with several students from Class VII-I and VII-J of SMP Negeri 1 Kota Cirebon. They find it difficult to write *pantun*, both in determining words and finding ideas. The lack of media used by teachers also decreases students' motivation. Therefore, an appropriate learning model that can provide a new learning atmosphere and provide more enthusiasm and motivation to students in learning with the hope of achieving optimal learning outcomes is needed.

Based on the interview results, the researcher assumed that one of the learning models that met these criteria was the cooperative learning model, especially think-pair-share (TPS). TPS helps students to develop understanding of concepts and subject matter, the ability to provide various information and draw conclusions, and students' ability to discuss in solving problems in *pantun* writing lessons.

TPS strategy has the same benefits or positive elements as the cooperative learning model because it is part of the cooperative learning model. Roger and David Jonson state that there are five elements of the cooperative learning model (Johnson et al., 2014), i.e. positive interdependence, individual responsibility, face-to-face communication, communication between members, and group process evaluation. The five elements, if successfully implemented, will have good benefits for students and teachers. The purposes of this research are 1) to explain the use of cooperative learning model, especially Think-Pair-Share (henceforth TPS) in *pantun* (a type of old poetry) writing instruction in seventh grade to effectively improve students' abilities in writing *pantun*, 2) to describe the learning process of *pantun* writing by using TPS, and 3) to find out whether there are differences in students' *pantun* writing skills before and after the use of TPS. This study used a quasi-experimental research method.

Method

In a research process, an appropriate and well-planned research method is needed so that research can run well and systematically. According to Sugiyono (2016), research method is defined as a scientific way to obtain data with specific purposes and uses.

The method used in this research is the experimental method. According to Sugiyono (2016), experimental method is a research method used to find the effect of certain treatments on controlled conditions. Thus, experimental research aims to assess the effect of a treatment or action on student behavior regarding the influence of these actions.

In this study, the author used a quasi-experimental design method. According to Sugiyono (2016), quasi-experimental design is used when it is difficult to get a control group to use for research. To overcome the difficulty in determining the control group in the author's research, this design was developed.

To get the results of *pantun* writing instruction using think-pair-share (TPS) cooperative learning, the writer used two classes as samples, i.e. the experimental and control classes. The experimental class received treatment in the form of using the cooperative learning model of pair think and share, while the control class was taught using the discussion method. This aims to determine the effectiveness of using TPS in 7th grade students at SMP Negeri 1 Kota Cirebon.

Research design is one part of a comprehensive plan. Design is a framework or pattern that describes the flow or direction of research. According to Nursalam (Sujarweni, 2014), research design is essentially a strategy to achieve predetermined research objectives and acts as a guide for researchers in the entire research process.

The experimental design referred to in this study is the pretest-posttest control group design. In this design, there are two groups that are randomly selected, then given a pre-test to determine whether there is a difference between the experimental group and the control group in their initial state. The pre-test result is considered good when the experimental group scores are not significantly different. The treatment effect is $(O_2 - O_1) - (O_4 - O_3)$ Sugiyono (2016). The following is an overview of the research design.

In this research, two groups of students were randomly selected. The first group was given treatment while the second group was not. The first group is called the experimental group while the second group is called the control group. Then, they are given a pre-test to determine the initial state whether there is a difference between the experimental group and the control group. The pre-test result is considered good when the experimental group scores are not significantly different.

According to Arikunto (2019), research variables are defined as the object of research, or the point of attention of a study. Meanwhile, according to Sugiyono (2016), research variables are attributes or natures or values of people, objects or activities that have certain variations that are determined by researchers to be studied and then drawn conclusions.

In making a good *pantun*, there are some steps to be followed to make it a good one. According to Sucipto (2015), in writing *pantun* one must follow the steps as follows: Determine the topic or theme of the *pantun*. Themes can come from personal experiences, feelings, and events that are seen or heard.

Choose the type of *pantun* to make.

Choose the type of *pantun* according to the theme you have chosen. You can choose *pantun* sukacita (joy), dukacita (sorrow), pengenalan (introduction), nasihat (advice), etc. The theme is then applied in the type of *pantun* that you have chosen.

Write down the contents of the *pantun* first, i.e. the third and fourth lines.

Write the contents of the *pantun* according to the theme you choose. The contents of the *pantun* must reflect the theme. It can be used to advise, entertain, or explain something. It can also express feelings of the heart.

Make *sampiran* (sided sentence)

You should remember that the ending sound of the first line is the same as the ending sound of the third line. The sound of the end of the second line is the same as the end of the fourth line. So, make a *sampiran* with the same ending sound as the contents you have made. *Sampiran* sentences also do not have to be related to the content sentence. *Sampiran* serves to attract other people to read the *pantun*. Therefore, *sampiran* must be interesting sentences. Try to attract people to understand *pantun* by using *sampiran*.

Combine the contents and *sampiran* of the rhymes that you have made.

Remember, put *sampiran* on top of the contents! After that, check your *pantun*. Does a line contain 8-12 syllables? Is it in accordance with the requirements of the *pantun*? Is the ending sound already a-b-a-b? Remember, the first

and second lines of the rhyme are related. Likewise with the third and fourth lines. Therefore, the first and third lines start with a capital letter and end with a comma. The second and fourth lines start with a lowercase letter and end with a period.

Results and Discussions

The description of the data that the author describes is based on the results of the research entitled Application of the Cooperative Model of Think-Pair-Share (TPS) type in *Pantun* Writing Instruction in Grade VII of SMP Negeri 1 Kota Cirebon in the Academic Year 2015/2016. Based on the title, the problems are formulated as follows; (1) Is the application of TPS effective in *pantun* writing instruction for seventh grade students of SMP Negeri 1 Kota Cirebon? (2) How is the process of *pantun* writing instruction using TPS conducted in grade VII students of SMP Negeri 1 Kota Cirebon? (3) Is there any difference in students' *pantun* writing before and after the application of TPS for seventh grade students of SMP Negeri 1 Kota Cirebon?

The data obtained by the author in this study were test data and non-test data of grade VII students of SMP Negeri 1 Kota Cirebon. The test data obtained by the author were in the form of the results of the pre-test and post-test in the experimental class and the control class. Meanwhile, the non-test data obtained by the author is in the form of observations of the learning process of *pantun* writing using TPS in the experimental class and the application of the discussion method in the control class.

Before the treatment, the researcher conducted a pre-test on October 19, 2015. Meanwhile, in the control class, the researcher conducted a pre-test on October 20, 2015. It aims to determine the ability or understanding of students about *pantun* writing in accordance with the requirements. After the researcher did the pre-test, the researcher process to the results of the students' pre-tests. The result shows that there are 31 students who score below the passing grade and 1 student who scores above it. Meanwhile, from the results of the control class, there are 32 students who score below the passing grade or none of the students in the control class score above the passing grade. From the results of the pretest, it can be seen that there are still many students who get scores below the passing grade, indicating that research can be carried out in class VII F as an experimental class and class VII C as a control class.

After carrying out the instruction or giving treatment to the experimental and control classes, then the researcher conducted a posttest which aims to determine the students' final abilities after participating in the instruction with TPS in the experimental class and the discussion method in control class.

The instrument used in this study was an open-ended question, in the form of essay. This essay test was given to the experimental class and the control class. This test was given to both classes with the aim of knowing whether the application of the cooperative model of TPS was effective in *pantun* writing lesson. The following are the results of students in the experimental class (Table 1).

Based on Table 1, the total scores from the aspect of suitability with the types of *pantunjenaka* is 74 with an average score of 2.31. The total score from the aspect of conformity with the characteristics of the *pantun* is 128 with an average score of 4, while the total score from the aspect of conformity with punctuation/EYD is 48 with an average score of 1.5. The sum of all aspects is 250 with an average score of 7.81 and the total score of students' scores in *pantun* writing lesson is 2500 with an average score of 78.13.

The results of the analysis of the students' ability to write *pantun* from the aspect of conformity with the types of *pantun* jenaka are as follows; students who get a score of 1 are 11 students and students who get a score of 3 are 21 students. The descriptor in this criterion is that the student gets a value of 3 if the *pantun* written by students is in accordance with the type of *pantun* jenaka and s/he gets a score of 1 if the *pantun* written by the student does not match the type of *pantun* jenaka.

The use of TPS in experimental class and discussion method in control class have resulted in different outcomes in both classes, which can be seen in Table 4.1 and 4.2. In the table, it can be seen that in the experimental class the difference between pre-test and post-test scores is 630 while in the control class the difference between pre-test and post-test scores is 11. This shows that in the application of TPS in the experimental class can improve student scores better than the discussion model applied to the control class.

The application of TPS in the experimental class is able to make the learning process more effective and conducive because students work in pairs with their friends so that they can discuss. It is different with the application of the discussion method in the control class. In line with the results of research Nasution & Surya (2017) which states that student learning outcomes using cooperative learning type Think Pair Share (TPS) increased and more effective. Another case with the application of the discussion method in the control class. The learning process in the control class looks less effective and conducive because when students work in groups

consisting of 4-5 students, it is still seen that students work alone and do not participate in the group discussions to answer questions in the workbook.

Table 1. Score of Each Posttest Question in Experiment Class

No	Subject	Scoring aspects			Total	Score
		Conformity with Type of <i>Pantun</i> Jenaka (Funny Poetry)	Conformity with the Characteristics of the <i>Pantun</i>	Punctuation and spelling (EYD)		
1	S-1	3	4	2	9	90
2	S-2	3	4	2	9	90
3	S-3	1	4	2	7	70
4	S-4	3	4	2	9	90
5	S-5	1	4	2	7	70
6	S-6	3	4	2	9	90
7	S-7	1	4	1	6	60
8	S-8	3	4	2	9	90
9	S-9	3	4	1	8	80
10	S-10	1	4	1	6	60
11	S-11	1	4	1	6	60
12	S-12	1	4	1	6	60
13	S-13	3	4	2	9	90
14	S-14	3	4	2	9	90
15	S-15	3	4	1	8	80
16	S-16	3	4	2	9	90
17	S-17	3	4	1	8	80
18	S-18	3	4	1	8	80
19	S-19	3	4	1	8	80
20	S-20	1	4	2	7	70
21	S-21	3	4	1	8	80
22	S-22	3	4	2	9	90
23	S-23	1	4	1	6	60
24	S-24	3	4	2	9	90
25	S-25	3	4	1	8	80
26	S-26	3	4	3	10	100
27	S-27	3	4	1	8	80
28	S-28	3	4	2	9	90
29	S-29	1	4	1	6	60
30	S-30	3	4	1	8	80
31	S-31	1	4	1	6	60
32	S-32	1	4	1	6	60
Total		74	128	48	250	2500
Average		2,31	4	1,5	7,81	78,13

The application of the cooperative learning model Think-Pair-Share (TPS) has three parts of the learning steps including think, pair, and share. During the instruction in the experimental class the teacher has implemented these three steps. From the application of these three steps, it can be seen that students are enthusiastic in participating in the class and the application of TPS makes the learning process more interesting. By applying the three steps of the TPS model, students can interact and discuss with their partners to solve existing problems. After analyzing the problems, the students discuss the answers to solve the problems they face, and in the next stage students provide information or answers to other students by presenting them in front of the class. The application of the three-steps of TPS makes the learning process more interesting and effective. The researcher concluded that in the process of applying the cooperative learning model, TPS can be applied well and there are no new findings or obstacles faced by the teacher in applying the cooperative model of TPS.

Conclusions

Based on the results of the research and discussion that has been carried out on the application of the TPS type cooperative learning model in learning to write rhymes in class VII SMP Negeri 1 Kota Cirebon, it can be concluded that the application of the Think-Pair-Share type cooperative learning model in learning to write rhymes is proven to be effective, meaning that there are differences in the ability to write rhymes in the experimental and control classes, and the application of TPS is more effective in improving students' ability to write rhymes compared to the application of the discussion method in the control class. Then, based on the results of the observations, the author describes that in the application of the Think-Pair-Share (TPS) type of cooperative learning model, there are three stages, namely think, pair, and share. These three stages allow students to be more active in participating in class activities. Based on the data analysis conducted by the researcher, it was found that there were changes in writing rhymes before and after the application of the TPS-type cooperative learning model. The difference showed that the students experienced a change for the better; initially, the students wrote rhymes that were not in accordance with the characteristics of the correct rhyme. However, after the application of TPS, the rhymes written by students improved in terms of language, type, and characteristics of good rhymes, as well as the use of correct punctuation and spelling.

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