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The Influence of the *Think-pair-share* Model Assisted by Word wall on Human Digestive System Material on Elementary School Students' Interests and Learning Outcomes

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ABSTRACT

This research aimed to determine whether there is an influence of the *think pair share* model assisted by a *word wall* on the human digestive system material on the interest and learning outcomes of class V students at SDN 01 Pengkol Sukoharjo. This type of research is experimental research and a quantitative approach using a one group pre-test-post-test research design, that is an experiment whose implementation only involves one class as the experimental class. The independent variable in this research is the *think pair share* model assisted by *word wall*s, while the dependent variable is students' interests and learning outcomes. The population in this study were all students at SDN 01 Pengkol Sukoharjo with a total of 173 students, while the sample was class V with a total of 37 students. The data collection techniques used are documentation, questionnaires and tests in the form of multiple choices whose validity has been tested. Data analysis used descriptive analysis techniques and inferential analysis techniques. The results of descriptive statistics show that the average student pre-test score is 53.81 and has increased after being given treatment with the average student post-test score being 80.56. The results of statistical analysis by testing the hypothesis using a *linear regression* test by finding a positive and significant influence, require a significance level criterion of 0.05 and comparing t_{count} with t_{table} so that it can be concluded that the *think pair share* model assisted by *word wall* has a significant effect on interest and results. studying material on the human digestive system for class V students at SDN 01 Pengkol Sukoharjo.

Keywords: *Think pair share*, *Word wall*, Interest in learning, learning outcomes

INTRODUCTION

The results of field observations and interviews of researchers with class V teachers at SD Negeri Pengkol 01 Sukoharjo, several problems were found, including; The learning carried out by teachers does not attract students' attention and interest in learning. The learning carried out by the teacher is in the form of one-way learning and still often uses the lecture learning method so that in this learning process the students become easily bored, lack concentration, lack of socialization between friends, students become passive and only a few concepts of the learning material remain in the students' minds. This problem has an impact on the interest and learning outcomes of class V students in the odd semester daily test scores for the 2023/2024 academic year. data gained that some students have not reached the minimum completion criteria (KKM) set at 75.

Another problem is related to learning media which is not considered to attract

students' attention, so this can be overcome by using one of the technology-based interactive media which is able to increase students' interest in learning. The aim of implementing the *Think pair share* learning model and the use of *Word wall* media is because this learning model and media invites students to be independent, hone their brain intelligence, have the courage to express opinions, be more fun, students will not get bored easily, and improve student learning outcomes after the teacher applies the Think Pair model Share. By paying attention to the facts of the problem above, the learning problem that occurs at SD Negeri Pengkol 01 in class V is learning using conventional methods which causes student interest and learning outcomes to still be relatively low.

Interest is a persistent tendency to pay attention to and remember some activity. Activities that a person is interested in are paid attention to continuously, accompanied by a feeling of pleasure (Kurniawati, 2015). So, what is meant by interest in learning is the psychological aspect of a person who places himself in several symptoms, such as: passion, desire, feelings of liking to carry out the process of changing behavior through various activities which include seeking knowledge and experience, in other words, interest in learning is attention, students' love of connection to learning which is shown through enthusiasm and participation in learning. (Kurniasari et al., 2021).

Learning outcomes are the abilities that students have after receiving. success achieved by students, that is student learning achievements at school which are expressed in the form of numbers (Kurniasari et al., 2021). Learning outcomes determine the level of student success which can be seen from the presentation of the values gained through the learning process, changes in attitudes and behavior that manifest in students, so that students can be said to be successful in learning (Kamil et al., 2021). Learning outcomes are changes in a student's actions because of good learning such as knowledge, interpretation, skills and attitudes which usually involve cognitive, affective and psychomotor (Khasanah et al., 2021).

Think pair share is a learning model that gives students time to think and respond and help each other. This model introduces the idea of "thinking time or waiting time" which is a strong factor in responding to questions. The *Think pair share* model of cooperative learning is relatively simpler because it does not take a long time to arrange seats or group students (Kamil et al., 2021). With the *think pair share* teaching and learning technique, students are trained to think a lot and exchange opinions both with their classmates and classmates, so that they can improve students' cognitive learning outcomes because students are required to follow the learning process so they can answer every question and discuss. (Sulianto et al., 2019). As stated by (Mandelsee & Jurkowski, 2021) the *Think pair share* model has the following stages: (1) Thinking: Each student considers the problem that has been presented by the teacher. (2) Pairs: Students work together in groups or pairs, generally with classmates, to share and then discuss their ideas. (3) Sharing: In front of their other classmates, students exchange ideas that have been explored and give a presentation of the discussion findings.

Learning media is very necessary in education. Interesting and interactive media can make students enthusiastic about learning so that the material presented can be well absorbed. One of the interactive learning media that can be used is wordwall, as stated by (Maghfiroh et al., 2018) in their research, that wordwall media is able to create beneficial interactions for students. Wordwall (Sari & Yarza, 2021) is one application that can be used as an interesting learning medium and assessment tool for students in online learning. Some of the advantages of *word wall*s are that they are free for basic options with a choice of several templates. IT-based *word wall* media can be a breakthrough in learning.

The *word wall* media will no longer be made with paper but will be made with a computer application.

Based on these problems, the *Think pair share* model was applied with the help of *word wall* media to the human digestive system material. According to researchers, applying this learning model and media can make it easier for educators and students to achieve learning goals. Thus, the urgency of this research is the influence of the *Think pair share* model assisted by *word wall* media on the human digestive system material on elementary school students' interest and learning outcomes.

MATERIALS & METHODS

The research approach used is a quantitative approach because we want to know whether there is an influence of the application of the TPS learning model assisted by *word wall* media on the human digestive system material on the interest and learning outcomes for class V students of Pengkol 01 Sukoharjo. This research used an experimental type of research. The design used in this research is One-Group Pre-test-Post-test Design. The group was given a pre-test to determine the initial condition of the students before being given treatment. After being given a pre-test, then given treatment, then carried out a post-test. Finally, compare the pre-test scores with the post-test to find out the results of the treatment. Data collection was carried out by administering a learning interest questionnaire in the form of a 20-item statement and a test in the form of a multiple-choice test with 25 questions.

Further, the research instrument was carried out by first validating the questionnaire and test questions with an expert validator, then after that the test questions were tested on 18 class VI students of SDN 01 Pengkol Sukoharjo to analyze the validity, reliability, level of difficulty and different strengths of the questions. Based on the results of the validity, reliability, level of difficulty and distinguishing power of the questions, there were 5 questions that were discarded because they were invalid, that is questions number 2, 8, 10, 11, 13 and 20 questions that were used to test students' cognitive learning outcomes.

The data processing technique is by carrying out a prerequisite test, that is the normality test with Shapiro-Wilk using the SPSS version 24 program. The results of the normality test for learning interest and learning outcomes for class V students at SDN 01 Pengkol Sukoharjo can be shown in Tables 1 and 2 below.

Table 1. Results of SPSS version 24 Normality Test of Interest in Learning

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Interest in Learning pre-test	0,121	37	.187	.956	37	0,156
Interest in Learning post-test	0,121	37	.189	.972	37	0,461

Based on Table 1, that was the results of the normality test using SPSS 24 with the Shapiro-Wilk method, the pre-test significance results were 0.156 > 0.05 and post-test 0.461 > 0.05, so the pre-test and post-test values were normally distributed.

Table 2. Results of SPSS version 24 Normality Test of Learning Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Learning outcomes Pre-test	0,142	37	0,057	0,944	37	0,063
Learning outcomes Post-test	0,142	37	0,057	0,949	37	0,088

Based on table 2, that was the results of the normality test using SPSS 24 with the Shapiro-Wilk method, the pre-test significance results were 0.063 > 0.05 and post-test 0.088 > 0.05, so the pre-test and post-test values were normally distributed.

Table 3. Results of SPSS version 24 Hypothesis Testing Interest in Learning

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.796	4.014		13.652	.000
	Interest in learning	.234	.067	.509	3.495	.001

Based on these calculations the value t_{count} 3,495 > t_{table} 2,030. According to the if criteria $t_{count} > t_{table}$ then H_0 rejected and H_a accepted, this means that there is a positive and significant influence on the *word wall* assisted TPS model on interest in learning.

Table 4. Results of SPSS version 24 Hypothesis Testing Learning Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.247	5.220		13.266	.000
	Learning outcomes	.277	.095	.444	2.929	.005

Based on these calculations the value t_{count} 2,929 > t_{table} 2,030. According to the if criteria $t_{count} > t_{table}$ then H_0 rejected and H_a accepted, this means that there is a positive and significant influence on the *word wall* assisted TPS model on interest in learning.

RESULT

The description of the data in this research is a general description regarding each variable which functions as a support for the following discussion. The general description described will show the results of the initial conditions and the results of the final conditions in each variable that has been studied.

In the research, data was gained from the results of student interest questionnaires and pre-test-post-test questions conducted in class V. Researchers focused on three variables with variable X being the *Think pair share* (TPS) learning model assisted by the *word wall* application. Y1 is learning interest and Y2 is students' cognitive learning outcomes. Researchers looked for the effect of implementing the *word wall*-assisted TPS learning model regarding the digestive system material in humans in class V elementary school. The problem formulation is divided into 2 formulations with data gained from giving questionnaires and test questions to students.

Data on students' learning interest was gained from filling out a learning interest questionnaire in the form of statement items with four answer choices given by students. The results of the learning interest data were gained by adding up each statement item and can be seen in Table 5

Table 5. Learning Interest Assessment Results

No	Interest Indicator	Average Score	Category
1	Feeling happy	77,83	Good
2	Student attention	68,43	Fair
3	Student involvement	73,31	Good
4	Student interest	65,20	Fair
Average		71,11	Good

Based on table 5, the average level of student interest in learning with the implementation of the *word wall*-assisted TPS learning model with an average score of 71.11 is included in the good category. The indicator with the highest score is feelings of happiness, that is 77.83, which is in the good category, while the indicator with the lowest average score of student interest, that is 65.20, is included in the sufficient category.

The results of descriptive statistics provide a general picture of student learning outcomes in the initial test (Pre-test) and final test (Post-test). Research data on cognitive aspects was gained at the beginning before

being given the material (pre-test) and at the end after being given the material (post-test). Cognitive Learning Outcomes consist of C1 (Remembering), C2 (Understanding), C3 (Implementing), C4 (Analysing), C5 (Evaluating), C6 (Creating). The average cognitive learning outcomes for class V can be seen in Table 6

Table 6. Average cognitive learning outcomes

No	Indicator	*Pre-test*	*Post-test*	N-Gain	Remark
1	C1 (Remembering)	63,94	84,62	0,63	Moderate
2	C2 (Understanding)	65,63	85,22	0,65	Moderate
3	C3 Implementing	47,62	80,44	0,47	Moderate
4	C4 (Analyzing)	39,88	77,44	0,39	Moderate
5	C5 (Evaluating)	44,48	78,61	0,44	Moderate
6	C6 (Creating)	55,31	77,56	0,55	Moderate
Average		52,81	80,64	0,52	Moderate

The highest n-gain value of the cognitive learning outcome indicator in class V is the C2 (Understanding) indicator of 0.65 in the medium category and the lowest is the C4 (Analysing) indicator of 0.39 in the medium category. The overall average n-gain for class V is 0.52, which is in the medium category.

There are groupings of students based on cognitive learning outcomes after being given treatment which can be seen in Table 7

Table 7. Categories Learning Outcomes

Categories	Interval score	Total students
Very High	$91 \leq x$	8
High	$76 \leq x < 90$	24
Medium	$61 \leq x < 75$	3
Low	$41 \leq x < 60$	2
Very Low	$x < 40$	-
Total		37

Based on Table 7, there are 8 students who gained learning outcomes in the very high category, 24 students in the high category, 3 students in the medium category, and 2 students in the low category.

DISCUSSION

This research was conducted in four meetings. The first meeting involved giving questionnaires and an initial test (pre-test), then at the second and third meetings the treatment was given in the form of teaching using the TPS learning model assisted by *word wall* media on the human digestive system (treatment). The next activity at the fourth meeting was giving questionnaires and a final test (post-test).

In this study, the person acting as the teacher is the researcher himself. This learning has several stages. The stages or steps in TPS learning are:

Think (berpikir)

At this stage the teacher asked all students questions regarding the human digestive system, for example how the digestive process occurs in the body's stomach. The teacher gives students a few minutes to think about the questions given by the teacher.

Pair (berpasangan)

In this stage, the teacher asked students to pair up with their respective groups. The teacher displays a quiz or game in the form of matching pictures through a *word wall* application which contains questions related to the human digestive system. Then, students are asked to answer these questions with their respective partners. After that, the teacher distributes LKPD to each pair for discussion. Having discussions between students when learning is taking place can be used as a mean to explore and develop students' understanding that solving the problems, they face can be done through the thinking process.

Share (berbagi)

At this stage, the teacher asked each pair to present the results of the LKPD which contains questions related to the function of the digestive organs and the development of

a simple poster of the human digestive system that they gained with their partner in front of the class.

This research used an influence test with the criterion that if $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted, meaning that there is a positive and significant influence on the *word wall*-assisted TPS model on interest and learning outcomes in the material on the human digestive system in class V elementary school. This increase in interest and cognitive learning outcomes is also influenced by several factors from the TPS learning model, that is the advantages of the TPS model, that is involving students in the learning process, development of critical thinking skills, discussion stimuli and good communication.

The Effect of Using the TPS Learning Model Assisted by *Word wall* on Human Digestive System Material on Cognitive Learning Interest

Based on the learning interest questionnaire that has been completed by students with an average score of 71.11, it is classified as high. When compared with the results of initial observations based on interviews, of course, after implementing the *word wall*-assisted TPS learning model, there has been an improvement. There are 4 indicators of interest in learning, that is, feelings of joy, student attention, student involvement, and student interest.

The analysis results showed that fifth grade elementary school students' interest in learning has increased with the highest score in the good category found in the feeling of happiness indicator, where one of the statements is "I feel happy when there are learning activities in pairs" this is included in the second stage of the TPS model, that is share, then the statement "I am excited when the teacher explained the organs of the human digestive system, because the language the teacher uses is easy to understand" at this stage of course assisted by media or *word wall* applications. This is in line with previous research conducted by (Sulianto et al., 2019) (Yurnalis, 2021) which stated that the use of the TPS learning model increases student interest because of the use of pair learning so that students will show more participation and activeness in the learning process. The results of other research with the help of a *word wall* conducted by (Aidah, 2022) state that it can increase students' interest in learning because the application is visually and audio attractive, making students more active in the learning process.

The Effect of Using the Wordwall-Assisted TPS Learning Model on Human Digestive System Material on Cognitive Learning Outcomes

Based on the results of descriptive statistical analysis, data showed that the pre-test and post-test scores were different. This can be proven from the average value of the pre-test learning results which is significantly different from the average value of the post-test learning results. The average pre-test score was 53.81, while the post-test average score increased much more, that is 80.56.

The results of the descriptive analysis showed that student learning outcomes after being given treatment in the post-test have increased compared to before being given treatment in the pre-test. This is because the treatment is in the form of a TPS learning model assisted by a *word wall* which can attract and focus students' attention and not be lazy in doing their assignments. There are 6 indicators of cognitive learning outcomes, that is remembering, understanding, applying, analyzing, evaluating, and creating. Students' cognitive learning outcomes experienced the highest increase in indicator C2 (understanding), that is identifying the main functions of the organs of the human digestive system. This is in line with the opinion expressed by Yurnalis (2021) that the TPS model is a

learning model specifically designed to provide therapy for students' laziness in participating in teaching and learning activities in class.

The average score for assessing cognitive learning outcomes is in the medium category, but there are still 2 students whose learning outcomes are still classified as low. This shows that this learning still needs to be improved so that the average score is high, especially for students who are still in the low category, so that further steps are needed that can be used by teachers, for instance conducting individual or small group guidance sessions, using learning materials or training. additional, remedial programs or re-evaluation of teaching methods.

The learning process using *word wall* media is attractive and easy to use so it can foster student understanding. This is in line with (Fadhillah & Sofian, 2023) stating that *word wall* is a network-based digital gamification application that provides various game and quiz features that can be utilized by educators in delivering material evaluation. The *word wall* application is useful as a fun learning resource, media, and assessment tool for students. This game can be used via laptop or smartphone. In the *word wall* application there are images, audio, animation, and interactive games that can make students interested. Wordwall learning media can improve students' abilities in mastering the material, as well as increasing student interest and learning outcomes so that learning can be memorable.

Hypothesis test with the help of the SPSS application using *linear regression* according to the criteria if $t_{count} > t_{table}$ then H_0 rejected and H_a accepted, means that there is a positive and significant influence on the *word wall* assisted TPS model on interest and learning outcomes in the human digestive system material in class V elementary school so that It can be said that there are differences in the learning outcomes of class V students before and after using the TPS learning model assisted by *word wall*s regarding the material on the human digestive system. Based on these results, it can be concluded that the use of the *word wall*-assisted TPS learning model is related to material on the digestive system in humans in class V at SDN 01 Pengkol Sukoharjo. This is aligned with research that has been carried out by Further research carried out by (Sulianto et al., 2019) entitled "The Influence of the *Think pair share* Learning Model on the Learning Outcomes of Class V (Five) Students on Human and Animal Body Organs", this research states that the *Think pair share* model has a significant influence on the learning outcomes of class V (five) students at SDN Sumbermulyo, Bulu District. Based on the results of this research, the suggestion given is that the *Think pair share* learning model can be used as an alternative for teachers in teaching.

CONCLUSION

Based on the results of interest data analysis and learning outcomes, it can be concluded that:

1. The application of the *think pair share* learning model assisted by *word wall* media on the human digestive system material has a positive effect on the interest and learning outcomes of class V students at SDN Pengkol 01. This is supported by the results of interest data with an average value of 71.11 and learning outcomes with a value of The average is 80.56, indicating that the average value of interest and learning outcomes has increased after being given treatment. This is also proven by

the results of hypothesis test calculations using *linear regression* with $t_{count} > t_{table}$ then H_0 rejected and H_a accepted, means there was a positive and significant influence.

2. The *think pair share* model assisted by a *word wall* is a learning model and media that can make it easier for teachers and students in the learning process so that the class atmosphere is pleasant. This *think pair share* model can certainly involve students in developing critical thinking skills in solving problems, stimulating discussion and good communication. This *word wall* media is designed to be as attractive as possible to attract students' attention to the learning process. By implementing the *think pair share* model with the help of a *word wall*, you can increase student interest and learning outcomes.

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