

## THE USE OF THINK PAIR SHARE LEARNING MODEL TO INCREASE CREATIVITY OF GRADE V STUDENTS

Siti Fatimah<sup>\*1</sup>, Santoso<sup>2</sup>, Lovika Ardana Riswari<sup>3</sup>

<sup>1</sup>Muria Kudus University, Kudus, Indonesia; [202033074@std.umk.ac.id](mailto:202033074@std.umk.ac.id)

<sup>2</sup>Muria Kudus University, Kudus, Indonesia; [santoso.pgsd@umk.ac.id](mailto:santoso.pgsd@umk.ac.id)

<sup>3</sup>Muria Kudus University, Kudus, Indonesia; [Lovika.ardan@umk.ac.id](mailto:Lovika.ardan@umk.ac.id)

<sup>\*</sup>Corresponding author: Siti Fatimah; E-mail addresses: [202033074@std.umk.ac.id](mailto:202033074@std.umk.ac.id)

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**Abstract.** This research is motivated by monotonous learning using conventional models such as lectures can cause limited student creativity. The purpose of this study was to improve students' creativity in working on macrame skills by using the Think Pair Share model. Classroom Action Research method consisting of 2 cycles with 2 meetings. The research subjects in the fifth grade of SDN 1 Soco in the 2023/2024 school year were 18 students with 14 male students and 4 female students. The data analysis techniques used are quantitative and qualitative, qualitative data obtained from observations and interviews, while quantitative data through performance tests. The results showed significant results, the assessment of student creativity by applying the Think Pair Share learning model got an average score of 66 in cycle I with a percentage of completeness of 17%, increased to 88 in cycle II with a percentage of completeness of 89% which means it falls into the creative category.

### INTRODUCTION

Various educational problems in elementary schools today seem endless to discuss. Basic education aims to lay the foundation of intelligence, knowledge, personality, noble character, and skills, so through this basic education in the lessons taught every day (. Meanwhile, (Husna et al., 2022; Damayanthi et al., 2022) said that education is an effort to help students become more useful for the Indonesian state. Educational institutions must provide various types of activities that help the development of various aspects of the development of conscious school children, because children's interaction with their environment is the main component that supports the process of independent learning in children, thus children become skilled, creative, and independent in doing tasks to meet their personal needs (Indriasih et al., 2020).

The quality of the nation in the future depends heavily on the education that children receive today, especially in terms of the success of formal education in schools (Pratiwi et al., 2023; Sumandya & Widana, 2022). Therefore, schools are required to be able to educate smart young people with the attitudes, skills, and knowledge needed to be meaningful to their own nation, world, and civilization. The teaching and learning process provides changes to students, both in knowledge and behavior. These changes serve as a measure of student

success in learning, known as learning achievement (Risasonoko et al., 2023; Widana et al., 2021).

Student creativity is the ability to combine or perfect something based on existing data, information, or components. Creativity in art education is characterized by the ability to master materials, concepts and creative techniques so as to find works that are different from others (Purhanudin, 2019). Creativity is important in everyday life. They must determine attitudes, be flexible, innovative, and creative, among others. Students in primary school should develop these skills. Therefore, every learning given to students will bring out their own abilities such as creativity, one example of learning activities that can develop creativity is making macrame artwork.

Based on the results of research at SDN 1 Soco, there are still many obstacles in the learning process applied by teachers, lack of teacher skills in teaching and still using conventional learning models. Whereas the teacher's teaching skills in managing learning are very important for the success of learning (Khurriyati et al., 2022; Purnadewi & Widana, 2023). As in the subject of Cultural Arts and Crafts, the teacher only uses a lecture model rather than direct practice. In the initial observation data, it can be seen that the average student creativity is low in learning cultural arts and crafts, the lack of student creativity can be seen from several assessment indicators, such as asking questions, responding, cooperating with partners, mastering the macrame art material taught, practicing macrame art making more neatly and quickly than usual, and being able to present their own macrame art. Researchers can conclude that students only read the material without direct practice on how to make macrame crafts that have functional, they should be able to create their own to increase their creativity such as combining colors, creating knots, and so on.

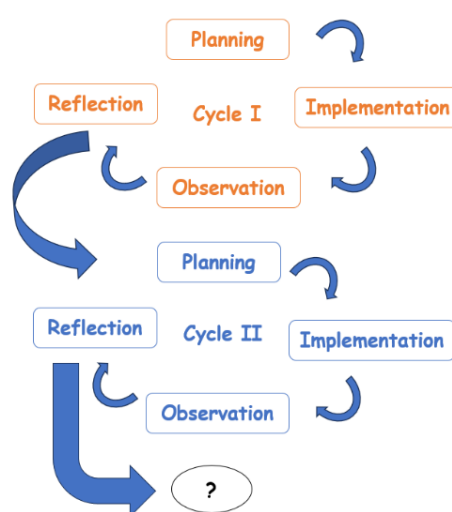
The above field conditions are different from the ideal cultural arts learning conditions where cultural arts learning helps students to be creative, and involves students to explore creativity through the creative process (Fajrie, 2023). Teachers are at the forefront of the implementation of learning, therefore teachers must really take real action in accordance with the conditions that occur (Santoso et al., 2020). Based on this statement, it is inversely proportional to the situation in class V SDN 1 Soco which shows that the teacher can be said to be not optimal in carrying out the learning process and still using conventional methods or lectures and lack of practice in teaching cultural arts and crafts, so that students' creativity is limited in the practice of creative materials.

Based on the above problems, a learning model is needed that is in accordance with the appropriate and effective teaching and learning process so that the learning skills that have been implemented can be achieved, allowing students to work alone and work together and can increase student creativity. One of the learning models that is effective and in accordance with the subject matter so that lessons are easily understood and can increase creativity with the practice of SBdP material is the Think Pair Share (TPS) learning model. The Think Pair Share (TPS) model is a cooperative learning model that can create great learning activities to change the classroom atmosphere and increase student interest (Hariyanto et al., 2020). Students have more opportunities to think critically, creatively, and respond to a question with this Think Pair Share (TPS) learning model (Wardana et al., 2023). With this learning model students are expected to gain knowledge through their direct experience which is useful for their next life. This is what encourages making one of the goals for researchers to raise the title in this study "The Use of Think Pair Share Learning Model to Increase Student

Creativity in Class V Makrame Craft Material at SDN 1 Soco”. The purpose of this research is to increase students' creativity in making macrame art through the Think Pair Share model.

## METHOD

This research uses the type of Classroom Action Research. Classroom Action Research is a learning activity in the form of actions that are deliberately raised and occur in the classroom simultaneously to improve the success of the learning process (Fatimah et al., 2024). Classroom action research is carried out in two cycles, with two meetings per cycle, with the aim of increasing student creativity. The research flow used in this study uses the theory of Kurt Lewin which states that four main steps comprise one cycle: (1) planning, (2) implementation or action, (3) observing, and (4) reflection. The Classroom Action Research (PTK) cycle consists of four stages, which are described in a spiral, as shown in the figure below (Arikunto, 2014).



**Image 1.** Flow of Classroom Action Research Kurt Lewin Model

This classroom action research was conducted at SD Negeri 1 Soco which is located in Soco Village, Dawe District, Kudus Regency. The research was conducted on May 22nd to 29th, 2023. The subjects of the class action research were 18 students, consisting of 14 male students and 4 female students, while the object of this research was the increase in student creativity in the material of Making Simple Macrame Art in grade V subjects by using the Think Pair Share learning model.

Data collection techniques taken in the form of assessing student creativity using the Think Pair Share learning model. The instruments used in this research are interview sheets, performance tests, and documentation. Data analysis techniques in research with quantitative and qualitative methods. Quantitative data was taken from the performance test sheet, while qualitative data was taken from the interview sheet. Indicators of student creativity assessment test are fluency, flexibility, originality, and elaboration. After the test data is collected then. After the test, data is collected by the formula, it is then managed by finding the value as follows:

$$\text{Score} = \frac{\text{score obtained}}{\text{total score}} \times 100$$

Furthermore, to determine the results of student creativity with the following criteria (Maslinawati, 2021).

**Table 1.** Student Creativity Categories

Value Interval	Category
81 – 100	Very Creative
61 – 80	Creative
41 – 60	Creative Enough
21 – 40	Less Creative
0 – 20	Not Creative

The percentage of success of class action in this study obtained criteria for increasing creativity reached  $\geq 75\%$  in the creative category. If this research has not obtained a percentage of completeness  $\geq 75\%$ , it will be continued in the next cycle. If this research has achieved a percentage of completeness  $\geq 75\%$  then this research will be stopped. the percentage of completeness is calculated using the following formula (Nugrahartanti, 2018).

$$\text{Presentase} = \frac{\text{Number of students who are complete}}{\text{number of students}} \times 100\%$$

Then, the results can be categorized based on the criteria below (Arikunto, 2014) .

**Table 2.** Criteria for Student Creativity Percentage

Percentage	Category
80 – 100%	Very Creative
70 – 79%	Creative
60 – 69%	Creative Enough
$\leq 59\%$	Less Creative

## RESULTS AND DISCUSSION

At the planning stage of cycle I learning with the application of the Think Pair Share model to improve student creativity, the teacher previously prepared learning materials, materials and learning media. At the implementation stage of cycle I learning with the application of the Think Pair Share model to increase student creativity. First the researcher said greetings followed by prayer, reading the learning objectives. Then the researcher explained about ties and knots, continued to ask questions to students (think), the researcher divided the students into 4 groups and gave the task of demonstration tests to make the types of ties and knots (pair), after the task was completed the group came forward to present the results (share), the researcher gave awards to the group that had come forward.



**Image 2.** Students Come Forward to Practice Macrame Knots

The results of assessing creativity using performance tests, students are free to make various types of knots with materials of various colors, by observing indicators of student creativity in activities to make types of ties or knots which include 1) fluency, 2) flexibility, 3) originality, and 4) elaboration. originality, and 4) elaboration. The following is the data on the results of the creativity assessment using the performance test in cycle I.

**.Table 2.** Results of Cycle I Performance Creativity Assessment

Value Interval	Category	Number of Students	Percentage
81 – 100	Very Creative	-	-
61 – 80	Creative	14	77,7%
41 – 60	Creative Enough	4	22,2%
21 – 40	Less Creative	-	-
0 – 20	Not Creative	-	-
Average score			66
Percentage ( $\geq 75$ )			17%

From the data table of student creativity in cycle I, it can be obtained that students who have a fairly creative category are 4 children with a percentage of 22.2%. Of the four students obtained scores of 53-56. These students have been able to make types of ties or knots but are still assisted, have been able to combine yarn colors but are still not neat, and have not been able to communicate well when presenting. While students who got the creative category amounted to 14 people with a percentage of 77.7%, these students were able to make 3 types of ties independently and were able to present in front of the class well.

The last stage is reflection, in the implementation of cycle I has not yet reached the expected indicators. This is due to the lack of interaction between groups and student presentations that have not been maximized because they are still shy. From the average results obtained from student creativity in cycle I is 66 with a percentage of only 17% which can be concluded that this study has not yet reached the completion of creativity, so the researchers continued to the second cycle stage.

Cycle II at the planning stage is to make a learning activity plan that is carried out for 2 meetings such as teaching modules, syllabus, performance test sheets, and student activity observation sheets, as well as teaching materials, namely yarn, pencils / wood and scissors. then at the implementation stage of cycle II learning by applying the Think Pair Share model to increase student creativity. First the researcher said greetings followed by prayer, reading the learning objectives. Furthermore, the researcher explained about the art of macrame, continued to ask questions to students (think), the researcher divided the students into 4 groups and gave the task of trying to make a macrame art ikat bracelet (pair), after the task was completed the group came forward to present the results (share), the researcher gave awards to the group that had come forward.



**Image 3.** Students From Group 3 Making Macrame Bracelet Works

The results of the performance creativity assessment, students make bracelet crafts from macrame art with various types of yarn of various colors according to their creativity, by observing indicators of student creativity in bracelet-making activities which include 1) fluency, 2) flexibility, 3) originality, and 4) elaboration. Originality, and 4) elaboration. The following is data on the results of creativity assessment using performance tests in cycle II.

**Table 3.** Cycle II Performance Test Creativity Assessment Results

Value Interval	Category	Number of Students	Percentage
81 – 100	Very Creative	14	77,7%
61 – 80	Creative	4	22,2%
41 – 60	Creative Enough	-	-
21 – 40	Less Creative	-	-
0 – 20	Not Creative	-	-
Average score		88	
Precentage ( $\geq 75$ )		89%	

From the data table of student creativity in cycle II, it can be obtained that students who have a fairly creative category are 4 children with a percentage of 22.2%. Of the four students obtained scores of 67-77. While students who got a very creative category amounted to 14 people with a percentage of 77.7% with a very creative category.

In cycle II, the average score was 88 with the success of increasing student creativity achieved completeness with a percentage of 89% with a creative category, so it can be concluded that the increase in student creativity in cycle II reached the criteria for completeness, because in cycle II when presenting to the front, students were confident and proud in presenting the results of their assignments. So, this research was stopped because it had reached the desired completeness.



**Image 4.** Students Present Their Bracelet Work in Front of the Class.

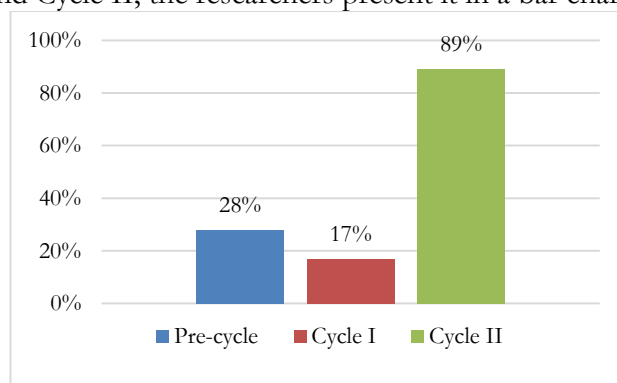


The increase in creativity of fifth grade students of SDN 1 Soco started from Pre-Cycle, Cycle I and Cycle II. The following are the results of the comparison of student creativity results from pre-cycle to cycle II.

**Table 4.** Increase in Student Creativity from Pre-Cycle, Cycle I and Cycle II

No.	Student	Pre-cycle	Cycle I	Cycle II	Improvement
1.	AA	69	53	95	Down-Up
2.	AR	60	65	77	Up-Rise
3.	AD	59	62	90	Up-Rise
4.	AZ	83	68	85	Down-Rise
5.	DO	78	78	97	Fixed-Up
6.	DAA	66	68	85	Up-Rise
7.	DAO	60	68	97	Up-Rise
8.	FA	56	68	97	Up-Rise
9.	IF	75	75	95	Fixed-Up
10.	KK	63	71	87	Up-Rise
11.	MA	66	68	72	Up-Rise
12.	MF	78	56	67	Down-Rise
13.	MN	58	62	97	Up-Rise
14.	MR	55	56	92	Up-Rise
15.	MT	53	56	75	Up-Rise
16.	RN	66	68	90	Up-Rise
17.	TS	58	68	97	Up-Rise
18.	TC	78	78	97	Fixed-Up
Total		1181	1188	1592	
Average score		66	66	88	
Percentage ( $\geq 75$ )		28%	17%	89%	

Based on the table 5, it can be explained that the increase in student creativity in class V SDN 1 Soco has increased from pre-cycle, cycle I and Cycle II. Students who experienced an increase were AR, AD, DAA, DAO, FA, KK, MA, MN, MR, MT, RN, TC. Meanwhile, students who experienced a steady increase were DO, IF, and TC. Meanwhile, students who experienced a decrease-increase were AA, AZ, MF. To clarify the results of the increase from Pre-Cycle, Cycle I and Cycle II, the researchers present it in a bar chart as follows.



**Image 5.** Diagram of Percentage Increase in Student Creativity from Pre-Cycle, Cycle I, and Cycle II

Based on the percentage of improvement in student creativity in the bar chart above, the acquisition of a percentage of student completeness in the pre-cycle 28%, dropped in Cycle I with a percentage of only 17%, this indicates that the increase in creativity has not yet reached the limit of completeness of the assessment of student creativity using the Think Pair Share learning model, then in Cycle II it increased rapidly with the acquisition of 89%, so that the assessment of student creativity achieved success at the limit of completeness in increasing creativity, namely  $\geq 75\%$ .

**Table 5.** Results of Student Creativity Assessment Indicators Cycle I and Cycle II

No	Indicator	Cycle I	Cycle II
1.	Fluency	70	93
2.	Flexibility	62	91
3.	Originality	63	83
4.	Elaboration	72	88
<b>Total Score</b>		267	355
<b>Average Value</b>		66	88
<b>Criteria</b>		Creative	Very Creative

In the table above, each indicator in the assessment of student creativity has increased from cycle I getting an average score of 66 with the Creative category, increasing in cycle II with an average score of 88 with the Very Creative category, it can be concluded that the increase from cycle I to cycle II is 22%. The results of classroom action research show an increase in student creativity with the Think Pair Share learning model. The increase in student creativity is evidenced by the research data in cycle I and cycle II. The assessment of student creativity in this study consists of several indicators of creativity, namely 1) fluency, 2) flexibility, 3) originality, and 4) elaboration. The following is a discussion of each indicator of creativity assessment that this research has done.

Fluency according to [Fatmawati \(2018\)](#) is fluency, a person's capacity to be able to produce many ideas given in a certain period of time that are relevant to the situation at hand. In the assessment indicators that researchers do, namely measuring the fluency of students in expressing their results or ideas by pouring them into the work they make and being able to carry out work with a predetermined time. In cycle I got 70 with the Creative category, and after the action in cycle II experienced an increase by obtaining an average result of 93 which was included in the Very Creative category. There were several groups of students in cycle I who were still difficult in thinking fluently in making work with the time given so that when other groups had finished there were still students who had not completed the task. Furthermore, in the next cycle, students' fluency increased because they already understood the learning model that had been given. They can make good use of time because to be creative, students must be given time for them to try in new and original forms ([Rachmadhani, 2021](#)).

In the flexibility indicator, namely the ability of students to use materials with a variety of colors and various types of knots that are appropriate. According to [Lestari & Zakiah \(2019\)](#), flexibility or breadth refers to the production of ideas that show a possibility. In cycle I, the average result was 62 with the Creative category. In cycle I, some students were still unable to practice making the types of knots and work appropriately, they only used the colors of materials that were less prominent, and did not combine with other colors. Then in cycle II



experienced an increase by obtaining an average result of 91 with a Very Creative category, in this cycle students were bolder in choosing colors that were more monotonous and able to combine the types of knots in the work well. Because flexibility involves the ability of students to use various strategies or approaches that are bolder.

In the Originality indicator with the ability to make neat work and come up with original ideas. According to [Lestari & Zakiah \(2019\)](#), namely the originality of one's ideas that are different from other people's ideas, originality refers to the production of unusual or unique ideas. In cycle I obtained an average result of 63 with the Creative category, in cycle I this still did not reach completeness in the Originality indicator because students still needed teacher assistance in making types of knots, as well as some students who made less neat results such as loose ties, then in cycle II it increased by obtaining an average result of 83 with a Very Creative category. This indicates that the originality assessment increased from cycle I. students have been able to be creative and make their own work even though some are still assisted by the teacher and also the results of the work of some students are quite neat and tight. If learning experiences are designed so that students have the opportunity to reflect on, express, and assess what they are learning, they will better master the learning material ([Nurani et al., 2020](#)).

Elaboration is the ability to expand ideas and aspects that may not be thought of or seen by others, while in this study, the elaboration indicator is the ability to put forward ideas or the results of their thinking to expand to their peers ([Sumbung, E., 2020](#)). In the elaboration indicator, the ability to present the results of work in front of the class and use good and easy-to-understand language when presenting the results of work. In cycle I obtained an average result of 72 with a Creative category, and in cycle II it increased by obtaining an average result of 88 with a Very Creative category. In the first cycle students seemed still shy in presenting the results of their assignments in front of the class, they presented the results with a quiet voice and were afraid of being wrong. The teacher gave advice to be more confident and not be afraid and gave awards to those who had come forward so that students were more motivated in further learning, then in cycle II students were confident to present their work and were proud of the work they had made themselves.

From the steps in the Think Pair Share (TPS) model, it shows its relationship with creativity, where these steps give students the opportunity to think independently. One type of cooperative learning type Think Pair Share (TPS) gives students the opportunity to think, pair up, work together, share, and help each other so that it can improve learning models that are more interesting, fun, and increase student creativity and cooperation ([Sadipun, 2020](#); [Mirayani et al., 2021](#)). Students will more easily solve contextual problems related to the ideas they have learned if they are trained to express their thoughts ([Riswari & Ermawati, 2020](#)). So it can be said that the Think Pair Share (TPS) learning model has the potential to improve students' overall ability in learning, including students' higher-level skills such as creativity.

After taking action through cycle I and cycle II using the Think Pair Share learning model, student creativity has increased both individually and in groups. Based on these results, it shows that students have been brave in asking questions, answering, and expressing their ideas through presentations. This is in accordance with the thoughts of ([Damayanti & Yulistiana, 2021](#)) that the Think Pair Share learning model can activate students to ask questions, answer questions and be able to express thoughts to their friends. Although there are still some students who have not been able to convey inappropriate answers in

responding to the teacher, the teacher can provide stimulation so that students have a stronger curiosity through practice.

The practice of making macrame artwork plays an important role in students' creativity. Through this fun and creative learning process, students progressed in their motor skills, patience, and ability to cooperate during the fun learning process and enhanced students' creativity. In addition, they enjoy making art that is different and meaningful to themselves. Macrame art making activities are a great way to help students reach their potential and become creative and inspiring people in the future (Nurani et al., 2020). The Think Pair Share learning model provides students with more opportunities for students to consider the ideas, providing students for cooperation between individuals (Lie, 2014). Maximizing participation and providing opportunities for others to contribute, as well as students interacting more so that it can increase student confidence. developing students' ability to think critically by answering questions, increasing the habit of expressing opinions by presenting and discussing to solve problems, due to the process of sharing with friends, providing rewards and motivating students during learning so that they can achieve the best learning outcomes. Behind the advantages of the Think Pair Share learning model, this model has obstacles such as requiring coordination of various activities, the use of space that needs to be considered, not many ideas come up, depending on friends or partners (Sukariana, I. M., 2021).

This research is compared with previous studies using the Think Pair Share model (Mardiyah in 2020), in using the Think Pair Share (TPS) learning model where the tcount is greater than the ttable ( $5.455 > 1.994$ ) which shows that the cultural heritage-based Think Pair Share (TPS) learning model is more effective on social studies learning outcomes. Furthermore, research by Maharani (2022) obtained results in SBdP subjects using the Think Pair Share (TPS) learning model to get results with an average student score percentage of 77.5 on the value of creativity which shows results with good criteria. Based on the research that has been done, there is an increase in learning outcomes and student creativity in learning.

From the data obtained on the results of research through the application of the Think Pair Share learning model in improving student creativity, it runs smoothly and of course there are still obstacles in each cycle. From the data on the assessment of student creativity through performance tests, it shows an increase in each cycle, through this research it shows that the application of the Think Pair Share model has a very good impact on students in increasing their creativity, Where in cycle I only reached an average score of 66 with a percentage of student completeness of only 17% so that it did not reach the criteria desired by the researcher, this happened due to students' lack of confidence in presenting their work. The low communication with students was due to a lack of student activity where they had not carried out more meaningful activities. Furthermore, in cycle II, the average score on student creativity was 88 with a percentage of completeness of 89% so that it had met the criteria for achieving an increase in student creativity, namely  $\geq 75\%$  who were declared complete.

## CONCLUSION

Based on the results of research and discussion that has been carried out with the use of the Think Pair Share learning model to increase student creativity and student activity in class V SDN 1 Soco, this shows that there is a significant difference between cycle I and cycle II which has been carried out research on increasing student creativity. In addition, student activity and interest in learning also increased where students began to show activeness by getting involved in the learning process very well. The acquisition of the percentage of the

results of student creativity by applying the Think Pair Share learning model from 17% with the category of incomplete in cycle I has increased to 89% which means it falls into the creative category in cycle II.

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