

## ABSTRAK

### **PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *THINK PAIR SHARE* (TPS) TERHADAP HASIL BELAJAR GEOGRAFI SISWA SMA GAJAH MADA BANDAR LAMPUNG**

Oleh

**YUSNA DINI MAULIA**

Permasalahan dalam pembelajaran Geografi di SMA Gajah Mada Bandar Lampung adalah rendahnya hasil belajar siswa yang belum mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Proses pembelajaran yang masih dominan menggunakan metode ceramah membuat siswa kurang aktif, interaksi terbatas. Kondisi ini menunjukkan perlunya model pembelajaran inovatif yang dapat meningkatkan keterlibatan dan pemahaman siswa.

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar Geografi sebelum dan sesudah penerapan model pembelajaran kooperatif tipe *Think Pair Share* (TPS), menganalisis pengaruh tipe TPS terhadap hasil belajar, serta menelaah perbedaan hasil belajar berdasarkan jenis kelamin dan keterlibatan siswa. Metode penelitian yang digunakan adalah kuantitatif dengan desain *One-Group Pretest-Posttest*. Sampel penelitian terdiri dari 35 siswa kelas X-3 SMA Gajah Mada Bandar Lampung. Instrumen penelitian berupa tes hasil belajar dan angket keterlibatan siswa, dengan analisis data menggunakan uji t, ANOVA dua jalur, dan regresi linier sederhana.

Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan antara nilai *pre-test* dan *post-test* setelah penerapan tipe TPS. Selain itu, tipe TPS berpengaruh positif dan signifikan terhadap hasil belajar siswa. Analisis juga menemukan adanya perbedaan hasil belajar berdasarkan jenis kelamin, di mana faktor jenis kelamin lebih dominan dibandingkan keterlibatan siswa. Dengan demikian, model pembelajaran kooperatif tipe TPS dinyatakan efektif sebagai strategi alternatif untuk meningkatkan hasil belajar siswa dalam pembelajaran Geografi.

**Kata kunci:** *think pair share*, pembelajaran kooperatif, hasil belajar, geografi.

## **ABSTRACT**

### **THE EFFECT OF COOPERATIVE LEARNING MODEL TYPE THINK PAIR SHARE (TPS) ON GEOGRAPHY LEARNING OUTCOMES OF STUDENTS AT SMA GAJAH MADA BANDAR LAMPUNG**

**By**

**YUSNA DINI MAULIA**

The problem in Geography learning at Gajah Mada High School in Bandar Lampung is the low learning outcomes of students who have not achieved the Learning Objective Achievement Criteria (KKTP). The learning process, which still predominantly uses the lecture method, makes students less active, limits interaction, and results in suboptimal understanding of geographical concepts. This condition indicates the need for an innovative learning model that can increase student engagement and understanding. This study aims to determine the difference in geography learning outcomes before and after the implementation of the Think Pair Share (TPS) cooperative learning model, analyze the effect of the TPS model on learning outcomes, and examine the difference in learning outcomes based on gender and student involvement. The research method used is quantitative with a One-Group Pretest-Posttest design. The research sample consisted of 35 students in class X-3 at Gajah Mada High School in Bandar Lampung. The research instruments were learning outcome tests and student involvement questionnaires, with data analysis using t-tests, two-way ANOVA, and simple linear regression. The results showed that there was a significant difference between the pretest and posttest scores after the implementation of the TPS model. In addition, the TPS model had a positive and significant effect on student learning outcomes. The analysis also found differences in learning outcomes based on gender, where the gender factor was more dominant than student engagement. Thus, the TPS cooperative learning model was declared effective as an alternative strategy to improve students' conceptual understanding and academic achievement in Geography learning.

**Keywords:** think pair share, cooperative learning, learning outcomes, geography.