International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Think Pair Share Type Cooperative Learning Model Based On Palembang Local Culture On Pancasila Lessons In Grade V Of SDN 209 Palembang

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Abstract

This study aims to determine the effect of implementing the cooperative learning model of the Think Pair Share (TPS) type based on Palembang local culture on students' learning outcomes in the Pancasila subject for fifth-grade students at SDN 209 Palembang. The background of this study is based on the low level of students' active participation in the learning process and the less optimal use of local culture as a contextual learning resource. The TPS learning model based on Palembang local culture was implemented to enhance students' activeness, cooperation, and understanding of Pancasila values. Data for this study were collected through student questionnaire sheets. The results of the data analysis were based on the validation of test items integrated with Palembang local culture.

Keywords: Think Pair Share, Palembang Local Culture, Pancasila Learning, Learning Outcomes.

INTRODUCTION

Education is something that is agreed to be the main thing in any nation, the quality of education in a nation is one of the determinants of the nation's progress as well as education in Indonesia has several problems, especially regarding things that result in weak social values, many

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deviations/certain errors actually stem from not practicing the values contained in Pancasila itself (Sianturi, 2021, pp. 223-231) . Therefore, the importance of understanding Pancasila is not only understanding but also practicing and implementing the values contained in Pancasila as character education.

The creation of quality education begins with schools that also possess good quality, thus fostering character-based education. Character education, which is an effort to realize the mandate of Pancasila and the Preamble to the 1945 Constitution, is motivated by the current reality in educational institutions (Sianturi, 2021, p. 223-231) . Education plays a crucial role in preparing the next generation of the nation to be intelligent, competent, and able to contribute to national development. Based on Constitution Number 20 of 2003 concerning National Education System , functions education is develop ability participant educate as well as form character and civilization dignified nation . Education is also directed For help participant educate become a person who has faith and good morals noble , healthy , also have knowledge , skills , creativity , independence , and become democratic and responsible citizens answer . In frame reach objective said , teachers need to do share learning strategies , including increase activity influential learning to understanding students in the eye lesson .

Pancasila education is one approach to the essence of education as an educational program that has Pancasila values to develop and preserve noble values and morals rooted in the nation's culture which are expected to become an identity that is manifested in the form of behavior in everyday life (Lestari, 2023, pp. 167-176.). Among the five principles of Pancasila, the third principle—"Indonesian Unity"—has special significance in a country characterized by extraordinary ethnic, religious, and cultural diversity. Research has shown that the application of the third principle of Pancasila can effectively develop Indonesian unity based on Bhinneka Tunggal Ika in everyday life, especially in the context of technological progress (Yuliana, Idris, & Irawan, 2025). This principle emphasizes unity in diversity, encouraging individuals to function both as autonomous beings and members of a collective society. Pancasila learning can be presented more interestingly if teachers apply innovative and creative learning models. According to (Mirdad, 2020, pp. 14-23) a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom and others.

Learning model cooperative type (TPS) *think pair share* or think in pairs share is type learning cooperative designed For influence pattern interaction students . Learning techniques teach think Pairing (foursome) was developed by Frank Lyman (*think pair share*) as structure

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activity learning *cooperative learning* . This technique give student chance For Work The same with other people. The TPS learning model is a learning model that provides time for student For can think in a way individual and in pairs (Sulistio , 2022, p. 48).

According to (Kamil, 2021, pp. 6025-6033) *Think Pair Share* can be described as the initial step *of think* which means students are given a problem in the form of material or questions then students are given the opportunity to think about the answer, the second step is *pair* which means students are divided into pairs with a deskmate to discuss with the aim of being able to solve the problem on the question that has been given, the last step is *share* which means students must explain. This means that the learning model is a guide for educators in planning learning in the classroom, starting from preparing learning tools, media and tools, to evaluation tools that lead to efforts to achieve learning objectives besides the learning model can be carried out based on local Palembang culture in Pancasila lessons.

Local culture is the original culture of a certain community group and is a characteristic of the culture of a local community group. Local culture in Indonesia is very diverse because Indonesia is a multicultural country and has a variety of cultures originating from various regions (Lawe, 2019, pp. 135-145). Likewise, the local wisdom of Palembang culture has forms of local wisdom that exist in society, namely values, norms, laws, customs and special rules that apply in society with various functions and some are influenced by the cultural wealth of Palembang, South Sumatra, including traditional houses, types of dances, and typical foods of the region.

South Sumatra is one of the provinces of the Sumatran archipelago, especially Palembang, which has a variety of local wisdom, one of which is the Palembang regional language. One of the typical regional languages of Palembang that can be linked to the concept of Pancasila is its regional language, which in each region differs in the way of speaking, tone, or emphasis, such as in Palembang Malay, which is intended to better appreciate, maintain, and love one's own regional language (Nafriyanti N. &., 2024).

One way to engage students in the learning process is by using engaging and non-monotonous learning models. One way to achieve this is by presenting material in a coherent and engaging manner, using engaging, creative, effective, and communicative learning models, incorporating examples from the surrounding environment. These models will be used in Pancasila lessons, specifically targeting cooperative learning models.

Several studies state that *Think Pair Share* is a learning model that can be developed and has an impact on learning activities and this learning model provides more space for students to learn independently while collaborating in pairs when responding to the material given. Through

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this process, students can participate actively during learning activities in class. *Think Pair Share learning* takes place through three main stages, namely the thinking stage (Think *)* , the pair discussion stage *(Pair),* and the sharing stage (*Share*) (Alimunthe, 2022, pp. , 6(1), 735-747) This model is considered capable of improving students' abilities, especially in Pancasila lessons.

Based on the results of interviews and observations that researchers conducted on learning activities, especially Pancasila subjects, teachers still use conventional learning models with lecture methods. In learning activities, teacher and student communication is only one way and in the learning process, teachers also rarely use learning models only with lecture models. In addition, it also makes students less interested in monotonous lessons. In the above problems, researchers found a solution that researchers can try by using the *Think Pair Share Type Cooperative Model* as a solution to approach the learning process because this model connects students to ways of thinking, combining, and sharing discussions that are directed to attract students to learn more actively. Then the research that will be used has been done by previous researchers. The following is a previous research journal.

Based on the results of the study, researchers will conduct research using the *Think Pair Share cooperative model* by adjusting the needs of fifth grade students of SDN 209 Palembang which will support the learning process using pictorial media-based teaching materials with Palembang local culture. In addition, the reason researchers chose to use the *Think Pair Share learning model* combined with pictorial media based on Palembang local culture is because the model and media can be arranged and implemented in a planned manner so that they can support the learning process optimally and also make it easier for researchers to create media and have practical properties so that they can be carried and used in various places without difficulty. By using pictorial media, researchers want to introduce the culture in Palembang and students can find out more about typical foods, traditional clothes, or traditional houses in their own city.

Then the novelty of the research that will be used based on the journal that the researcher has explained above is the *Think Pair Share cooperative model* by using this model, students will do several activities, namely *Think* (Thinking), *Pair* (Combining), and *Share* (Sharing/Discussing) students will be divided by researchers into several groups. Each group will be asked by researchers to be the leader of one student from the group representative. Researchers will ask one to come forward to look for any typical food in the picture that researchers have randomly selected, as well as for traditional clothing or traditional houses of Palembang with several examples of typical pictures from other cities to train students' memories, then researchers will ask students to return to their seats to combine the images that have been selected without other

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groups knowing, then researchers will ask each group to have a group discussion to describe what images they have selected and then other groups will assess whether the selected images are correct or not. If the group the select and describe with appropriate so will get reply in the form of star or present .

RESEARCH METHOD

This research was conducted by researchers at SD Negeri 209 Palembang. The research method is a working method used to collect and process data to solve research problems scientifically using experimental research methods, which are one of the quantitative methods (Sugiono, 2020, p. 126). This study used a quantitative pre-experimental method to assess the effectiveness of the treatment or before conducting a more formal experiment.

This study used a purposive population sampling technique. Purposive sampling is a sampling technique with special considerations so that it is worthy of being used as a sample. The researcher took 1 class, namely class V, as a research sample for several reasons, including: the selected sample was considered to meet the requirements to be used as a research object with research on the influence of the cooperative learning model of *the Think Pair Share type* and improving student learning outcomes. The sample the research in question as many as 25 people in 1 grade V of elementary school. Data collection techniques used in the research This is technique tests , and documentation . For data analysis techniques using normality, homogeneity, and hypothesis tests.

RESULTS AND DISCUSSION

Based on the implementation of the research that the researcher has done, namely starting with 1 lecturer as a validator to validate the questions so that there are 20 questions that have been validated to be tested on 25 fifth grade students at SD Negeri 209 Palembang. After the instrumental questions have been tested on students, 20 valid questions were obtained and are classified as having high reliability. Furthermore, the 20 valid questions were distributed to 25 fifth grade students as a trial class from the beginning (*pretest*) and the final test (*posttest*).

The researcher conducted an initial test (*Pretest*) to determine the initial condition of the students' learning outcomes in class V. Then the researcher conducted a final test (*posttest*) after the learning process was given treatment using the Cooperative model of the think pair share type based on local Palembang culture, there was a Pancasila lesson in the class.

The pretest and posttest results , the experimental class experienced an increase after

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being given treatment using the *Think Pair Share Cooperative Learning Model* Based on Palembang Local Culture. The lowest score for the experimental class in the *pretest results* was 45 and the highest score was 100, while the lowest score in the experimental class in the *posttest results* was 85 and the highest was 100.

Before applying the t-test as a hypothesis test, prerequisite tests are first carried out, including normality and homogeneity tests. Secondly, analysis the done with utilise help device SPSS 25 software .

Normality Test

Data revision criteria were performed using the Kolmogorov-Smirnov method. Data are considered to have a normal distribution if the significance value is greater than 0.05. Conversely, if the significance value is below 0.05, the data are considered not to follow a normal distribution pattern.

Table 1 Results of the Normality Test calculation

NORMALITAS

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTest Eksperimen	.162	25	.091	.954	25	.302
	PostTest Eksperimen	.166	25	.075	.886	25	.009

a. Lilliefors Significance Correction

(Source: Researcher Data Processing, 2025)

Based on the table of normality test data processing results above, the sig value obtained from the *pretest calculation* for the experimental class is 0.091 > and the *posttest calculation* for the experimental class is 0.075 > 0.05. Based on the data testing criteria, it can be said to be normally distributed.

Homogeneity Test

The homogeneity test is performed using the Levense test. A data set is considered to have uniform variance if the significance value is 0.05 or higher. However, if the significance value is below 0.05, the variance between samples is considered heterogeneous.

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International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Table 2 Results of the Homogeneity Test calculation

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	3.822	1	48	.056
	Based on Median	2.632	1	48	.111
	Based on Median and with adjusted df	2.632	1	32.212	.114
	Based on trimmed mean	3.810	1	48	.057

Based on the homogeneity test data table above, based on the calculation results, the significance value obtained is 0.056 because the study used a significance limit greater than 0.05, so the value of 0.056 meets the criteria. Thus, it can be concluded that the learning outcome data of fifth grade students has a uniform or homogeneous variance.

Hypothesis Test (t-Test)

After the data results show that the distribution is normal and has homogeneous variance, the next step is to conduct an analysis using the t-test. This t - test will analyzed with SPSS 25 software assistance . For provision If mark significant < 0.05 then there is difference significant which means Ha is accepted , and if mark significant >0.05 then No there is significant difference which means Ha is rejected .

Table 3 Test Results

HIPOTESIS

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Postest	-18.600	10.460	2.092	-22.918	-14.282	-8.891	24	.000

Based on the hypothesis test data table above, a significant value of 0.000 is obtained. It is known that the significance of 0.000 <0.05 means that there is a significant difference between *the pretest* and *posttest scores* of students after seeing the learning outcomes of the influence of *the think pair share type learning model based on Palembang local culture, it can be concluded that the influence of the think pair share* type cooperative learning model based on Palembang local culture has a significant influence on the learning outcomes of fifth grade students in the Pancasila subject.

DISCUSSION

Study This was conducted at SD Negeri 209 Palembang in class V which consisted of of 25

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students . Based on results research conducted at State Elementary School 209 Palembang with using a learning model Type *Think Pair Share* Based Culture Palembang Local Research This done during 2 meetings in 1 class , namely class experiments aimed at For see whether There is significant influence to results Study student .

Then , based on research that has been done conducted by researchers , researchers observe that application of learning models cooperative type *think pair share* based culture local Palembang in learning make student more active ask and discuss to Friend One group and get to know culture local in Palembang including Language area Palembang which every day used .

When learning in the classroom experiment given treatment using a learning model Cooperative Type *Think Pair Share* Based Culture Local Palembang with make conversation with Language Palembang Then call 2 students For proceed to front . Where are the students ? more active with Friend his like learning usually . With the existence of this model can make student become more active as well as learning more effective and conducive .

With thus after given treatment in the classroom experiment using a learning model Cooperative Type *Think Pair Share* Based Culture Local Palembang, researcher give test For know results Study students . The test given shaped question choice double with amount question 20 regarding material diversity more culture focus relation with Language local Palembang .

Then from results research that shows that in class experiment given treatment with using a learning model cooperative Type *Think Pair Share* based culture local Palembang . From the meeting first and last , the students were seen more active in class experiments that use learning models cooperative type *Think Pair Share* students are also seen more active and enthusiastic , also easy going understand the material provided .

From the results research on test data beginning (*Pretest)* and (*Posttest*) in class experiment with average value overall *pretest* which is 73.9 while overall average value *posttest* namely 91.6 and the results *posttest* show that average value of 91.6 results Study student experience improvement . This is means there is the influence of learning models cooperative type *think pair share* based culture local Palembang .

Research conducted by Nurzanah , Sulistiasih , Darsono (2020) entitled " The Influence of Learning Models Cooperative Type *Think Pair Share* with graphic media to results learning PKN" stated that results calculation pretest normality for second class manually can inyataka that the data is normally distributed . The results of the pretest normality test for the experimental and control classes were 2.309 < χ 2 table = 11.070 and χ 2 count = 1.841 < χ 2 table = 11.070, the data were normally distributed. The calculation of the pretest homogeneity test through a comparison

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of the calculated F with the F table obtained data of (1.09 < 1.84), meaning Ho was accepted because the data had the same variance. Second group the normally distributed and homogeneous , meaning second group own ability same beginning .

Research conducted by Alifia Rachmawati and Erwin (2022) entitled " The Influence of Learning Models Type *Think Pair Share* Assisted by Animated Video Media On Learning Outcomes Student Elementary School " stated that comparison both learning models namely where in class experiment given a learning model *Think Pair Share* and in class control given learning conventional . The results show there is differences in results Study students who use the think pair share model in learning that uses lecture or learning conventional in students of SDN Sukamaju Baru 2.

CONCLUSION

Based on the results of the research conducted by the researcher, it can be concluded that this research was conducted at SDN 209 Palembang, with the title "The Influence of the *Think Pair Share Type Cooperative Learning Model* Based on Palembang Local Culture on Pancasila Lessons for Class V of SDN 209 Palembang". It can be concluded that there is an influence of the *Think Pair Share Type Cooperative Learning Model* Based on Palembang Local Culture on Pancasila Lessons for Class V of SDN 209 Palembang . This can seen from calculated t value > t table . With thus can concluded that There is The Influence of Learning Models Cooperative Type *Think Pair Share* Based Culture Palembang Local Culture in Pancasila Lessons for Class V at SDN 209 Palembang.

After done research and get results tests that have been researchers do , can concluded existence influence of learning model influence of learning model cooperative type *think pair share* based culture local Palembang in the lesson Pancasila class V SDN 209 Palembang. This seen in the normality test value class experiment of 0.091 because mark significance exceeds 0.05, then can categorized own normal distribution . Meanwhile, the homogeneity test was also met, as the significance value of 0.056 was above the 0.05 limit, so the data variance was considered appropriate.

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