

## ABSTRAK

Angga Asyhari Wardanu. 2025. *Pengaruh Model Pembelajaran Think Pair Share (TPS) Terhadap Kemampuan Kognitif Ditinjau Dari Gaya Belajar Siswa Kelas V SD*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Rissa Prima Kurniawati, S.Pd., M.Pd., (II) Dr. Elly's Mersina Mursidik, S.Pd., M.Pd

Penelitian di SDN Ngadirejo 02 mengidentifikasi masalah kurangnya antusiasme siswa dan metode pembelajaran yang kurang variatif sehingga mempengaruhi kemampuan kognitif siswa dalam materi perkalian matematika. Untuk mengatasi hal tersebut digunakan model pembelajaran *Think Pair Share* (TPS) yang mendorong siswa berpikir mandiri, berkolaborasi berpasangan, dan berbagi hasil berpikir secara kelompok. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experimental design* yang melibatkan dua kelas, yaitu kelas eksperimen dengan *Think Pair Share* (TPS) dan kelas kontrol menggunakan metode ceramah, masing-masing terdiri dari 17 siswa. Data dikumpulkan melalui tes *post-test*, angket, dan dokumentasi dengan instrumen yang sudah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan uji normalitas, homogenitas, dan uji *two way ANOVA*. Hasil penelitian menunjukkan perbedaan signifikan kemampuan kognitif antara kedua kelas, di mana rata-rata nilai *post-test* kelas eksperimen mencapai 84,41 dibandingkan 53,82 pada kelas kontrol. Selain itu, gaya belajar siswa juga berpengaruh terhadap hasil belajar, sehingga model penyesuaian *Think Pair Share* (TPS) dengan gaya belajar siswa dapat meningkatkan efektivitas pembelajaran. Secara keseluruhan, model pembelajaran *Think Pair Share* (TPS) terbukti efektif dalam meningkatkan kemampuan kognitif siswa melalui pembelajaran yang interaktif, memotivasi, dan meningkatkan partisipasi aktif di kelas.

Kata kunci: Kemampuan Kognitif, Gaya Belajar, Matematika, Model Pembelajaran *Think Pair Share* (TPS)

## ABSTRACT

Angga Asyhari Wardanu. 2025. The Influence of the Think Pair Share (TPS) Learning Model on Cognitive Abilities Reviewed from the Learning Styles of Fifth Grade Elementary School Students. Skripsi. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Supervisors (I) Dr. Rissa Prima Kurniawati, S.Pd., M.Pd., (II) Dr. Elly's Mersina Mursidik, S.Pd., M.Pd

Research at SDN Ngadirejo 02 identified the problem of lack of student enthusiasm and less varied learning methods that affect students' cognitive abilities in mathematical multiplication material. To overcome this, the Think Pair Share (TPS) learning model is used which encourages students to think independently, collaborate in pairs, and share their thinking results in groups. This study uses a quantitative approach with a quasi-experimental design involving two classes, namely the experimental class with Think Pair Share (TPS) and the control class using the lecture method, each consisting of 17 students. Data were collected through post-tests, questionnaires, and documentation with instruments that have been tested for validity and reliability, then analyzed using normality tests, homogeneity tests, and two-way ANOVA tests. The results showed a significant difference in cognitive abilities between the two classes, where the average post-test score of the experimental class reached 84.41 compared to 53.82 in the control class. In addition, students' learning styles also influence learning outcomes, so that adjusting the Think Pair Share (TPS) model to students' learning styles can improve learning effectiveness. Overall, the Think Pair Share (TPS) learning model has proven effective in improving students' cognitive abilities through interactive, motivating learning and increasing active participation in class.

Keywords: Cognitive Ability, Learning Style, Mathematics, Think Pair Share (TPS) Learning Model