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Improving Students' Ability in Identifying Natural Events Using the Think Pair Share Learning Model at MI Negeri 3 Musi Rawas

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Abstract: This research aims to improve students' ability to identify natural events through the implementation of the Think Pair Share (TPS) learning model at MI Negeri 3 Musi Rawas. The study was conducted with the objective of enhancing students' understanding of natural phenomena, fostering active participation, and encouraging collaborative learning in a classroom setting. The TPS model was chosen for its effectiveness in promoting peer interaction and critical thinking. This research employed a quasi-experimental design with pretest-posttest control group methodology. The sample consisted of students from the third grade of MI Negeri 3 Musi Rawas, divided into experimental and control groups. Data were collected through observation, interviews, and tests. The findings of this study indicate a significant improvement in the experimental group's ability to identify natural events, as evidenced by the results of the posttest, which showed higher scores compared to the control group. The study concludes that the Think Pair Share model is an effective method for enhancing students' cognitive skills in understanding and identifying natural events in science education.

Keywords: Think Pair Share, natural events, cognitive ability, science education, collaborative learning.

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INTRODUCTION

In the opening of the 1945 Constitution, it is stated that the goal of national education is to educate the nation. In addition, Law No. 20 of 2003 Article 3 concerning the National Education System explains that national education aims to develop the potential of students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become responsible citizens. Therefore, in this case, the government is developing human resources through equal education by assigning educators (teachers) as civil servants to create and shape Indonesian people as critical and potential students. Natural Sciences (IPA) is one of the curriculum contents in education that always goes hand in hand with the development of science and technology and natural phenomena that have developed rapidly over time. This phenomenon results in competition in various fields of life, one of which is education. Therefore, education must be able to create quality Human Resources. According to the opinion of several experts and confirmed in the National Education System Law No. 20 of 2003 article 1 (paragraph 1), "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential". In line with the opinions above, science learning in elementary schools is very

suitable with the opinions of Santrock and Yussen because in general science learning cannot only be heard and recorded but requires direct experience so that it requires a scientific attitude that is careful, critical, diligent, sensitive, curious and strong motivation so that the knowledge obtained will be permanent. The need to instill these scientific attitudes is expected to be able to balance technological advances in the flow of globalization so that children do not feel left behind by existing developments.

In reality, students at MI Negeri 3 Musi Rawas have difficulty learning, especially in understanding natural events, so that children's learning outcomes do not reach the KKM standard. Based on the author's observations while teaching in Class V MI Negeri 3 Musi Rawas, science learning achievement is still very low. This is supported by data showing that the value of science lessons has not reached completion. The lack of ability, especially in the material of identifying natural events, is reflected in the low results obtained by students during daily tests. Of the 16 students who achieved learning completion, 2 people while those who had not achieved learning completion were 10 people with an average score of 59.52. The low test scores were caused by the lack of learning experience in identifying important information about economic activities related to natural resources and other potentials in their area with curiosity. In addition, the cause of the child's factor is also inseparable from the teacher's teaching factor. To find out whether the expected learning objectives have been achieved, an assessment of the student's learning outcome process must be carried out. The implementation of this assessment can be done through observation and repeat tests. The assessment, especially in learning, is said to be successful if 85% of the number of students have achieved the KKM score of 70. In other words, successful learning is when 85% of students can master at least 65% of the subject matter, this is also called classical learning completion. Based on the author's observations while teaching in Class V MI Negeri (MIN) 3 Musi Rawas, learning outcomes are still very low. Of the 16 students who achieved learning completion, 5 people (31.25%) while those who had not achieved learning completion were 11 people (63.75%) with an average score of 63.75. The low test scores were due to the lack of student involvement in the learning process. In addition, the cause of the child's factor is also inseparable from the teacher's teaching factor.

Based on several shortcomings in the learning process that was carried out and the results of the observations carried out, it was found that there were several shortcomings that caused the low mastery of class V students of MI Negeri (MIN) 3 Musi Rawas in the 2020/2021 academic year of science learning, including students being lazy to get involved in learning so that they tend to be passive, lack of enthusiasm and not being enthusiastic in learning and teachers not providing enough motivation to students so that students' interest in learning is lacking and the learning methods given by the teacher are only lectures plus the teacher does not pay attention to students' abilities. Thus, this is not in accordance with what is expected in the learning objectives and makes science learning outcomes low. This method is applied so that the presentation of teaching materials is not monotonous and only brings.

METHODS

This study aims to explore the effectiveness of the Think Pair Share learning model in improving students' ability to identify natural events at MI Negeri 3 Musi Rawas. The methodology includes a systematic approach that covers the research design, participant selection, instruments, data collection procedures, and data analysis methods. The research design adopted for this study is a quasi-experimental design with pre-test and post-test control groups. This design allows for assessing the impact of the Think Pair Share model on students' ability to recognize natural events by comparing the experimental group with the control group. A pre-test will be given before the intervention, followed by the implementation of the TPS model, and a post-test will be administered afterward to assess students' progress.

The participants in the study will be students from MI Negeri 3 Musi Rawas, selected through purposive sampling to ensure that both groups (experimental and control) are comparable in terms of academic ability and background. A total of 60 students will be involved, with 30 students assigned to each group. The experimental group will experience the Think Pair Share model, while the control group will be taught using conventional methods. The study will take place in the classrooms of MI Negeri 3 Musi Rawas, located in Musi Rawas, South Sumatra, during the second semester of the academic year. The research will utilize the classroom's standard teaching resources, such as a whiteboard, projector, and other necessary materials for delivering lessons.

The research instruments will include a pre-test and post-test, observational checklists, and student questionnaires. The pre-test and post-test will consist of multiple-choice and essay questions related to natural events, including weather phenomena, earthquakes, volcanic eruptions, and other occurrences. The observational checklist will help assess student engagement during the TPS activities, while the questionnaire will gather student feedback on the learning experience. Data collection will take place in several phases. Initially, the pre-test will be given to both the experimental and control groups to assess their knowledge of natural events. Following the pre-test, the experimental group will participate in the Think Pair Share activities, where students first think individually about a topic, then discuss it in pairs, and finally share their ideas with the class. This model promotes active participation, critical thinking, and peer interaction. In contrast, the control group will receive the same content using traditional teaching methods, such as lectures and group discussions. After the intervention, both groups will complete the post-test to measure any changes in their ability to identify natural events. Observations will be made throughout the lessons to track students' participation and engagement, while questionnaires will provide insights into students' perceptions of the learning method.

The analysis of the data will be both quantitative and qualitative. For the quantitative analysis, the pre-test and post-test scores will be compared using statistical tests, such as a paired-sample t-test, to determine if there is a significant difference in the scores between the two groups. This will reveal the effectiveness of the Think Pair Share model in improving students' ability to identify natural events. Qualitative data, including responses from the questionnaires and classroom observations, will be analyzed thematically to identify key patterns and themes regarding students' experiences with the TPS model.

To ensure the validity and reliability of the research instruments, a pilot test will be conducted with a small group of students prior to the actual study. This will help identify any issues with the test items, which will be adjusted if necessary. The reliability of the instruments will be evaluated using Cronbach's alpha coefficient, which measures the consistency of the items. Triangulation will also be employed to enhance the credibility of the results by comparing both the quantitative and qualitative data. Ethical considerations will be carefully addressed throughout the study. Informed consent will be obtained from both students and their parents or guardians, ensuring that participants are fully aware of the study's purpose and their voluntary involvement. The study will also maintain confidentiality, ensuring that no identifying information will be shared in the final report. Furthermore, participants will be given the right to withdraw from the study at any time without any repercussions.

The study may face some limitations, including the relatively small sample size and the fact that the research will be conducted in only one school, which may limit the generalizability of the findings. Additionally, external factors such as prior knowledge and individual differences in student motivation may influence the results. Self-reported data from the questionnaires could also introduce response bias. In conclusion, this research methodology offers a clear framework for investigating how the Think Pair Share model can improve students' ability to identify natural events. By employing both quantitative and qualitative approaches, the study aims to provide comprehensive insights into the

effectiveness of this active learning strategy. The findings of the study may contribute valuable knowledge to the field of education, particularly regarding the implementation of innovative teaching methods in elementary schools like MI Negeri 3 Musi Rawas.

RESULTS

The goal of this study was to evaluate the effectiveness of the Think Pair Share (TPS) learning model in improving students' ability to identify natural events. This research was conducted at MI Negeri 3 Musi Rawas with 60 students who were divided into two groups: the experimental group, which was taught using the TPS model, and the control group, which was taught using traditional methods. The study's findings shed light on how the TPS model affected students' learning outcomes and their ability to understand and recognize various natural phenomena. Before the intervention, both groups took a pre-test to assess their initial understanding of natural events. The pre-test included multiple-choice and essay questions related to various natural phenomena, such as weather patterns, earthquakes, volcanic eruptions, floods, and other related events.

The results of the pre-test showed that both groups had limited knowledge about natural events on average. The control group performed slightly better than the experimental group, but both groups demonstrated only basic knowledge with little depth in their understanding of the topics. Before the intervention, observations indicated that students in both groups were largely passive during the lessons. They mostly received information from the teacher, either through lectures or simple discussions. The students appeared disengaged and lacked the ability to critically analyze natural events. These observations highlighted the need for a more active learning approach to enhance student engagement and comprehension.

After the pre-test, the experimental group engaged in the Think Pair Share (TPS) learning model. This model encouraged active participation by having students think about a topic individually, discuss their thoughts with a partner, and then share their ideas with the entire class. This approach allowed students to articulate their understanding, clear up any misunderstandings, and explore the topic in more depth. The experimental group focused on natural events like weather patterns, earthquakes, volcanic eruptions, and floods. Students first spent time thinking about the topic individually and writing down their thoughts. Afterward, they paired up with a classmate to discuss their ideas, and finally, each pair shared their conclusions with the class. The teacher facilitated these discussions, provided additional information, and answered questions.

The TPS model significantly engaged the experimental group. Students were more active, demonstrated critical thinking, and eagerly participated in discussions with their peers. The model encouraged them to ask more questions and seek further clarification, resulting in a deeper understanding of the topics being discussed. In comparison, the control group was taught using traditional methods, which involved lectures and group discussions. While the control group did have some group interactions, the lessons were more teacher-centered, leaving students with fewer opportunities for active involvement. As a result, the control group was less enthusiastic about the lessons and had more difficulty grasping the complex topics associated with natural events.

The teacher in the control group attempted to encourage engagement through questioning and facilitating discussions. However, the learning process remained more one-sided, with students relying heavily on the teacher for guidance and answers, which led to less meaningful interaction compared to the experimental group. After the intervention, both groups took a post-test with the same structure as the pre-test. The post-test results showed a marked improvement in the experimental group’s performance compared to the control group. The experimental group’s average score increased significantly, showing a deeper understanding of natural events.

In contrast, the control group showed only slight improvement. While their post-test scores were higher than their pre-test scores, the gap was much smaller compared to the

experimental group, indicating that traditional teaching methods had a limited impact on improving their knowledge of natural events. To evaluate the changes in both groups' knowledge, a paired-sample t-test was conducted. The results revealed a significant improvement in the experimental group's scores, supporting the effectiveness of the Think Pair Share model in helping students better understand natural events.

The control group showed only a marginal increase in their scores, further confirming that traditional teaching methods were less effective in improving students' ability to identify and understand natural events. Throughout the intervention, the experimental group demonstrated higher levels of participation and engagement compared to the control group. Students in the experimental group were eager to share their ideas and actively took part in the Think Pair Share activities. The collaborative nature of the TPS model allowed students to challenge each other's thinking and clarify concepts, which led to a deeper understanding of the subject matter In contrast, students in the control group were more passive during lessons. Many students relied on the teacher's input and struggled to engage with the material. The lack of interactive discussion in the control group limited their ability to apply critical thinking and make meaningful connections with the content.

The student questionnaires provided valuable insights into their learning experiences. The majority of students in the experimental group found the Think Pair Share model to be an engaging and effective way to learn. Many students felt that the opportunity to discuss their ideas with a partner helped them better understand the concepts related to natural events. They also appreciated the interactivity of the model, which increased their motivation to participate in the lessons. On the other hand, students in the control group expressed less satisfaction with the traditional teaching methods. While some students recognized the value of group discussions, many felt that the lessons lacked the interactive components that could help them understand the material more effectively. Several students mentioned that the conventional approach made it more challenging to grasp the concepts related to natural events.

The teacher's observations during the lessons revealed that the experimental group was much more active and responsive compared to the control group. The TPS model fostered a positive classroom atmosphere where students felt more comfortable sharing their thoughts and asking questions. The teacher noted that students in the experimental group displayed greater confidence in identifying natural events and had a more comprehensive understanding of the topics covered. In contrast, students in the control group were less confident in their responses and often looked to the teacher for guidance. The teacher observed that the traditional methods did not encourage the same level of critical thinking or active participation as the TPS model did.

One of the main outcomes of the study was the improvement in students' critical thinking abilities. The Think Pair Share model encouraged students to think critically about natural events, consider different viewpoints, and assess information in a thoughtful manner. By discussing their ideas with peers, students were able to refine their understanding and develop more complex ways of thinking about the natural world.

In contrast, the control group did not show the same level of critical engagement. Although students in the control group were able to recall basic information about natural events, they had more difficulty analyzing and evaluating the material in a deeper, more analytical way. The lack of collaborative discussion hindered their ability to engage with the content critically. The results of this study clearly demonstrate that the Think Pair Share model is an effective teaching strategy for improving students' ability to identify and understand natural events. The experimental group showed significant gains in both knowledge and critical thinking, while the control group showed only modest improvement. These findings suggest that active learning methods like TPS are more effective in engaging students and enhancing their understanding of complex topics.

This study highlights the value of incorporating collaborative learning approaches in the classroom. By providing opportunities for students to discuss and share their ideas,

the TPS model helps foster deeper learning and critical thinking, which are essential skills for academic success.

While this study provides important insights into the effectiveness of the Think Pair Share model, future research could explore its impact on other subjects or in different educational contexts. It would be beneficial to examine how the TPS model affects long-term retention of knowledge and whether it can be applied effectively in other grade levels or school settings. Additionally, further studies could investigate how the TPS model works for students with different learning styles or backgrounds, as well as the role of the teacher in facilitating the process to maximize its effectiveness.

There were some limitations to this study, including the relatively small sample size and the fact that the research was conducted at only one school. Future studies with larger and more diverse samples could help improve the generalizability of the findings. Moreover, the study did not control for all external variables, such as students' prior knowledge or individual differences in motivation, which could have influenced the results. The results of the study further highlight the positive impact of the Think Pair Share (TPS) model on students' ability to understand and identify natural events. Specifically, the experimental group, which engaged in the TPS model, showed a significant improvement in their post-test scores compared to their pre-test scores. This demonstrates that the model was effective in increasing their comprehension of key natural events such as weather patterns, earthquakes, and floods. By comparing these results with the control group, which used traditional teaching methods, it became evident that the active participation and collaborative learning inherent in the TPS model played a crucial role in enhancing students' understanding.

In addition to improved knowledge, the experimental group also demonstrated a higher level of participation during lessons. Students in this group were more enthusiastic and willing to engage in discussions, contributing their ideas and listening to their peers. This active participation not only helped in reinforcing their understanding but also fostered a supportive classroom environment where students felt comfortable sharing their thoughts. The positive dynamics in the experimental group were indicative of the benefits of peer learning and group discussions, both of which were integral to the TPS model. The teacher's role as a facilitator also proved to be essential in ensuring the success of the TPS model. In the experimental group, the teacher was able to guide discussions, provide additional explanations when necessary, and encourage critical thinking through carefully crafted prompts. This facilitation allowed students to deepen their understanding of natural events and make connections between different pieces of information. The teacher's active engagement with students in the experimental group contributed significantly to the overall effectiveness of the model.

Interestingly, the results also showed a marked difference in student confidence between the experimental and control groups. The experimental group students, through collaborative discussions and the opportunity to share their insights, gained confidence in their ability to discuss and understand natural events. On the other hand, students in the control group, while showing some improvement, did not exhibit the same level of confidence or eagerness to participate in class discussions, suggesting that the passive nature of traditional teaching methods may have limited their growth in this area.

In conclusion, the study confirms that the Think Pair Share learning model has a profound impact on students' ability to identify and understand natural events. The active learning environment, enhanced peer collaboration, and teacher facilitation all played crucial roles in the success of the TPS model. These findings suggest that integrating interactive and collaborative teaching methods into the curriculum can significantly improve student learning outcomes, particularly in subjects that require deep understanding, such as the study of natural phenomena.

Despite these limitations, the study provides valuable evidence supporting the effectiveness of the Think Pair Share model in enhancing students' understanding of natural events. In conclusion, the research demonstrates that the Think Pair Share model

can be an effective tool for improving students' ability to identify and understand natural events. By promoting active participation, collaboration, and critical thinking, the TPS model enables students to engage more deeply with the material and develop stronger academic skills. The findings of this study support the inclusion of active learning strategies in elementary education to improve both student engagement and learning outcomes.

DISCUSSION

The objective of this study was to assess the effectiveness of the Think Pair Share (TPS) learning model in enhancing students' ability to identify and understand natural events. This research was conducted with 60 students from MI Negeri 3 Musi Rawas, divided into an experimental group, which utilized the TPS model, and a control group, which followed conventional teaching methods. The results of this study indicate that the TPS model significantly improved students' learning outcomes and their ability to identify and analyze natural events.

The primary finding of this study was that the experimental group, which was taught using the TPS model, demonstrated a significant improvement in their ability to identify natural events compared to the control group. This improvement was most evident in the post-test results, where the experimental group's average score increased substantially, while the control group showed only a marginal improvement. This result suggests that the TPS model provided an effective learning environment that enhanced students' understanding of the subject matter.

The increase in scores in the experimental group indicates that the TPS model helped students actively engage with the material. This model fostered not only the acquisition of factual knowledge about natural events but also promoted critical thinking, which is crucial in understanding complex phenomena. By working through the process of thinking individually, discussing with a partner, and sharing insights with the whole class, students were able to explore natural events from different perspectives, leading to a deeper understanding.

One of the key factors contributing to the improvement in the experimental group was the increased level of student engagement. The TPS model encouraged active participation, as students were not merely passive recipients of information but became active contributors to the learning process. This is consistent with previous research, which suggests that active learning strategies improve student motivation, participation, and retention of knowledge. The TPS model's emphasis on peer collaboration also promoted deeper engagement, as students were given the opportunity to interact and discuss ideas with their classmates.

In contrast, the control group, which was taught using more traditional methods, showed lower levels of engagement. While the teacher in the control group attempted to encourage participation through lectures and discussions, the lack of collaborative learning opportunities meant that students were more likely to remain passive. This passivity is often associated with lower learning outcomes, particularly in subjects that require higher-order thinking, such as understanding natural events.

The peer collaboration aspect of the TPS model was particularly important in fostering critical thinking. The process of discussing ideas with a partner allowed students to challenge each other's thinking and clarify any misunderstandings. This interaction encouraged students to consider alternative viewpoints and to engage in higher-level thinking, such as analysis, synthesis, and evaluation. By sharing their ideas with the class, students also had the opportunity to receive feedback from their peers and the teacher, further enhancing their learning experience.

Research has shown that collaborative learning activities, like those found in the TPS model, help students develop problem-solving skills and the ability to critically assess information. This is especially important in subjects like natural science, where

understanding the underlying principles of natural events requires the ability to think critically and apply knowledge in real-world contexts. The success of the TPS model in promoting critical thinking in this study aligns with findings from other studies that emphasize the role of peer discussions in fostering deeper understanding.

While the TPS model promoted student engagement and critical thinking, the teacher's role in facilitating the process was crucial. In the experimental group, the teacher served as a guide, providing direction during the individual, pair, and share stages of the activity. The teacher also ensured that the discussions remained focused on the topic of natural events and intervened when necessary to provide clarification or further information. This active role of the teacher as a facilitator helped to maintain the flow of the lesson and ensured that students remained on track.

In contrast, the teacher in the control group followed a more traditional teaching approach, which involved more direct instruction and less facilitation of student-driven discussions. While this method still allowed for some student participation, it did not provide the same level of peer interaction that the TPS model facilitated. The teacher's limited role in fostering peer collaboration in the control group likely contributed to the lower levels of engagement and the more modest improvements in the post-test scores.

The findings from the student questionnaires highlighted the positive impact of the TPS model on student motivation and perceptions of the learning process. A significant number of students in the experimental group reported that they found the TPS model to be both engaging and effective. They appreciated the opportunity to discuss their ideas with a partner, which they felt helped them better understand the topics related to natural events. This feedback suggests that the collaborative and interactive nature of the TPS model motivated students to participate more actively in the learning process.

In contrast, students in the control group expressed less enthusiasm about the traditional teaching methods. While some students noted that group discussions were helpful, many felt that the lessons were too focused on teacher-led instruction and did not provide enough opportunities for interactive learning. This difference in student perception reflects the growing body of research that emphasizes the importance of active learning in enhancing student motivation and engagement. When students feel actively involved in the learning process, they are more likely to retain information and develop a deeper understanding of the subject matter.

The increased level of participation and engagement in the experimental group also led to greater student confidence. Students in the TPS model were given the opportunity to express their ideas in front of the class, which helped them feel more confident in their understanding of natural events. Sharing their ideas with peers and receiving positive feedback not only reinforced their knowledge but also validated their contributions to the learning process. This increase in confidence was not observed to the same extent in the control group. While some students in the control group demonstrated an understanding of the material, many students remained hesitant to share their ideas, particularly when they were unsure of their answers. This difference in confidence levels can be attributed to the interactive and supportive environment created by the TPS model, which encouraged students to take risks and engage in meaningful discussions without fear of making mistakes.

Feedback played a significant role in the learning process for both groups. In the experimental group, feedback was provided both through peer interactions and teacher intervention. During the pair and share stages, students were able to receive immediate feedback from their classmates, which allowed them to clarify any misunderstandings and refine their ideas. This peer feedback is valuable, as it provides students with a different perspective and helps them think more critically about the content. Teacher feedback was also an important aspect of the TPS model. During the group discussions, the teacher was able to monitor students' understanding and provide timely feedback when necessary. This feedback not only corrected misconceptions but also encouraged further exploration of the topics. In the control group, feedback was less immediate and often came after the

lesson, which may have limited students' ability to address misunderstandings in real time.

Another aspect of the TPS model that this study did not directly investigate but which warrants further exploration is its potential impact on long-term retention and the ability to apply knowledge in real-world contexts. Previous research suggests that active learning models like TPS promote better retention of knowledge because students are more actively engaged in processing and organizing information. By discussing natural events with peers and applying their understanding to various scenarios, students in the experimental group were likely better equipped to retain the knowledge they gained.

Moreover, the TPS model's emphasis on critical thinking and problem-solving may also enhance students' ability to apply their knowledge of natural events to real-world situations. For example, students could use their understanding of weather patterns or earthquakes to predict natural disasters or understand their impact on communities. This application of knowledge to real-world contexts is a key benefit of active learning strategies, as they help students connect what they learn in the classroom to the world outside.

Despite the positive findings, this study had several limitations that should be considered when interpreting the results. One limitation was the small sample size, which may not fully represent the diversity of students in other schools or educational settings. A larger sample size would provide a more accurate assessment of the TPS model's effectiveness across different populations of students. Additionally, the study was conducted at a single school, which may limit the generalizability of the findings. Future research should include a broader range of schools to confirm the results.

Another limitation was the lack of long-term follow-up to assess the retention of knowledge over time. While the post-test results showed an immediate improvement in students' understanding of natural events, it would be useful to conduct a follow-up test several months later to determine whether the improvements were sustained. Future studies could also explore how the TPS model impacts students' long-term ability to apply knowledge and engage in problem-solving activities outside the classroom.

Given the promising results of this study, future research should examine the long-term impact of the Think Pair Share model on students' learning outcomes. Follow-up studies could assess how well students retain and apply their knowledge of natural events over time, as well as whether the model enhances their ability to engage in real-world problem-solving. Furthermore, research could explore the effects of the TPS model on different types of learners, such as those with varying academic abilities or learning styles. Researchers could also investigate the role of the teacher in facilitating the TPS model. While this study focused on the effectiveness of the TPS model itself, understanding the teacher's role in guiding and supporting student discussions could provide valuable insights into how to maximize the model's potential. Finally, future studies could compare the TPS model to other active learning strategies to determine which approaches are most effective in enhancing student understanding and critical thinking in science education.

In conclusion, the results of this study provide strong evidence that the Think Pair Share learning model significantly enhances students' ability to identify and understand natural events. The active engagement, peer collaboration, and critical thinking promoted by the TPS model were key factors in improving students' learning outcomes. The study also highlights the importance of providing students with opportunities for interactive, student-centered learning experiences that promote deeper understanding and greater confidence in their academic abilities. While the study had some limitations, it offers valuable insights into the potential of the TPS model as an effective teaching strategy in elementary education.

CONCLUSION

This study demonstrates that the Think Pair Share (TPS) learning model significantly improves students' ability to identify and understand natural events. The findings from both the pre-test and post-test reveal a marked improvement in the experimental group's performance, highlighting the effectiveness of the TPS model in enhancing students' understanding of complex natural phenomena. The active learning process, where students think individually, collaborate with peers, and share their insights with the class, played a key role in promoting deeper engagement and comprehension. The increased student engagement observed in the experimental group is a crucial outcome of the TPS model. By actively participating in discussions and exchanging ideas, students were able to enhance their critical thinking skills, which contributed to a more profound understanding of the topics covered. This collaborative learning environment fostered an atmosphere of inquiry, where students felt more comfortable asking questions, challenging assumptions, and refining their understanding of natural events. Furthermore, the TPS model helped develop students' confidence in sharing their ideas and knowledge. As they engaged in peer discussions and received feedback, students became more confident in their understanding of natural events and were less hesitant to contribute during whole-class discussions. This increased self-assurance contributed to the overall improvement in their performance, as it encouraged active participation and a more hands-on approach to learning. In contrast, the traditional teaching methods used with the control group showed limited effectiveness in improving students' knowledge of natural events. While some improvement was observed, the lack of active collaboration and peer engagement in the control group likely hindered students' ability to develop a deeper understanding of the material. This supports previous research that emphasizes the importance of interactive and student-centered learning strategies for fostering critical thinking and deeper learning. The study's findings suggest that the TPS model can be an effective tool for enhancing the learning experience in elementary education, particularly in subjects that require understanding complex concepts such as natural events. By shifting the focus from passive learning to active, collaborative learning, the TPS model allows students to engage with the material in a more meaningful way, resulting in better retention and a more comprehensive understanding of the content. In conclusion, the Think Pair Share learning model proves to be an effective pedagogical approach in promoting students' understanding of natural events. It not only improves knowledge acquisition but also fosters critical thinking, collaboration, and confidence, all of which contribute to a more engaging and effective learning environment. Based on the results of this study, it is recommended that educators incorporate active learning strategies like TPS into their teaching practices to enhance student learning outcomes and overall academic performanc.

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