Universitas Ngudi Waluyo

Program Studi S1 PGSD, Fakultas Komputer dan Pendidikan

Skripsi, Februari 2026

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PENGARUH MODEL PEMBELAJARAN *THINK PAIR SHARE* (TPS) BERBANTUAN *WHEEL OF TIME* TERHADAP KEMAMPUAN PEMAHAMAN KONSEP PADA SISWA KELAS II

ABSTRAK

Penelitian ini bertujuan menganalisis perbedaan dan pengaruh model *Think Pair Share* (TPS) berbantuan media *Wheel of Time* terhadap pemahaman konsep matematika siswa kelas II SDN Lemahireng 01. Latar belakang penelitian adalah rendahnya pemahaman konsep siswa akibat pembelajaran yang masih berpusat pada guru. Metode penelitian menggunakan pendekatan kuantitatif jenis *quasi experiment* dengan *nonequivalent control group design*. Subjek terdiri dari kelas eksperimen (TPS berbantuan media *Wheel of Time*) dan kelas kontrol (TPS tanpa media). Instrumen pengumpulan data meliputi tes, angket, dan observasi, yang kemudian dianalisis menggunakan uji *independent sample t-test* dan regresi linear sederhana. Hasil penelitian menunjukkan adanya perbedaan signifikan pada kemampuan pemahaman konsep antara kedua kelompok. Uji regresi membuktikan bahwa model *Think Pair Share* (TPS) berbantuan *Wheel of Time* berpengaruh signifikan terhadap peningkatan pemahaman konsep siswa. Model ini efektif meningkatkan keaktifan, interaksi, dan membantu siswa memahami konsep matematika secara konkret. Disimpulkan bahwa integrasi model *Think Pair Share* (TPS) dengan media interaktif ini efektif untuk meningkatkan kualitas pembelajaran matematika di sekolah dasar.

Kata Kunci: *Think Pair Share (TPS), Wheel of Time,* Pemahaman Konsep, Matematika, Sekolah Dasar

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Final Project, February 2026

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THE EFFECT OF THE THINK PAIR SHARE (TPS) LEARNING MODEL USED BY THE WHEEL OF TIME ON THE CONCEPTUAL UNDERSTANDING ABILITY OF GRADE II STUDENTS

ABSTRACT

This study aims to analyze the differences and the impact of the Think Pair Share (TPS) learning model assisted by Wheel of Time media on the mathematical concept understanding of second-grade students at SDN Lemahireng 01. The research is motivated by the low level of students' concept understanding due to teacher-centered learning approaches. The research employed a quantitative approach with a quasi-experimental, nonequivalent control group design. Subjects were divided into an experimental class (TPS with Wheel of Time media) and a control class (TPS without media). Data collection instruments included tests, questionnaires, and observations, which were subsequently analyzed using independent sample t-tests and simple linear regression. The results indicate a significant difference in mathematical concept understanding between the two groups. Furthermore, the regression analysis confirms that the TPS model assisted by Wheel of Time media has a significant influence on improving students' concept understanding. This model effectively enhances student engagement and interaction while helping students grasp mathematical concepts more concretely. In conclusion, the integration of the Think Pair Share model with interactive media is highly effective for improving the quality of mathematics instruction in elementary schools.

***Keywords**: Think Pair Share, Wheel of Time, concept understanding, mathematics, elementary school*