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THE EFFECT OF THINK-PAIR-SHARE AND EMOTIONAL INTELLIGENCE ON SOCIAL SCIENCE LEARNING OUTCOMES THROUGH TOLERANCE ATTITUDES

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Abstract

This study was motivated by the low IPAS learning outcomes of students at SDN 1 Trenceng Tulungagung, as indicated by the low level of learning mastery (±35%) and the lack of tolerance attitudes in learning interactions. The conventional learning approach that still dominates classroom instruction is considered unable to optimize the achievement of cognitive and social learning objectives. This study aims to analyze the effect of students' perceptions of the implementation of the Think Pair Share (TPS) learning model and emotional intelligence on IPAS learning outcomes through tolerance attitudes as a mediating variable. This study employed a quantitative approach with an explanatory correlational design. The sample consisted of 59 students determined using the Isaac and Michael formula. Data were collected through Likert-scale questionnaires and documentation of learning outcomes, and analyzed using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) with SmartPLS. The results show that students' perceptions of the implementation of the TPS model have a positive and significant effect on tolerance attitudes ($\beta = 0.451$; $t = 4.215$; $p < 0.001$) and learning outcomes ($\beta = 0.312$; $t = 2.965$; $p = 0.003$). Emotional intelligence also has a significant effect on tolerance attitudes ($\beta = 0.389$; $t = 3.874$; $p < 0.001$) and learning outcomes ($\beta =$

0.330; t = 3.450; p = 0.001). Furthermore, tolerance attitudes significantly affect learning outcomes (β = 0.322; t = 3.102; p = 0.002) and mediate the effects of both variables. The R^2 values indicate that the model explains 54.2% of the variance in tolerance attitudes and 61.8% of the variance in learning outcomes.

Keywords: Think Pair Share, Emotional Intelligence, IPAS Learning Outcomes, Tolerance Attitude

Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar IPAS siswa di SDN 1 Trenceng Tulungagung yang ditandai dengan rendahnya tingkat ketuntasan belajar (±35%) serta kurangnya sikap toleransi dalam interaksi pembelajaran. Pendekatan pembelajaran konvensional yang masih dominan dinilai belum mampu mengoptimalkan pencapaian tujuan pembelajaran kognitif dan sosial. Penelitian ini bertujuan untuk menganalisis pengaruh persepsi tentang implementasi model pembelajaran Think Pair Share (TPS) dan kecerdasan emosional terhadap hasil belajar IPAS melalui sikap toleransi sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif eksplanatori dengan desain korelasional. Sampel penelitian berjumlah 59 siswa yang ditentukan menggunakan rumus Isaac dan Michael. Data dikumpulkan melalui angket skala Likert dan dokumentasi nilai hasil belajar, kemudian dianalisis menggunakan Structural Equation Modeling berbasis Partial Least Square (PLS-SEM) dengan bantuan SmartPLS. Hasil penelitian menunjukkan bahwa persepsi tentang implementasi model TPS berpengaruh positif dan signifikan terhadap sikap toleransi (β = 0.451; t = 4.215; p < 0.001) dan hasil belajar (β = 0.312; t = 2.965; p = 0.003). Kecerdasan emosional juga berpengaruh signifikan terhadap sikap toleransi (β = 0.389; t = 3.874; p < 0.001) dan hasil belajar (β = 0.330; t = 3.450; p = 0.001). Selain itu, sikap toleransi berpengaruh signifikan terhadap hasil belajar (β = 0.322; t = 3.102; p = 0.002) serta memediasi pengaruh kedua variabel terhadap hasil belajar. Nilai R^2 menunjukkan bahwa model menjelaskan 54,2% variansi sikap toleransi dan 61,8% variansi hasil belajar. Implikasi penelitian ini menegaskan pentingnya integrasi persepsi positif siswa terhadap implementasi TPS dan kecerdasan emosional dalam meningkatkan kualitas interaksi dan hasil belajar.

Kata kunci: Think Pair Share, Kecerdasan Emosional, Hasil Belajar IPAS, Sikap Toleransi

INTRODUCTION

Primary education plays a crucial role in shaping students' cognitive, social, and emotional development as a foundation for further learning. At this stage, the learning process is not only oriented toward the mastery of knowledge but also toward the development of students' character and social skills (Wibowo, 2015). From a constructivist perspective, learning becomes meaningful when students actively construct knowledge while simultaneously developing social competencies (Man et al., 2024). Empirical studies also indicate that integrating cognitive and social aspects in learning significantly enhances student engagement and achievement (Weng & Wirda, 2025).

One subject that has a strategic role in achieving these objectives is Integrated Science and Social Studies (IPAS). The IPAS subject is designed to develop students' understanding of natural phenomena and social life in an integrated manner so that students can develop critical thinking skills, cooperation, and social awareness in their daily lives (Kemendikbud, 2017). Theoretically, integrated learning supports interdisciplinary understanding and contextual knowledge

construction (Man et al., 2024). Empirical findings also show that integrated learning improves students' higher-order thinking skills and collaborative abilities (Wibowo, 2015).

However, in practice, IPAS learning in elementary schools still frequently encounters various challenges. The learning process is still dominated by conventional teacher-centered approaches, causing students to become passive during learning activities (Revina et al., 2025). This condition results in low student involvement in discussions and collaborative classroom activities (Simanjuntak et al., 2023). Furthermore, limited interaction in the classroom can hinder the development of students' social skills, which should be an essential component of IPAS learning (Yulianti & Herpratiwi, 2024).

This phenomenon was also found at SDN 1 Trenceng Tulungagung. Based on preliminary observations, only about 35% of students achieved the Minimum Mastery Criteria (KKM), indicating low learning outcomes. In addition, classroom discussions revealed low levels of student participation and weak tolerance attitudes during learning interactions. These conditions indicate that the learning process has not fully encouraged optimal student engagement. Similar findings have been reported in previous studies, which show that low participation in collaborative learning environments negatively affects both academic achievement and social development (Simanjuntak et al., 2023).

To address these issues, an instructional approach that promotes active student participation is needed. One approach considered effective is the cooperative learning model, particularly Think Pair Share (TPS). TPS provides opportunities for students to think individually, discuss ideas in pairs, and share them with the class (Amaliyah et al., 2019). Through such interactions, students can develop attitudes of mutual respect and acceptance of differing opinions during the learning process (McCloskey, 1999). However, previous studies tend to focus on the effectiveness of TPS implementation in improving learning outcomes, without considering students' perceptions of its implementation.

Several studies have shown that TPS has a positive effect on learning outcomes. For example, (Sholichah et al., 2022) found that TPS significantly improves students' conceptual understanding, while (Simanjuntak et al., 2023) reported increased student engagement through pair-based discussions. Nevertheless, these studies primarily emphasize the direct impact of the learning model. They do not compare how students perceive the implementation of TPS, nor do they critically examine how such perceptions influence learning processes. This indicates that previous research is still largely descriptive and lacks comparative and analytical depth.

In addition to instructional strategies, students' internal factors also influence learning outcomes. Emotional intelligence includes a person's ability to recognize their own emotions, manage emotions, motivate themselves, understand the emotions of others, and build positive social relationships (Livesey, 2017). Theoretically, emotional intelligence supports self-regulation and effective social interaction in learning contexts. Empirical research shows that students with higher emotional intelligence demonstrate better academic performance and more positive social behavior, including cooperation and tolerance (Cahyaningtiyas & Nuraini, 2022). However, most studies examine emotional intelligence separately from instructional approaches.

Tolerance attitude is another important variable in social learning. Tolerance reflects an individual's ability to respect differences in opinions, backgrounds, and ways of thinking (Kemendikbud, 2017). This attitude is particularly important in learning situations involving group discussions because it can create a conducive and respectful learning atmosphere (Khairiyah AH et al., 2022). From a social learning perspective, tolerance develops through interaction and shared

experiences among students (Perkasa et al., 2025). Despite its importance, the role of tolerance as a mediating variable in learning research is still rarely explored.

Although many studies have examined TPS, emotional intelligence, and learning outcomes, several gaps remain. First, most studies analyze these variables separately without integrating them into a comprehensive model. Second, prior research focuses on testing the effect of the Think Pair Share cooperative learning model, rather than evaluating students' perceptions or responses to its implementation. Third, research that integrates cooperative learning, emotional intelligence, and tolerance attitudes as a mediating variable is still relatively limited, especially in elementary IPAS learning contexts. These limitations indicate the need for a more integrative and perception-based approach.

Based on these gaps, this study emphasizes the evaluation of students' perceptions of the implementation of the Think Pair Share (TPS) learning model, rather than merely testing its direct effect. This study aims to analyze how students' perceptions of TPS implementation and emotional intelligence influence IPAS learning outcomes through tolerance attitudes as a mediating variable. The findings are expected to contribute to the development of more holistic learning strategies that integrate cognitive, emotional, and social dimensions in elementary education.

METHODS

This study employed a quantitative approach with an explanatory correlational research design aimed at explaining the relationships among the research variables. The study was conducted at SDN 1 Trenceng Tulungagung during the 2025/2026 academic year. A quantitative approach was used because this study emphasizes the processing of numerical data through statistical analysis to test the formulated hypotheses (Sugiyono, 2016).

The population of this study consisted of all students at SDN 1 Trenceng Tulungagung, totaling 100 students (see Table 1). The sample size was determined using the Isaac and Michael formula with a 5% margin of error, resulting in 59 students. The sampling technique used was proportionate stratified random sampling, ensuring proportional representation across grade levels. The sample was taken from students in grades III to VI because students at these levels are considered to have more developed cognitive and social abilities, enabling them to understand questionnaire items and reflect on their learning experiences (Weng & Wirda, 2025).

Table 1. Student Population of SDN 1 Trenceng in 2025

No	Grade	Male	Female	Amount
1	Grade 1	6	11	17
2	Grade 2	13	11	24
3	Grade 3	6	12	18
4	Grade 4	7	11	18
5	Grade 5	3	5	8
6	Grade 6	6	9	15
Total		41	59	100

Source: Data from SDN 1 Trenceng, 2025

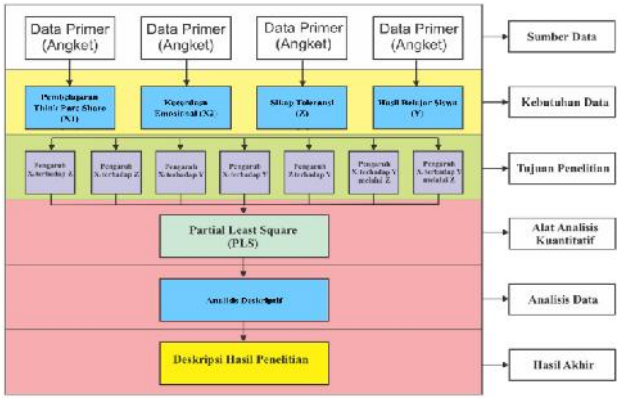


Figure 1. Research Flow

Figure 1 illustrates the research flow used in this study. The research process began with the collection of primary data obtained through the distribution of questionnaires to respondents. The collected data included variables related to students' perceptions of the implementation of the Think Pair Share (TPS) learning model (X1), emotional intelligence (X2), tolerance attitudes (Z), and IPAS learning outcomes (Y). The data were then analyzed to examine the relationships among these variables. Furthermore, the collected data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to examine both direct and indirect relationships among the research variables. Descriptive statistical analysis was also conducted to provide an overview of the data characteristics. The results of these analyses served as the basis for interpreting the findings and drawing conclusions.

Data collection techniques were carried out through questionnaires and documentation. The questionnaire was used to measure students' perceptions of the implementation of the Think Pair Share learning model, emotional intelligence, and tolerance attitudes using a five-point Likert scale. Meanwhile, data on IPAS learning outcomes were obtained from existing student score records (report cards) provided by the school, not from tests administered by the researcher. Therefore, learning outcomes data are categorized under documentation techniques to ensure consistency between data sources and data collection methods.

The questionnaire indicators were developed based on established theoretical frameworks. Students' perceptions of the implementation of the Think Pair Share learning model (X1) included indicators such as clarity of learning stages (Think, Pair, Share), student participation, interaction quality, and perceived usefulness of the learning process (Pratama, 2022;Andriani & K, 2013). Emotional intelligence (X2) included self-awareness, self-regulation, motivation, empathy, and social skills (Javaid et al., 2024). Tolerance attitudes (Z) were measured through indicators such as respect for differences, acceptance of others' opinions, and cooperative behavior in group discussions (Kemendikbud, 2017;Putri et al., 2024).

The research variables consisted of students' perceptions of the implementation of the Think Pair Share learning model as the independent variable (X1), emotional intelligence as the independent variable (X2), tolerance attitudes as the intervening variable (Z), and IPAS learning outcomes as the dependent variable (Y). All instruments were tested for validity and reliability before data collection to ensure accuracy and consistency. The research model emphasizes the role of students' perceptions of TPS implementation, rather than merely testing the direct effect of the learning model. Based on this model, the study proposes that perceptions of TPS implementation and emotional intelligence influence learning outcomes both directly and indirectly through tolerance attitudes as a mediating variable.

Data analysis was conducted using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) with the assistance of SmartPLS version 4 software. The analysis was carried out in two stages: evaluation of the outer model to assess construct validity and reliability, and evaluation of the inner model to test hypotheses through path coefficients, t-statistics, p-values, and R^2 values.

RESULTS AND DISCUSSION

Data analysis in this study was conducted using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the assistance of SmartPLS software. This analysis consisted of evaluating the measurement model (outer model) and the structural model (inner model). The evaluation of the outer model aimed to test the validity and reliability of the constructs, while the inner model evaluation examined the relationships among variables and tested the proposed hypotheses.

The measurement model was evaluated by examining outer loading, Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha. An indicator is considered valid if it has an outer loading value greater than 0.70, while a construct is considered reliable if Composite Reliability and Cronbach's Alpha values exceed 0.70 and the AVE value is greater than 0.50 (Setiabudhi et al., 2025).

Table 2. Outer Loading Values of the Emotional Intelligence Variable

Indicator	Outer Loading	Information
KE1	0.812	Valid
KE2	0.845	Valid
KE3	0.791	Valid
KE4	0.834	Valid
KE5	0.768	Valid
KE6	0.820	Valid

Based on Table 2, all indicators of the emotional intelligence variable (X2) have outer loading values above 0.70, indicating that they are valid and adequately represent the construct.

Similarly, the indicators of students' perceptions of the implementation of the Think Pair Share learning model (X1) also show outer loading values above the threshold of 0.70, indicating good convergent validity. These indicators, which include clarity of learning stages, student engagement, interaction quality, and perceived usefulness, are able to consistently measure students' perceptions of TPS implementation.

In addition, the indicators of the tolerance attitude variable (Z) also meet the validity criteria, with outer loading values exceeding 0.70. These indicators-such as respect for differences, acceptance of others' opinions, and cooperative behavior-demonstrate strong correlations with the construct, indicating that they effectively represent students' tolerance attitudes.

Overall, the results of the outer model evaluation indicate that all constructs in this study-emotional intelligence (X2), perceptions of TPS implementation (X1), and tolerance attitudes (Z)-have met the requirements of convergent validity. Therefore, all indicators are considered valid and suitable for further analysis in the structural model.

Table 3. AVE, Composite Reliability, and Cronbach's Alpha Values

Variabel	AVE	Composite Reliability	Cronbach's Alpha	Description
Think Pair Share	0.618	0.905	0.876	Reliabel
Emotional Intelligence	0.642	0.914	0.889	Reliabel
Tolerance Attitude	0.601	0.896	0.861	Reliabel
IPAS Learning Outcomes	0.655	0.910	0.884	Reliabel

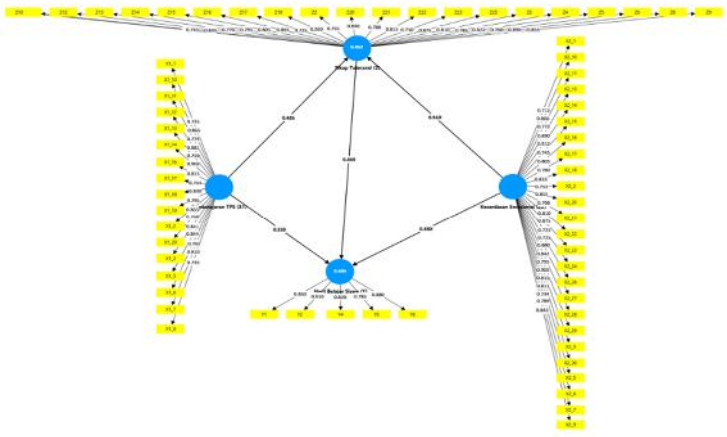
Based on Table 3, it can be seen that all variables have AVE values above 0.50, while the Composite Reliability and Cronbach's Alpha values are above 0.70. Therefore, it can be concluded that all constructs in this study are valid and reliable.

After the measurement model was declared valid and reliable, the next step was to evaluate the structural model (inner model) by examining the R-Square (R^2) values and path coefficients. The R-Square value indicates the extent to which the independent variables are able to explain the dependent variable. According to(Rochayati & Putra, 2024), an R^2 value of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 as weak.

Table 4. R-Square Values of Endogenous Variables

Endogenous Variables	R-Square	Category
Tolerance Attitude	0.542	Moderate
IPAS Learning Outcomes	0.618	Moderate

Based on Table 4, it can be seen that the R-Square value for tolerance attitude is 0.542, which indicates that the Think Pair Share learning model and emotional intelligence variables are able to explain 54.2% of the variance in tolerance attitudes. Meanwhile, the R-Square value for IPAS learning outcomes is 0.618, indicating that the variables of Think Pair Share, emotional intelligence, and tolerance attitude are able to explain 61.8% of the variance in learning outcomes, while the remaining variance is influenced by other variables outside this study.



Hypothesis testing was conducted using the bootstrapping technique to determine the significance of the relationships among variables through path coefficients, t-statistics, and p-values. A relationship is considered significant if the t-statistic exceeds 1.96 and the p-value is less than 0.05 (Sugiyono, 2019).

Table 5. Results of Path Coefficient Testing

Variable Relationship	Path Coefficien	t-statisti	p-valu	Decision
Think Pair Share → Tolerance Attitude	0.451	4.215	0.000	Accepted
Emotional Intelligence → Tolerance Attitude	0.389	3.874	0.000	Accepted
Think Pair Share → Learning Outcomes	0.312	2.965	0.003	Accepted
Emotional Intelligence → Learning Outcome	0.330	3.450	0.001	Accepted
Tolerance Attitude → Learning Outcomes	0.322	3.102	0.002	Accepted

The results confirm that all hypothesized relationships are statistically significant. However, beyond significance, the magnitude of the coefficients provides deeper insight into how each variable contributes to the learning process. The strongest relationship is found between students' perceptions of the implementation of the Think Pair Share (TPS) learning model and tolerance attitudes (β = 0.451). This indicates that students' positive perceptions of how TPS is implemented play a dominant role in shaping their social attitudes. Compared to emotional intelligence (β = 0.389), instructional experience—particularly how students perceive structured interaction in TPS—appears more influential in fostering tolerance. This suggests that classroom design and interaction patterns can directly shape students' social behavior, not merely support it.

Regarding learning outcomes, emotional intelligence (β = 0.330) shows a slightly stronger direct effect than students' perceptions of TPS implementation (β = 0.312). This implies that internal factors such as emotional regulation, motivation, and empathy are critical drivers of academic success. While TPS provides an interactive learning environment, its effectiveness in improving learning outcomes is partly dependent on students' emotional readiness to engage in the process.

Tolerance attitude (β = 0.322) also demonstrates a meaningful contribution to learning outcomes, confirming its role as a mediating mechanism. This indicates that learning outcomes are not only influenced directly by instructional and emotional factors but also indirectly through the quality of social interaction. Students who exhibit higher tolerance are more likely to participate actively, engage in meaningful discussions, and collaboratively construct knowledge, which ultimately enhances their academic performance.

These findings extend previous studies (Sefira, 2016;Cahyani et al., 2025;Wibowo, 2015) by showing that emotional intelligence does not operate in isolation but interacts with instructional perceptions and social attitudes. Unlike prior research that primarily examined direct effects, this study highlights a more integrated mechanism in which instructional perception (TPS), emotional intelligence, and tolerance collectively influence learning outcomes.

In addition to direct effects, the PLS-SEM results indicate the presence of total effects, combining both direct and indirect influences. This suggests that the impact of students' perceptions of TPS implementation and emotional intelligence on learning outcomes becomes stronger when mediated by tolerance attitudes. Therefore, improving learning outcomes requires not only strengthening instructional strategies and emotional competencies but also fostering a classroom environment that supports tolerance and positive social interaction.

Table 6. Total Effect Between Variables

Variable Relationship	Direct Effec	Indirect Effec	Total Effec
Think Pair Share → Tolerance Attitude	0.451	-	0.451
Emotional Intelligence → Tolerance Attitude	0.389	-	0.389
Think Pair Share → Learning Outcomes	0.312	0.145	0.457

Emotional Intelligence → Learning Outcomes	0.330	0.128	0.458
Tolerance Attitude → Learning Outcomes	0.322	-	0.322

The results indicate that all hypothesized relationships are statistically significant, as evidenced by t-statistic values greater than 1.96 and p-values below 0.05. However, beyond statistical significance, the magnitude of the path coefficients reveals important insights into the relative strength of each relationship.

The strongest effect is observed in the relationship between students' perceptions of the implementation of the Think Pair Share (TPS) learning model and tolerance attitudes (β = 0.451). This suggests that students' positive perceptions of TPS implementation play a substantial role in fostering tolerance. In other words, when students perceive TPS as structured, engaging, and meaningful, they are more likely to demonstrate respect for others' opinions and engage in cooperative interactions. This finding reinforces cooperative learning theory, which emphasizes that structured peer interaction promotes social skill development.

In comparison, emotional intelligence also shows a significant but slightly lower effect on tolerance attitudes (β = 0.389). This indicates that while internal emotional regulation contributes to tolerance, external learning experiences—such as how students perceive instructional practices—may have a more direct influence on social behavior in classroom contexts. This highlights the interplay between internal (emotional) and external (instructional) factors in shaping students' social attitudes.

Regarding learning outcomes, emotional intelligence (β = 0.330) demonstrates a slightly stronger direct effect than students' perceptions of TPS implementation (β = 0.312). This suggests that students' ability to regulate emotions, maintain motivation, and interact socially has a critical role in supporting academic achievement. Nevertheless, the relatively close coefficient values indicate that both variables contribute meaningfully and should be considered complementary rather than independent factors.

Furthermore, tolerance attitude (β = 0.322) has a significant effect on learning outcomes, confirming its role as an important mediating variable. This implies that social attitudes are not merely by-products of learning but function as mechanisms that facilitate better academic performance. Students who demonstrate tolerance are more likely to participate actively in discussions, collaborate effectively, and construct knowledge through social interaction.

Overall, these findings indicate that improving learning outcomes requires not only effective instructional strategies but also the development of students' emotional and social competencies. The results support an integrative perspective in which students' perceptions of learning experiences, emotional intelligence, and tolerance attitudes interact to influence academic success.

Table 7. Summary of Hypothesis Testing Results

No	Relationship Between Variables	Result
1	*Think Pair Share → Tolerance Attitude*	Positive and significant effect
2	Emotional Intelligence → Tolerance Attitude	Positive and significant effect
3	*Think Pair Share → IPAS Learning Outcomes*	Positive and significant effect
4	Emotional Intelligence → IPAS Learning Outcomes	Positive and significant effect
5	Tolerance Attitude → IPAS Learning Outcomes	Positive and significant effect
6	Think Pair Share → Learning Outcomes through Tolerance	Mediation effect exists
7	Emotional Intelligence → Learning Outcomes through Toleranc	Mediation effect exists

The results of this study indicate that the integration of cooperative learning and emotional intelligence contributes to the creation of a more conducive and collaborative learning environment. However, the variation in the magnitude of the effects among variables suggests that each factor plays a different role in influencing learning outcomes. The stronger effect of students' perceptions of the implementation of the Think Pair Share (TPS) model on tolerance attitudes compared to emotional intelligence indicates that external instructional factors are more immediate in shaping students' social behavior. This can be explained by the structured interaction embedded in TPS, which directly requires students to engage in discussion, listen to peers, and respect differing opinions. In contrast, emotional intelligence, although important, operates more as an internal capacity that influences behavior indirectly through self-regulation and empathy.

Furthermore, the slightly higher effect of emotional intelligence on learning outcomes compared to students' perceptions of TPS implementation suggests that academic achievement is not solely determined by instructional design but also by students' internal readiness. Students with higher emotional intelligence are better able to manage learning challenges, maintain motivation, and adapt to collaborative learning situations. This indicates that even when interactive models such as TPS are applied, their effectiveness depends on students' ability to regulate emotions and actively participate in the learning process.

From a contextual perspective, these findings are particularly relevant to elementary school students, who are in the concrete operational stage of cognitive development (Piaget, 1970). At this stage, students tend to rely heavily on direct interaction and structured guidance, making cooperative learning models like TPS highly effective in shaping social attitudes. However, their emotional regulation abilities are still developing, which explains why emotional intelligence shows a slightly different pattern of influence compared to instructional factors.

Despite these contributions, this study has several limitations. First, the research was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings. Second, the measurement of learning outcomes was based on existing school records, which may not fully capture students' cognitive improvements during the intervention. Third, the study focused on students' perceptions of TPS implementation rather than direct observation of classroom practices, which may introduce subjective bias.

Therefore, while this study highlights the importance of integrating instructional strategies and emotional development, future research is needed to involve larger samples, multiple school contexts, and mixed methods approaches to provide a more comprehensive understanding of how cognitive, emotional, and social factors interact in influencing learning outcomes.

A. The Effect of the Think Pair Share Learning Model on Tolerance Attitudes

The results indicate that students' perceptions of the implementation of the Think Pair Share (TPS) learning model (X1) have a positive and significant effect on tolerance attitudes. This finding emphasizes that it is not merely the application of TPS that influences students' social behavior, but how students perceive its clarity, structure, and usefulness during the learning process.

From a theoretical perspective, this relationship can be explained through social constructivist and perception-based learning theories, which state that students' responses to instructional practices shape their engagement and social interaction. When students perceive the TPS stages (Think, Pair, Share) as clear and meaningful, they are more likely to actively participate, listen to peers, and respect differing opinions. These perception indicators—such as

clarity of instructions, quality of interaction, and perceived learning benefits—are directly aligned with tolerance indicators, including respect, acceptance, and cooperative behavior.

Practically, positive perceptions of TPS encourage students to engage in balanced discussions, value peer contributions, and develop mutual understanding. Conversely, unclear or poorly facilitated implementation may reduce interaction quality and limit the development of tolerance. This finding extends previous studies (Yusri & Arifin, 2018;Sari & Reffiane, 2024) by showing that students' perceptions of TPS implementation are a critical factor in fostering tolerance, not just the model itself.

B. The Effect of Emotional Intelligence on Tolerance Attitudes

The results indicate that emotional intelligence has a significant effect on students' tolerance attitudes, highlighting its role as an internal foundation for social behavior. Theoretically, this relationship can be explained through social-emotional learning and social cognition frameworks, which suggest that the ability to recognize and regulate emotions supports empathy and perspective-taking. Students with higher emotional intelligence are more capable of understanding others' feelings, which fosters respect for differences and reduces the likelihood of conflict in collaborative settings.

The influence of emotional intelligence on tolerance operates through several mechanisms. Self-regulation helps students control impulsive reactions, while empathy enables them to respond appropriately to diverse opinions. These competencies facilitate constructive interaction and mutual respect during group activities.

From a practical perspective, this finding implies that tolerance does not emerge automatically but needs to be supported by emotional skills. In elementary classrooms, where students' emotional development is still evolving, structured guidance such as reflection activities, role-playing, and feedback is essential. This supports previous findings (Ghorbal & Lestari, 2021;Iswati et al., 2021) that emotional intelligence strengthens tolerance in social interactions.

C. The Effect of the Think Pair Share Learning Model on Learning Outcomes

The results indicate that students' perceptions of the implementation of the Think Pair Share (TPS) learning model have a positive effect on IPAS learning outcomes. From a theoretical perspective, this finding can be explained through social constructivist learning theory, which emphasizes that knowledge is actively constructed through interaction and dialogue. When students perceive TPS as clear, structured, and meaningful, they are more likely to engage cognitively and socially in the learning process.

These perceptions influence learning outcomes through increased engagement and depth of processing. Students who view TPS positively tend to participate actively in the Think, Pair, and Share stages, allowing them to elaborate ideas, clarify understanding, and receive immediate feedback from peers. This process enhances conceptual understanding and retention of learning material.

From a practical perspective, the effectiveness of TPS depends not only on its implementation but also on how it is perceived by students. Positive perceptions can increase motivation and participation, while unclear or poorly facilitated implementation may reduce its impact. This finding supports previous studies (Nurmiati et al., 2024;Putriana & Saragih, 2020) emphasizing that cooperative learning improves outcomes when actively experienced and perceived as meaningful by students.

D. The Effect of Emotional Intelligence on Learning Outcomes

The results of this study indicate that emotional intelligence has a significant effect on students' IPAS learning outcomes, highlighting its role as a key internal factor in the learning

process. From a theoretical perspective, emotional intelligence supports self-regulated learning, where students are able to manage emotions, maintain focus, and sustain motivation when facing academic challenges. This aligns with the concept that effective learning is influenced not only by cognitive ability but also by emotional control and resilience.

Emotional intelligence influences learning outcomes through several mechanisms. Students with high emotional intelligence are better able to regulate anxiety, cope with academic pressure, and remain engaged in learning tasks. They are also more capable of maintaining intrinsic motivation, which contributes to persistence in completing assignments and understanding complex material. In addition, emotional intelligence enhances social interaction, allowing students to communicate effectively and collaborate during learning activities.

From a practical perspective, these findings imply that the effectiveness of instructional strategies depends on students' emotional readiness. Even well-designed learning models may not yield optimal outcomes if students lack emotional regulation and motivation. This is supported by previous studies (Resny Mulyani et al., 2025;Indriani & Amalia, 2023) which emphasize that emotional intelligence significantly contributes to academic achievement. Therefore, integrating emotional intelligence development into classroom practices is essential to improving learning outcomes.

E. The Effect of Tolerance Attitudes on Learning Outcomes

The results of this study indicate that tolerance attitudes have a significant effect on students' IPAS learning outcomes, suggesting that social attitudes function as an essential mechanism in the learning process. From a theoretical perspective, this finding can be explained through social constructivist theory, which posits that knowledge is constructed through interaction and collaboration. Tolerance enables students to engage in open dialogue, accept diverse perspectives, and participate actively in knowledge construction, thereby enhancing conceptual understanding.

Moreover, tolerance attitudes support the development of a psychologically safe learning environment, where students feel respected and valued. Such conditions reduce anxiety and increase students' willingness to express ideas, ask questions, and engage in discussions. This aligns with cooperative learning theory, which emphasizes that positive interdependence and mutual respect are key factors in improving learning outcomes. In this context, tolerance is not merely a social value but a facilitator of cognitive engagement.

Practically, tolerance influences learning outcomes by improving the quality of group interactions. Students who demonstrate tolerance are more likely to collaborate effectively, distribute tasks fairly, and resolve conflicts constructively. These processes lead to more meaningful learning experiences and better retention of knowledge. This finding is consistent with (Khairiyah AH et al., 2022), who reported that a tolerant learning environment enhances participation and academic achievement. Therefore, fostering tolerance should be an integral part of instructional design in elementary education.

F. The Mediating Role of Tolerance Attitudes

The results confirm that tolerance attitudes play a significant mediating role in the relationship between students' perceptions of the implementation of the Think Pair Share (TPS) learning model, emotional intelligence, and IPAS learning outcomes. This indicates that the influence of instructional and emotional factors on learning outcomes is not only direct but also operates through students' social attitudes.

From a theoretical perspective, this finding aligns with social constructivist theory, which emphasizes that knowledge is constructed through social interaction. Students who perceive TPS

as structured and meaningful are more likely to engage in respectful dialogue and collaborative learning, which strengthens tolerance and supports deeper understanding. In addition, emotional intelligence functions as an internal driver that fosters self-regulation and empathy, but its impact on learning outcomes becomes more effective when expressed through observable social behaviors such as cooperation and respect.

The variation in direct and indirect effects suggests that tolerance attitudes act as a key mechanism that strengthens the influence of both TPS perceptions and emotional intelligence on learning outcomes. This implies that a learning environment that promotes tolerance can enhance student engagement, collaboration, and openness to diverse perspectives.

Practically, teachers should not only implement cooperative learning models but also intentionally design activities that foster tolerance, such as structured peer discussions, role assignments, and reflective activities. However, this mediating role is influenced by contextual factors, particularly the developmental stage of elementary students who still require guidance in developing social-emotional skills. Therefore, further research is needed to examine how different classroom contexts and instructional strategies optimize the role of tolerance as a mediating variable.

CONCLUSION

Based on the results of the data analysis and discussion regarding the influence of students' perceptions of the Think Pair Share (TPS) learning model and emotional intelligence on IPAS learning outcomes through tolerance attitudes as an intervening variable at SDN 1 Trenceng, it can be concluded that perceptions of TPS implementation and emotional intelligence have a positive and significant effect on students' tolerance attitudes. The structured stages of TPS-thinking, pairing, and sharing-encourage students to engage in discussion, collaboration, and respect for peers' opinions, thereby fostering tolerance in the learning process. In addition, emotional intelligence, including the ability to recognize and manage emotions and demonstrate empathy, contributes to the development of positive social attitudes among students.

The findings also indicate that students' perceptions of TPS implementation, emotional intelligence, and tolerance attitudes each have a positive and significant effect on IPAS learning outcomes. TPS facilitates deeper understanding through interactive discussions, while emotional intelligence supports students' motivation, focus, and ability to academic challenges. Furthermore, tolerance attitudes act as a mediating variable, strengthening the influence of both instructional and emotional factors on learning outcomes. This suggests that learning success is shaped not only by cognitive processes but also by the integration of social and emotional dimensions within the classroom.

However, this study has several limitations. First, the research was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings. Second, the measurement of learning outcomes relied on existing school records, which may not fully capture students' actual learning progress. Third, the study focused on students' perceptions of TPS implementation rather than direct classroom observations, which may introduce subjective bias.

Therefore, future research is recommended to involve larger and more diverse samples across multiple schools to enhance generalizability. In addition, further studies should combine quantitative and qualitative approaches, such as classroom observations and interviews, to provide a more comprehensive understanding of learning processes. Future research is also encouraged to

explore other potential mediating or moderating variables, such as learning motivation or teacher competence, to enrich the analysis of factors influencing students' learning outcomes.

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