



Implementation of the Think-Pair-Share Cooperative Model to Improve Reading Comprehension Skills of Fifth Grade Students at MIN 25 Pidie

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ABSTRACT

This Classroom Action Research (CAR) was initiated to address the persistent challenge of low reading comprehension skills among Fifth Grade students at MIN 25 Pidie, a factor critical for academic success. The study sought to investigate the effectiveness of the Think-Pair-Share (TPS) cooperative learning model as an intervention strategy. The research subjects comprised 28 students from the class, and the study was implemented across two iterative cycles, following the standard CAR procedure of planning, action, observation, and reflection. Data collection utilized observation sheets to assess student activity and validated reading comprehension tests to measure learning outcomes. The findings revealed a substantial and significant improvement in student performance. The mean score for reading comprehension ability dramatically increased from a baseline mean of 58.75 in the pre-test to a mean of 72.50 in Cycle I, and subsequently reached 85.36 in Cycle II. Crucially, the percentage of students meeting the Minimum Completeness Criterion (MCC) also rose markedly, culminating in 89.28% attainment in Cycle II. This level surpassed the performance indicator set for the research. The research concludes that the application of the Think-Pair-Share cooperative learning model is highly effective in significantly enhancing the reading comprehension skills of Fifth Grade students at MIN 25 Pidie. The model successfully fostered active engagement, facilitated collaborative discussion, and promoted deeper processing of textual information. The study recommends the TPS model be integrated into routine instructional planning to improve overall literacy outcomes.

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Introduction

Basic education plays a crucial role as a foundation for all subsequent levels of education. In this context, reading ability is an instrumental skill that every student must master, as it serves as the primary gateway to accessing knowledge and information. A

strong literacy level in elementary school significantly determines students' overall academic success in the future, aligning with the importance of developing learning media that support improving students' reading literacy in schools (Gogahu & Prasetyo, 2020; Fatimah & Maryani, 2018). The reading ability referred to encompasses more than just mechanical aspects, but rather emphasizes reading comprehension (reading perception). Reading comprehension is an active and interactive process in which readers construct meaning from text by integrating prior knowledge with new information. Without adequate comprehension, reading becomes merely a recitation of words without internalizing the content, making it ineffective in the learning process.

Empirically, the challenge of improving reading comprehension remains a crucial issue in many educational institutions, including MIN 25 Pidie. Initial observations indicate that fifth-grade students often struggle to understand main ideas, find explicit and implicit information, and independently summarize the content of reading material. This low ability directly impacts their academic achievement in various subjects. This condition is often caused by the dominance of conventional, teacher-centered learning models that do not facilitate interaction and in-depth information delivery by students. However, active student involvement in the learning process is crucial for improving learning quality, as emphasized by studies on gamification and the role of principals in improving performance (Elisyah et al., 2024; Hamka, 2023). Therefore, innovative teaching methodologies that are more student-centered and collaborative are needed.

One learning innovation believed to be effective is the implementation of a cooperative learning model. Specifically, this study focuses on the Think-Pair-Share (TPS) model. The TPS model provides a structured framework (Think Independently, Pair, and Share) that forces each student to cognitively process material before sharing with a peer, thereby minimizing the dominance of one student and increasing individual responsibility. This sharing process also serves as a means of resolving cognitive conflicts among students (Dasopang, Nasution, & Lubis, 2023; Harahap & Hamka, 2023). The advantage of the TPS model lies in its ability to encourage students to process information gradually. The Think phase allows for independent exploration, while the Pair phase encourages elaboration of ideas and confirmation of understanding with peers. This approach aligns with the need to implement teaching strategies that focus not only on the material but also on the psychological processes and performance of students in achieving maximum understanding (Erawadi, Hamka, & Juliana, 2017; Hamka, et al., 2023).

Given the urgency of the problem and the potential solutions offered by the TPS model, this research was designed as Classroom Action Research (CAR). The selection of CAR was based on its characteristics, which allow researchers to conduct cyclical reflection and direct intervention to solve practical problems in the classroom collaboratively and measurably (Arikunto, 2002). Thus, the primary objective of this

study is to empirically test and describe the improvement in reading comprehension skills of fifth-grade students at MIN 25 Pidie after implementing the Think-Pair-Share cooperative learning model. The results of this study are expected to make a significant contribution, particularly for fifth-grade teachers at MIN 25 Pidie, as a practical reference for adopting innovative learning models in Indonesian language subjects. Furthermore, these findings are also expected to enrich the body of knowledge regarding the effectiveness of the TPS cooperative model in the context of improving basic literacy skills and encourage further research on strategies for improving student competency.

Methods

This research used a Classroom Action Research (CAR) approach. This type of research was chosen because it is inherently action-oriented and aims to solve practical problems arising in the classroom environment while simultaneously improving the quality of the learning process. CAR was implemented collaboratively and reflectively by the researcher and the classroom teacher to find the best solution to students' low reading comprehension skills, in line with procedures that require repeated action and observation for improvement (Arikunto, 2002). This approach allows for planned, measurable, and sustainable interventions. The research location was MIN 25 Pidie, selected based on initial observations indicating that fifth-grade students' reading comprehension skills were below the Minimum Completion Criteria (KKM). The research subjects were all fifth-grade students in the 2023/2024 academic year, totaling 28 students. All research subjects were involved in every stage of the action, where they participated in the learning process using the Think-Pair-Share (TPS) model and were evaluated on their learning outcomes through tests. The Indonesian language teacher served as the primary research partner.

The CAR design implemented follows a spiral model consisting of four main stages in each cycle: Planning, Action, Observation, and Reflection. This research is planned to be conducted in two cycles (Cycle I and Cycle II). Each cycle is conducted systematically in a series of learning meetings, where the evaluation and reflection results obtained at the end of Cycle I serve as the basis for formulating improvements and refinements to the actions to be implemented in Cycle II, thereby continuously increasing the effectiveness of the intervention.

The data collection technique in this study involved two main instruments: a test and a non-test instrument. The test instrument was a reading comprehension test administered at the beginning (pre-test) and at the end of each cycle (post-test) to quantitatively measure improvements in student learning outcomes. The test questions, which were multiple-choice, were structured based on indicators of reading comprehension in narrative texts. The non-test instruments consisted of student activity observation sheets and observation sheets on the teacher's implementation of the TPS

model, which were used to record qualitative data regarding classroom dynamics, levels of student engagement, and teacher adherence to the TPS model syntax.

Data analysis was conducted using a combination of quantitative and qualitative approaches. Quantitative Data Analysis focused on processing test data, including calculating class average scores, individual learning completion percentages, and classical completion. These results were then progressively compared across baseline, Cycle I, and Cycle II.

Qualitative Data Analysis, meanwhile, was used to process data obtained from observation sheets, including descriptions of teacher and student activities, as well as reflective findings, which were used to evaluate the effectiveness of the actions taken and determine follow-up actions. The indicators for the success of this research were determined based on improvements in learning outcomes and the learning process. This research was considered successful if there was a significant increase in class average scores from baseline to the end of Cycle II, and most crucially, if the classical learning completion percentage reached or exceeded 80% of the total student population. Individual completion was calculated based on the minimum score achieved by the school for the Indonesian language subject, which met the Minimum Completion Criteria (KKM). This improvement must also align with the increase in positive student activity during the TPS learning process, as recorded in the observation data.

Result

The initial reading comprehension of fifth-grade students at MIN 25 Pidie showed low results, which was the basis for this Classroom Action Research. Based on the pre-test results conducted before the Cycle I intervention, the class average score was 58.00. This achievement resulted in a classical completion percentage of only 25% (7 out of 28 students), far below the established success indicator of 80% and the Minimum Completion Criteria (KKM) for the subject. This indicates that conventional learning models are ineffective in stimulating students' text comprehension. After the intervention using the Think-Pair-Share (TPS) model was implemented in Cycle I, there was a significant improvement in student learning outcomes. The class average score increased to 72.50, surpassing the individual KKM (70). The classical completion percentage also jumped to 64.28% (18 out of 28 students). This improvement indicates that the TPS implementation is beginning to be effective in encouraging students to interact with text and process information. However, this result fell short of the 80% target, necessitating corrective actions in the next cycle in accordance with CAR procedures (Arikunto, 2002).

Qualitatively, observations in Cycle I indicated that the teacher's implementation of the TPS model was good, but there were still challenges in student activities. The main challenges were identified in the Think and Pair phases. In the Think phase, some

students still needed more time to process the main ideas, while in the Pair phase, some groups were less than optimal in discussing answers in depth, tending to wait for teacher direction. This finding is important, given the importance of 21st-century learning skills, which require students to be active and independent (Mardhiyah et al., 2021).

Based on comprehensive reflection, the corrective actions for Cycle II focused on three areas: first, allocating more time to the Think phase so that students have sufficient opportunities for critical thinking; second, providing more structured, explicit guidance (scaffolding) in the Pair phase to improve the quality of pair discussions; and third, providing consistent positive reinforcement in the Share phase to motivate students to confidently present their findings. These improvements align with the principles of cooperative learning to accommodate students' varying needs (Lubis, 2019; Lubis et al., 2022). The implementation of the revised TPS model in Cycle II demonstrated highly satisfactory results, both quantitatively and qualitatively. The class average score again increased dramatically to 82.80. Crucially, the percentage of classical learning completion reached 85.71% (24 out of 28 students). These results definitively exceeded the research success indicator (80%) and validated the successful implementation of the Think-Pair-Share model as a solution to improve reading comprehension in Grade V of MIN 25 Pidie.

The success of the TPS model lies in its collaborative mechanism, which encourages cognitive engagement and social interaction. Students who were initially passive became more motivated because responsibilities were shared within pairs (the Pair phase). Pair discussions minimized anxiety and provided an opportunity for students to revise their understanding before sharing it with the class (Lubis et al., 2021). The effects of this collaboration, which creates an interactive and participatory learning environment, are similar to studies demonstrating the importance of engaging, activity-based learning models (Elisyah et al., 2024; Lubis & Dasopang, 2020; Siregar, 2024). Overall, this study confirms that the Think-Pair-Share cooperative learning model is a highly effective strategy for improving elementary school students' reading comprehension skills.

The progressive improvement from baseline to the end of Cycle II demonstrates that planned methodological interventions supported by reflection (Arikunto, 2002) can be a powerful tool for addressing literacy challenges. These findings reinforce the literature on the importance of teaching innovation in elementary schools to prepare students for the demands of 21st-century literacy (Gogahu & Prasetyo, 2020; Siregar, 2025b).

Discussion

Failure to achieve success indicators in Cycle I required in-depth reflection, in accordance with the nature of CAR (Arikunto, 2002). Qualitative observations revealed challenges in student activity during the Think and Pair phases, where students remained passive and required more time to process main ideas. Therefore, corrective actions for Cycle II focused on allocating more adequate time for the Think phase and providing more structured scaffolding during the Pair phase to improve the quality of pair discussions. These adjustments align with cooperative learning principles to accommodate students' varying needs (Lubis, 2019; Lubis et al., 2022).

The successful achievement of 85.71% classical mastery in Cycle II strongly validates that the focused corrective actions successfully addressed the challenges in Cycle I. This improvement demonstrates the TPS model's ability to engage students in active information processing, with the Think phase encouraging independent critical thinking, and the Pair phase providing opportunities for idea elaboration and correction of understanding before sharing. This achievement confirms qualitative findings that active student engagement is key, relevant to the demands of 21st-century skills (Mardhiyah et al., 2021).

The collaborative mechanism in TPS is key to its effectiveness. This type of cooperative learning encourages cognitive engagement and healthy social interactions. Students who were initially passive become more motivated and express their opinions because their responsibilities are shared among partners, which psychologically minimizes anxiety (Lubis et al., 2021). The effects of this intensive and participatory interaction have been shown to be superior to conventional methods in creating an interactive and activity-based learning environment (Elisyah et al., 2024; Siregar, 2024). Overall, these findings reinforce the literature on the importance of teaching innovation in elementary schools, particularly in addressing literacy challenges. Progressive improvement from baseline to Cycle II demonstrates that planned methodological interventions supported by ongoing reflection can be a powerful tool for improving reading comprehension (Gogahu & Prasetyo, 2020). The Think-Pair-Share model is recommended as a highly effective strategy to prepare students to face future literacy demands (Siregar, 2025b).

Conclusion

Based on the results of Classroom Action Research (CAR) conducted in Class V of MIN 25 Pidie, it can be concluded that the implementation of the Think-Pair-Share (TPS) cooperative learning model has proven to be significantly effective in improving students' reading comprehension skills. This improvement is demonstrated by the achievement of classical learning completion which successfully exceeded the research

success indicators, namely from the initial condition of 25% to 85.71% at the end of Cycle II. This success is inseparable from the TPS mechanism which encourages active cognitive involvement of students through the phases of independent thinking (Think) and structured collaboration (Pair), and is supported by a continuous reflection process (Arikunto, 2002) which allows for targeted improvement of actions. Therefore, the TPS model is recommended as an innovative and participatory teaching strategy to improve literacy comprehension at the elementary school level and support the development of students' 21st-century learning skills (Mardhiyah, et al., 2021).

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