



Indonesian Learning and Think Pair Share Model: An Effort to Improve Student Learning Outcomes

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Abstract

The purpose of this study is to apply the Think Pair Share learning model as an effort to improve student learning outcomes in Indonesian language learning. This research uses a type of classroom action research, which is one of the problem-solving strategies that utilizes real action from the process of detecting problem-solving abilities. The design used in this study is the Kemmis and Mc. Taggart model. The approach used in this study is a qualitative approach, but to complete the data also used qualitative data. This research step is carried out in 2 cycles and each cycle consists of 2 meetings. Each cycle consists of stages of planning, action, observation and reflection. Data collection using observation sheets, tests and documentation. The results showed that the application of the Think Pair Share learning model using can improve activities and learning outcomes Indonesian grade II students. The average score for student graduation criteria starting from pre-cycle on was 60.7%, which then increased by 9.95% in cycle I and became 70.65%. Meanwhile, the percentage of student graduation increased in the second cycle, which was 18.77% and became 89.42%. This increase proves that the TPS (Think Pair Share) learning model in Indonesian learning can improve the learning outcomes of grade II students.

Keywords: Think-Pair-Share, Cooperative Method, Indonesian, Elementary Level

Introduction

Language apart from being a means of communication, with language a person can express his attitudes and feelings. A person can convey everything that rages in his mind and heart, not only with expressions and gestures of the body, but also with language. Language can also be considered as the most appropriate communication tool (Relawati, 2020). That way the teacher must work hard to display something that is best, so that students can

feel interested in following each material to be taught.

In the 2013 Curriculum, the development of Indonesian subject curriculum uses a text-based language learning approach (Ilham et al., 2023). Through this approach, students are expected to be able to produce and use texts in accordance with their goals and social functions, Indonesian taught not just as language knowledge, but as texts that carry the function of being a source of self-actualization of users in academic socio-cultural contexts. In the technical guidelines for

the implementation of the 2013 Curriculum for each subject (Permendikbud Number 58 of 2014 in Appendix III) it is stated that teachers play an active role in developing culture in schools (Ali, 2020). The behavior and attitudes of students grow and develop during their time in school and their development is influenced by the structure and culture of the school, as well as interactions with components in the school, such as the principal, teachers, and between students.

Referring to the 2013 Curriculum, where the development of Indonesian subject curriculum uses a text-based language learning approach. In this approach, students are expected to be able to produce and use texts in accordance with their social goals and functions, Indonesian taught not just as language knowledge, but as texts that carry a function to become a source of self-actualization of their users in academic socio-cultural contexts (Satria Kurniawan et al., 2020); (Ali, 2020). Text is defined as a unit of language, both verbal and nonverbal, that expresses meaning contextually.

Indonesian language learning now covers all aspects of language, so students are required to be able to communicate effectively, always use Indonesian as a formal communication tool, understand Indonesian and use it appropriately, and be able to boast Indonesian as Indonesian culture. Satria Kurniawan et al., (2020) stated that the function of Indonesian learning is one of the important tools to achieve the goals of National Education, including: (1) instilling, fostering, and developing feelings of one nation, one nation, and one language, (2) fostering and developing oral and written Indonesian language skills, (3) fostering and developing dynamic, rational, and practical thinking skills, (4) cultivate and develop skills to understand, express and enjoy the beauty of Indonesian orally and in writing.

Talking about Indonesian learning, Sains et al., (2021) said that Indonesian lessons have been taught from elementary school (SD) to high school (SMA) text-based levels. With text-based, students use language not only as a means of communication, but as a means of developing thinking skills. Therefore, Relawati, (2020) suggests that this text-based learning

needs to be immediately understood by Indonesian teaching observers, Indonesian teachers, students, and related parties.

In line with this statement, this has led to a phenomenon where it is not easy for teachers Indonesian to teach language skills because language is a tool for thinking and learning. The existence of language allows a person to think abstractly. A person can think of something even if the object being thought of is not nearby.

In fact, Guswita & Muhammadiyah Muara Bungo, (2020); Nadriyah et al., (2020) said that the learning model that has only emphasized reproductive thinking, memorization and looking for the right answer to the questions given, is time to be abandoned and now switch to a creative and innovative thinking process, because creative, innovative and productive thinking is needed to face various changes and developments in science and technology.

Based on the observations that have been carried out before applying this research, there are several problems that occur in grade II students of SD Negeri 2 Merauke are students who consider it trivial with Indonesian lessons because Indonesian is everyday language and consider it unnecessary to learn. In addition, the low skills of students in speaking and writing because teachers assess student learning outcomes in writing through written questions because teachers teach in accordance with the curriculum targets to be achieved. This can be seen from the low pre-cycle daily test evaluation score, with an average score of 60.7% with only 10 students passing KKM, while there were 12 students who did not graduate. Therefore, to be able to overcome the problems mentioned above, the researcher applies the think pair share method to learning Indonesian.

Think pair share is a cooperative learning method that gives students to think and respond and help each other (Amaliyah et al., 2019). This method introduces the idea of "thinking time or waiting time" which is a strong factor in improving students' ability to respond to questions. This learning trains students to dare to argue and respect the opinions of friends (Rukmini, 2020). The Think-Pair-Share method emphasizes specific

structures designed to influence student interaction patterns. This structure requires students to work together, complement and depend on each other in small groups cooperatively. The Think-Pair-Share method is one method with a structure that aims to improve academic mastery (Wahyu et al., 2020).

The Think-Pairs-Share (TPS) model gives each student at least eight times more opportunities to be recognized and show their participation to others. Rianingsih et al., (2019) added that this technique can be used in all subjects and for all age levels of students. The learning steps are that the teacher divides students into groups of four and assigns tasks to all groups, each student thinks about and does the task on their own, students pair up with one of the colleagues in the group and discuss with their partner; The two couples meet again in groups of four. Sumijatin, (2021) said that students have the opportunity to share their work with groups of four.

Based on these problems, the right alternative learning approach in Indonesian subject is the think-pairs-share (TPS) method. This method teaches students to be more independent in doing the questions given so that it can arouse students' confidence, where students can work with others in heterogeneous small groups, especially in Indonesian subjects.

Based on the description of the background of the problem, the problem can be formulated as follows: "Canusing the think pair share learning method improve learning outcomes Indonesian grade II students of SD Negeri 2 Merauke?. Meanwhile, the purpose of this study is to improve the learning outcomes of Indonesian Grade II students of SD Negeri 2 Merauke for the 2022/2023 learning year through the think pair share method.

Method

The research method is a determining aspect of the course of research. In this study, researchers took a classroom action research model and

carried out it in grade II SD Negeri 2 Merauke. Prihantoro & Hidayat, (2019) stated that Classroom Action Research is a research model used by researchers is a spiral system of self-reflection developed by Kemmis and Taggart which starts with planning, action, observation, and reflection. Each cycle consists of two meetings This research is about the implementation of Think Pair Share type cooperative learning to improve the learning outcomes of grade II students of SD Negeri 2 Merauke. This research was conducted in January-February in the odd semester of the 2022/2023 academic year.

The subjects of the study were Class II students of SD Negeri 2 Merauke with a total of 22 students. The data sources used are students and peers. In class action research, the data collected can be quantitative or qualitative. Quantitative data in the form of scores were analyzed using comparative descriptive analysis that compares initial condition test scores, test scores after cycles I and II, namely the scores of daily test results of grade II students of SD Negeri 2 Merauke in cycles I and II.

Findings and Discussion

This study was conducted from January to February. In its application, this research was carried out as many as 2 cycles with two meetings in each cycle, starting from the stages of planning, action, observation, and reflection.

At this stage, various preparations and action planning are carried out which include: compiling learning scenarios in the form of Learning Implementation Plans, preparing learning media and observation tools, and making instruments for evaluation in the form of written test questions. In addition to preparing these things, to be able to carry out this research with clear goals, researchers also need to set achievement indicators in the

application of the Think-Pairs-Share (TPS) method.

Teachers conduct learning in the classroom using planning guidelines that have been made. Cycle I will be conducted on January 9, 2023. The application of the think pairs share method is carried out with students being asked to think about the problems presented by the teacher, students are asked to pair with their deskmates (groups of 2 people) and combine the results of their respective thoughts, and the teacher leads a small discussion plenary, the group is asked to express the results of the discussion (share).

The material discussed in this cycle is to describe orally and in writing with a later focus on learning to write and read. During learning activities, teachers as researchers are assisted by other observers to make observations, document activities, besides that researchers act as facilitators, motivators and at the same time as observers.

Teachers conduct learning in class using the planning guide that has been created. Cycle II will be carried out on February 7, 2023. The application of the think pairs share method is carried out with students being asked to think about the problems presented by the teacher, students are asked to pair with their deskmates (groups of 2 people) and combine the results of their respective thoughts, and the teacher leads a small discussion plenary, the group is asked to express the results of the discussion (share). The material discussed in this cycle is understanding rather long texts (part of students' reading skills) (150-200 words), instructions for use, meaning of words in dictionaries/encyclopedias. During learning activities, teachers as researchers are assisted by other observers to make observations, document activities, besides that researchers act as facilitators, motivators and at the same time as observers. In this second cycle, the learning

atmosphere of each group in the school environment is conditioned so that it is not too formal, meaning that students are free to express their opinions about the teaching material in accordance with the basic competencies to be achieved.

Observation is used to collect data on learning activities Indonesian students in learning. Data collection through observation is carried out in a participatory manner, which means that observers participate in teaching and learning activities carried out by the observed subjects (Scientific et al., 2021); (Nainggolan et al., 2022); (Dania & Sukma, 2020). Observations are made by researchers themselves and assisted by observers and record the process of applying collaborative teaching techniques.

Researchers review, see and consider the results or impacts of actions taken based on observation sheets filled out by observers. Activities at the reflection stage include analyzing, understanding and making conclusions based on the results of observations each cycle. Discover the advantages and weaknesses of learning corrective actions. The results of data analysis carried out at this stage will be used to find strengths and weaknesses in designing and carrying out actions as a reference.

The data collection method of this study is written and observational. This research is said to be successful if students have obtained a classical completeness score of at least 80% of the number of students with the following formula:

Persentase Ketuntasan klasikal = $\frac{\text{Jumlah siswa yang tuntas}}{\text{Jumlah siswa yang mengikuti tes}} \times 100 \%$

(Nurgiansah et al., 2021)

The initial condition of students is known by providing an initial ability test that aims to measure how much ability students have in understanding the material to be delivered by the teacher. The ability of

students in the pre-cycle to understand the subject matter is rather difficult. Before the think-pair-share method was carried out at the time of learning, active students tended to be few while more dominated by less active students, so from there it would affect student learning activities. The characteristics that cause low student learning activity can be seen from the lack of interest of students to raise their hands in responding to questions given by the teacher, besides that students are less active to ask questions in the learning process, so that from this it will affect the low learning outcomes of students, especially in Indonesian lessons. The results of classroom action research show that observations made by collaboration partners and researchers on teacher and student activities through the application of the think-pairs-share method in Class II Indonesian subjects SD Negeri 2 Merauke can be seen in Table 1, which is as follows:

Table 1. Score of Students' Achievements in Each Cycle

Students' Achievement			Notes
Pre-Cycle	Cycle I	Cycle II	
10	14	18	Passed Total of Students Not Passed Total of Students
12	8	4	
60.7%	70.65%	89.42%	Completeness Percentage

Based on the researchers' observations from pre-cycle actions, cycles I and II there was an increase in learning outcomes in the number of students and the percent of classical learning completeness. The percentage of learning completeness can be increased after action is given in cycle I, which increases to 70.65% from 60.7% before cycle I. This means an increase of 9.95%, where observation data is carried out by observing student activities during the lesson. Because researchers act as

teachers, observations are made with special observation sheets that facilitate data recording.

In the first cycle, there is a shortage, that is, the number of groups of students who can show their work in front of the class is still limited. This is due to the limited questions given to students. So it only takes a few groups to present. Furthermore, practice questions can be developed and more students will be able to show their existence in presentations.

The results of student tests in Indonesian lessons in Class II are still relatively lacking, obtaining an average of 60.7%, while the Minimum Passing Criteria (KKM) that students must achieve is 70 with a total passing percentage criterion of 80%. In cycle I, out of 22 students who took the exam in Indonesian only 14 students successfully graduated with a score of 70, where the total pass in cycle I was 70.65, while 8 students in cycle I still scored below 70. These results show that in the first cycle classically students have not completed learning, because students who get a score of > 70 are only 14 students and this shows that the percentage of student graduation in the first cycle is smaller than the desired percentage of completeness which is 80%.

However, there was an increase in student learning outcomes from pre-cycle to cycle I even though the results were not in accordance with success indicators. This proves that the application of the think-pairs-share method can improve the learning outcomes of Grade II students of SD Negeri 2 Merauke. The low score is because students are not familiar with the Think-Pair-Share method and students need to adapt to the method. These results illustrate the need for a further stage to improve learning outcomes so that the expected target can be achieved. Basically, the obstacles in cycle I have been overcome quite well. This can be seen by the increase in each achievement indicator that has been set. The average percentage of student activity has

been increased and mastery of the material has also been able to meet predetermined achievement targets. In addition, in terms of working on tasks with a partner, the results have been good. A good improvement is seen from the score that students get from their role in group assignments.

The Think Pair Share method can improve students' ability to remember information and a student can also learn from other students and convey their ideas to each other to be discussed before being delivered in front of the class. Think Pair Share uses a pair discussion method followed by a plenary discussion. This is in line with the opinion (Dania & Sukma, 2020); (Fardiansyah et al., 2019); (Kamil et al., 2021); (Husada et al., 2020) which states that the Think-Pair-Share learning method has a specialty, namely that students can not only develop their own individual abilities, but also develop their group abilities, so as to increase student learning outcomes in solving problems.

In Table 1, the think-pairs-share learning method in cycle II obtained a fairly high average daily test score with learning completeness reaching 89.42% or there were 18 students out of 22 students who received score above the completeness criteria. These results show that in the second cycle classically learning has been completed, because students who obtained a score of > 70 amounted to 89.42% and were declared to have met the criteria of the desired percentage of completeness, which is 85%. Therefore, it can be said that the second cycle of research called TPS can be used to improve student learning outcomes.

In cycle II, students can already work together with their partner's friends. The learning carried out has been able to improve student learning outcomes and has reached the expected learning completeness criteria. With the application of the think pairs share (TPS) method, it can increase students' mastery of material for subjects. This can be seen from the comparison of student learning

outcomes before giving action with after giving action in cycle I and cycle II. A good improvement was achieved after the action was given with the application of the Think-Pairs-Share (TPS) cooperative learning model from cycle I to cycle II by 18.77%. Where from the test results given, the percentage of student completeness reaches the completeness criterion, which is above 70 with an average score or percentage of total passing is 89.42%. Classically, cycle II is declared to have met the assessment criteria.

Students can understand the concepts of learning material well because students are actively involved during the learning activity process. Students find out important things about the material through thinking, exchanging ideas with their partner's friends and presenting the results of the discussion. These student learning outcomes are used to determine the extent of student understanding of the learning material that has been delivered.

The application of the Think-Pairs-Share (TPS) cooperative learning model can provide positive benefits to students and teachers. Improving the quality of learning reflected in student learning outcomes can be achieved by applying this learning model. Because the Think-Pairs-Share (TPS) learning model does not only use one ability, but associates four abilities, namely listening, reading, writing, and speaking. In addition, using study group pairs can teach students to share views or opinions with each other and accept differences.

The results of the research that have been carried out are in line with the opinion from (Ribut Yuda Pradana & Modern Ngawi, 2021); (Doyan et al., 2020); (Rev. et al., 2020); (Guswita & Muhammadiyah Muara Bungo, 2020) which states that the Think-Pair-Share method emphasizes special structures designed to influence student interaction patterns. This structure requires that students cooperate, complement and

depend on each other in small groups cooperatively. The Think-Pair-Share method is one method that has a structure that aims to improve academic mastery.

In addition, the role of teachers also affects student learning outcomes. Teachers must be able to create a conducive learning environment and understand the difficulties faced by students when learning takes place. Teachers should avoid presenting information in the form of lectures because this will result in a lack of student participation in learning activities to meet one of the characteristics of the model that students expect to be active in seeking and processing information themselves.

Teachers play a role in creating conducive and supportive conditions for the creation of meaningful learning. Students (learners) must experience and interact directly with real objects. So, learning should be shifted from teacher-centered to student-centered learning.

By experiencing themselves, students acquire knowledge, understanding and other skills and behaviors including attitudes and values. Currently, learning is expected to have student interaction at the time of learning. This is so that students become more active and creative in learning. The teacher acts as a guide and facilitator. Based on the results obtained from each cycle of the optimal learning process, this is shown by increasing mastery of material and student learning outcomes. Therefore, it can be concluded that the learning process with the application of inquiry is very appropriate to Indonesian subject. then this Classroom Action Research (PTK) can be said to be successful because the results of improving the learning process are optimal.

Conclusion

From the findings of research on student learning outcomes with the TPS or Think Pair Share method in Grade II SD Negeri 2 Merauke for the 2022/2023 academic year, it has a positive impact on improving student learning outcomes. This can be seen from the increase

in the percentage of student learning completeness in the pre-cycle (60.7%), cycle I (70.65%), cycle II (89.42%). Referring to the conclusions of the study, it is necessary to give several suggestions, first, schools need to provide support to teachers in adding insight and improving skills in teaching so that success in the learning process in the classroom is achieved. Thus the teacher will know the successes and shortcomings of the learning he has done. In addition, teachers need to reflect by making a journal that is useful as a daily record of learning implementation. Finally, students are expected to take an active role in the learning process in class and foster more curiosity.

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