



The Effectiveness of the '*Getting to Know Yourself*' Student Worksheet Based on Think Pair Share on the Ability to Understand Descriptive Texts of Third Grade Elementary School Students

Sherlita Zulfaiza¹, Tiara Khoirunnisa², Karina Yossi Apriliana³, Sabrina Ayu Adindari⁴, Panca Dewi Purwati⁵

^{1,2,3,4,5} Universitas Negeri Semarang, Semarang, Jawa Tengah

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Abstract: Elementary school students' reading comprehension skills still need improvement, particularly in understanding descriptive texts related to personal experiences and self-characteristics. This study aimed to describe the implementation of the Think Pair Share (TPS)-based interactive worksheet entitled "Getting to Know Yourself" and to examine its effectiveness in improving students' reading comprehension skills. The study was conducted at SDN Mangkang Wetan 02, Semarang City, Indonesia, involving 28 third-grade students. A mixed-methods approach with an explanatory sequential design was employed. Quantitative data were collected through pretests and posttests and analyzed using the Shapiro-Wilk normality test, paired samples t-test, and N-Gain analysis. Qualitative data were obtained through observations and interviews to support the interpretation of quantitative findings. The results showed that the implementation of the TPS-based interactive worksheet was systematically carried out through the think, pair, and share stages, creating an active, interactive, and student-centered learning environment. Quantitatively, students' mean scores increased from 63.65 in the pretest to 84.70 in the posttest. The paired samples t-test revealed a significant difference between pretest and posttest scores ($p < 0.05$), while the N-Gain score of 0.58 indicated a moderate level of improvement. These findings demonstrate that the TPS-based interactive worksheet effectively enhances students' reading comprehension skills. Practically, the interactive worksheet can serve as an alternative learning medium for teachers in implementing contextual and participatory literacy instruction while helping students understand reading materials through meaningful learning experiences.

Keywords: Think Pair Share, interactive worksheet, reading comprehension, self-understanding, game preference

Introduction

Reading literacy is a fundamental competence that underpins students' overall learning capacity across all subject areas. Empirical data indicate that reading comprehension among elementary school students in Indonesia remains critically low. Based on PISA 2022 results, Indonesia ranked 74th out of 79 participating countries with a reading literacy score of

380, far below the international average (Mu'alimah et al., 2024). The National Assessment (Asesmen Nasional) in 2023 showed that only 61.53% of elementary school students achieved minimum literacy competency, increasing from 53.42% in 2021, while the Society Literacy Index (ILM) 2022 revealed that Indonesian children's reading comprehension rate stands at merely 15% (Wahyuni et al., 2024). At the level of third-grade elementary school students, this

Email: sherlitazulfaiza@students.unnes.ac.id

problem is especially pronounced: a study by (Frans et al., 2023) found that students in this age group struggle to understand the content of descriptive texts in depth, particularly in extracting main ideas and relating text content to personal contexts. Similar findings were reported by research at SDN 1 Sagaranten, where the average reading comprehension score of Grade III students reached only 59.4, falling in the poor category (Muliawanti et al., 2022). In the specific context of this study, initial observations at SDN Mangkang Wetan 02 revealed that students' reading ability is still considered low, especially in understanding texts related to self-recognition, further confirming the urgency of addressing this issue.

Descriptive text, which is central to this study, is a text type that functions to describe characteristics or features of a specific object, person, animal, or place so that the reader can form a clear mental picture of what is being described (Frans et al., 2023). In the Indonesian language curriculum at the elementary school level, descriptive text is introduced as early as Grade III, requiring students to identify main ideas, describe characteristics, and relate text content to their own experiences. However, students at this grade level are generally still in the concrete operational stage of cognitive development, a phase identified by Piaget as occurring between the ages of 7 and 12 years, during which children think logically but primarily with reference to concrete objects and real-life experiences (Imanulhaq & Ichsan, 2022). Third-grade students (aged 8–9 years) therefore require learning activities that are concrete, contextual, and connected to their personal daily experiences in order to effectively comprehend texts. This characteristic strongly justifies the selection of the Think Pair Share (TPS) model, which incorporates individual thinking, peer discussion, and group sharing, as well as the LKPD "Getting to Know Yourself," which anchors reading activities in personal and familiar themes such as students' game preferences.

To address the problem of low reading comprehension, active and meaningful learning is required through the application of the Think Pair Share (TPS) model. The TPS model can enhance student engagement in learning through activities of thinking, discussing, and sharing thoughts (Fauzan et al., 2021). In addition, the use of interactive worksheets can help increase students' motivation and understanding in learning (Novianti et al., 2023). What distinguishes the LKPD "Getting to Know Yourself" in this study from other interactive TPS-based worksheets in prior research is its integration of a self-recognition theme, namely identifying games that students like and dislike. This approach connects reading activities

directly to students' personal experiences, making the learning contextual, personally meaningful, and developmentally appropriate for Grade III students. While previous studies have explored the use of TPS-based LKPD in science and mathematics (Novianti et al., 2023), the use of a self-reflective, identity-based worksheet in Indonesian language reading instruction for Grade III students represents a distinctive contribution of this research.

Based on the above background, this research aims to: (1) describe the systematic implementation of the interactive LKPD "Getting to Know Yourself" based on the Think Pair Share model in reading instruction for third-grade students at SDN Mangkang Wetan 02; and (2) analyze the effectiveness of the TPS model assisted by the LKPD "Getting to Know Yourself" in improving students' reading comprehension ability with respect to descriptive texts, as indicated by a significant increase in pre-test to post-test scores (t -value > critical value, $p < 0.05$) and an N-Gain score in the moderate to high category.

Method

This study employed a mixed methods approach with a sequential explanatory design. According to Sugiyono, (2023), mixed methods research combines quantitative and qualitative approaches within a single study to obtain a more comprehensive understanding of a research phenomenon. In a sequential explanatory design, quantitative data are collected and analyzed first, followed by qualitative data collection and analysis. The qualitative findings are used to explain, strengthen, and provide deeper insights into the quantitative results.

In the quantitative phase, a one-group pretest-posttest design was employed. Students were given a pretest to determine their initial reading comprehension ability. Subsequently, they received instruction using the Think Pair Share (TPS) learning model assisted by the interactive worksheet "Getting to Know Yourself." After the learning activities were completed, a posttest was administered to measure improvements in students' reading comprehension skills following the implementation of the learning model.

The qualitative phase was conducted through classroom observations and interviews during the learning process. Observations were carried out to obtain information regarding student participation, learning activities, and the implementation of the Think Pair Share stages. Interviews were conducted to explore students' responses toward the interactive worksheet and to gain a deeper understanding of their learning

experiences. The integration of quantitative and qualitative data was conducted during the interpretation stage by comparing statistical findings from the pretest and posttest with the results of observations and interviews. Through this integration process, quantitative improvements in learning outcomes could be explained by qualitative evidence related to the learning process (Sugiyono, 2023)

The participants consisted of 28 third-grade students of SDN Mangkang Wetan 02 selected through purposive sampling. According to Sugiyono, (2023) purposive sampling is a sampling technique based on specific considerations aligned with the objectives of the study. The third-grade class was selected because the students had already studied descriptive texts, demonstrated varying levels of reading ability, and required improvement in reading comprehension skills. Furthermore, the *"Getting to Know Yourself"* material was considered appropriate for the developmental characteristics of third-grade elementary school students.

The study was conducted at SDN Mangkang Wetan 02 throughout February 2026. Research activities began with the preparation of research instruments and learning materials during the first week, followed by the administration of the pretest during the second week. The learning intervention using the Think Pair Share model assisted by the interactive worksheet was implemented on February 25, 2026. After the learning activities were completed, students took the posttest to assess improvements in reading comprehension. Observations, interviews, data processing, and data analysis were subsequently conducted. Therefore, the overall research process lasted approximately one month.

The interactive worksheet *"Getting to Know Yourself"* used in this study was not developed as part of the research process. Instead, it had been prepared previously based on the Think Pair Share learning syntax and adapted to the Indonesian language curriculum for third-grade elementary school students. Therefore, this study focused on the implementation and effectiveness of the interactive worksheet rather than on the development of instructional media.

Data collection techniques included tests, observations, interviews, and documentation. The test instrument consisted of pretest and posttest questions developed based on reading comprehension indicators. Prior to implementation, the instrument underwent content validity assessment conducted by educational experts and classroom teachers to ensure the alignment of test items with the learning objectives and reading comprehension indicators. Subsequently, the instrument was piloted on students with characteristics

similar to the research participants to determine its reliability. The results indicated that the instrument was valid and reliable for use in the study.

Quantitative data were analyzed by calculating the mean scores of the pretest and posttest, followed by N-Gain analysis to determine the level of improvement in students' reading comprehension skills after the intervention. In addition, a paired-sample t-test was conducted to determine the significance of differences between learning outcomes before and after the implementation of the Think Pair Share model assisted by the interactive worksheet.

Qualitative data obtained through observations and interviews were analyzed using the data analysis procedures proposed by Sugiyono, (2019) consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing relevant information related to the research objectives. The reduced data were then presented descriptively to facilitate interpretation. Finally, conclusions were drawn based on patterns, relationships, and findings identified from the observation and interview data.

The integration of quantitative and qualitative findings was carried out during the final stage of the study. Statistical results from the pretest, posttest, N-Gain, and t-test analyses were combined with observation and interview findings to explain the effectiveness of the Think Pair Share model assisted by the interactive worksheet. Through this process, the study not only demonstrated improvements in reading comprehension quantitatively but also provided explanations regarding the learning processes that contributed to those improvements.

Result and Discussion

Results should be clear and concise. The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

The Implementation of the Interactive Worksheet "Getting to Know Oneself" Based on Think Pair Share in Reading Learning Activities for Third Grade Elementary School Students

The media used in this study was an interactive worksheet entitled *"Getting to Know Oneself,"* which contains Indonesian language material for third grade elementary school students with a focus on reading activities and understanding self-descriptions about games they like and dislike, as well as understanding the main ideas of a descriptive text. This worksheet was designed to integrate the Think Pair Share (TPS) model

so that the learning process becomes more participatory, interactive, and encourages students' reading comprehension. In its implementation, students were divided into several groups, each consisting of 5-6 members. The learning activities were carried out through the three main stages of the TPS model, namely Think, Pair, and Share, with the worksheet serving as the main guide in every student activity.

a) Think Stage



Figure 1. Students write the game they like and dislike the most and why.

The learning implementation was conducted through three main stages. The first stage was the Think stage. At this initial stage, students were directed to identify the games provided by the teacher, then independently write down the games they liked and disliked in the worksheet. This activity aimed to train individual thinking skills and help students understand their own characteristics.

b) Pair Stage



Figure 2 The students shared their work with their classmates.

Next, students exchanged their "Getting to Know Oneself" cards with their partners. They then read the information and completed the section on similarities and differences between the games they liked and disliked and those of their friends in the worksheet. This activity

aimed to train students to compare information with other information.

c) Share Stage



Figure 3 The students presented the results of the student worksheet at the front of the class.

At the final stage, each pair was given the opportunity to present the results of their worksheet in front of the class. Other students provided responses, and then the presenting pair reviewed the results they had shared by comparing them with feedback from their classmates. This activity aimed to increase students' confidence, speaking skills, and deepen their understanding through collaborative interaction.

Through the implementation of the interactive worksheet "Getting to Know Oneself" based on the TPS model, learning not only focused on reading skills but also helped students recognize themselves and understand differences with others in a more meaningful way.

The Effectiveness of the Implementation of the Think Pair Share (TPS) Model Assisted by the "Getting to Know Oneself" Worksheet in Improving the Reading Skills of Students at SDN Mangkang Wetan 02, Especially in Understanding Descriptive Texts

The results of the study showed that the implementation of the Think Pair Share (TPS) model supported by the interactive worksheet "Getting to Know Oneself" had a positive effect on improving the reading skills of third grade students at SDN Mangkang Wetan 02. In the initial stage (pretest), students' reading abilities were still relatively low, especially in understanding themselves through descriptive reading texts. Students were not yet able to determine the games they liked or disliked based on the information contained in the reading passage.

Out of 28 students, 7 students (25%) still experienced difficulties in understanding the content of readings related to self-recognition through games,

while 11 students (39%) were not yet able to identify which games they liked and disliked, particularly in determining their game preferences. This condition was caused by the lack of variation in reading exercises and the low level of student involvement in the learning process. In addition, some students also lacked confidence when asked to explain again the games they liked and disliked based on the texts they had read.

In general, students' ability to understand themselves through descriptive texts about games they liked and disliked was still relatively low. This could be seen from their difficulties in grasping the meaning of the text and restating the information coherently. This condition indicates that a more interactive and engaging learning approach is needed so that students can more easily understand reading materials while also recognizing themselves through activities closely related to their daily lives. Reading skills, especially in the aspect of reading comprehension, still need to be improved through more interactive learning that encourages active student participation.

After the Think Pair Share (TPS) model assisted by the "Getting to Know Oneself" worksheet was implemented in one meeting on February 25, 2026, there was an observable improvement in students' ability to understand reading content related to self-understanding. Through the think-pair-share stages, students were guided to recognize and understand their own preferences, especially in determining the games they liked and disliked, then read their classmates' written work, exchanged worksheets with partners, and presented the results of their understanding in front of the class.

In this activity, the "Getting to Know Oneself" worksheet served as a guide that directed the learning process in a structured manner. Students not only wrote down their game preferences independently, but also compared them with their classmates' results and presented these findings in front of the class. This series of activities helped students focus more on understanding contextual reading content, making reading activities more meaningful because they were directly related to students' personal experiences.

Table 1 Pretest and Posttest Results of Reading Skills of Third Grade Students at SD Mangkang Wetan 02

Cognitive Aspect	Pretest Average	Posttest Average	Improvement (%)
Accuracy in word usage in writing	66.0	85.1	28.9
Coherence of information	64.3	84.7	31.7

content			
Ability to understand written information	63.2	85.0	34.5
Ability to process and relate information	61.1	83.9	37.3
Overall average	63.65	84.7	33.1

Quantitatively, the test results showed an increase in students' average skill scores from 63.65 in the pretest to 84.7 in the posttest. This improvement was evident in several aspects, such as accuracy in word usage in writing, coherence of content, the ability to understand written information, and the ability to process and relate information. This improvement was evident across all measured aspects, including accuracy in word usage, coherence of information content, the ability to understand written information, and the ability to process and relate information.

To examine whether there were significant differences in gain scores among the four cognitive aspects, a one-way ANOVA test was conducted, with the gain score for each aspect as the dependent variable and the aspect code as the factor. Prior to conducting the ANOVA test, a homogeneity of variance test was first performed using Levene's test. The results of the homogeneity and ANOVA tests are presented in Table 2 below.

Table 2 Results of the Homogeneity (Levene) and One-Way ANOVA Tests for Gain Scores by Cognitive Aspect

Source of Variation	Sum of Squares	Df	F	Sig.
Levene (Homogeneity Test)	-	3; 108	0.158	0.924
Between Groups	256.214	3	0.741	0.530
Within Groups	12,448.214	108	-	-
Total	12,704.429	111	-	-

Based on Table 2, the results of Levene's test showed a significance value of 0.924 ($p > 0.05$), indicating that the variance of gain scores among the four cognitive aspects was homogeneous, so the assumption of homogeneity was met. Furthermore, the results of the one-way ANOVA showed $F(3, 108) =$

0.741 with a significance value of 0.530 ($p > 0.05$). Since $p > 0.05$, H_0 was accepted, meaning that there was no significant difference in gain scores among the four cognitive aspects (accuracy in word usage, coherence of content, the ability to understand written information, and the ability to process and relate information). This finding indicates that the gains achieved across the four cognitive aspects were statistically comparable, suggesting that the TPS model supported improvement in all aspects without disproportionately benefiting any single aspect, with no single aspect showing a substantially greater or smaller improvement than the others.

Before conducting the paired samples t-test, a normality test was first performed as a prerequisite for using parametric statistics. The normality test used the Shapiro-Wilk method ($n = 28$) because the sample size was fewer than 50. The results of the normality test are presented in Table 3 below.

Table 3 Normality Test Results for Pretest and Posttest Data

Data	Shapiro-Wilk	df	Sig.	Description
Pretest	0.952	28	0.228	Normal
Posttest	0.929	28	0.058	Normal

Based on Table 3, the results of the Shapiro-Wilk test showed a significance value of 0.228 for the pretest and 0.058 for the posttest, both of which were greater than $\alpha = 0.05$. This indicates that both the pretest and posttest data were normally distributed, so the assumption of normality was met and the paired samples t-test could be conducted. The results of the paired samples t-test are presented in Table 4 below.

Table 4 Paired Samples T-Test Results

Pair	Mean Difference	Std. Dev.	t value	Df	Sig. (2-tailed)
Pretest - Posttest	-21.036	10.738	-10.366	27	0.000

Based on Table 4, the results of the paired samples t-test showed $t = -10.366$ with $df = 27$ and a significance value (2-tailed) of 0.000 ($p < 0.05$). The negative t value indicates that the posttest scores were higher than the pretest scores, with a mean difference of 21.036 points. Since $p = 0.000 < 0.05$, H_0 was rejected and H_1 was accepted, meaning that there was a significant difference between students' reading abilities before and after the implementation of the Think Pair Share model assisted by the interactive

"Getting to Know Oneself" worksheet. The effect size of the treatment was measured using Cohen's $d = 1.959$ (Hedges' $g = 1.932$), which falls into the very large effect category ($d > 0.8$), indicating that the learning intervention had a substantial impact on improving students' reading skills. This is consistent with the data in Table 1.1, which shows an increase in students' average scores from 63.65 in the pretest to 84.7 in the posttest.

Out of 28 students, the majority, approximately 25 students (89.3%), experienced an improvement in learning outcomes after the implementation of the Think Pair Share model assisted by the "Getting to Know Oneself" worksheet. Meanwhile, around 3 students (10.7%) still showed relatively lower improvement compared to other students (less than 10 points). In addition, no decline in student scores was found. These findings indicate that the implemented learning model had a positive impact on reading skills, particularly in understanding reading content related to self-recognition.

When related to the "Getting to Know Oneself" material, the improvement indicates that students began to understand personal information, such as determining the games they liked and disliked. In the initial condition, students still experienced difficulties in recognizing and expressing their preferences clearly. However, after participating in learning activities through the think, pair, and share stages, students became more capable of reading, understanding, and relating the reading content to their personal experiences, so that their self-understanding abilities developed better.

N-Gain Calculation

$$N - \text{Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

$$N - \text{Gain} = \frac{84,7 - 63,65}{100 - 63,65}$$

$$N - \text{Gain} = \frac{21,07}{36,35} = 0,58$$

Table 5 N-Gain Criteria

N-Gain Score	N-Gain Criteria
$0,00 < N\text{-Gain} < 0,30$	Low
$0,30 \leq N\text{-Gain} \leq 0,70$	Moderate

Based on the results of the N-Gain calculation, a value of 0.58 was obtained, which falls into the moderate category. This indicates that the implementation of the Think Pair Share (TPS) model

assisted by the "Getting to Know Oneself" worksheet provided a fairly effective improvement in students' reading skills, especially in helping them understand themselves through activities related to personal experiences.

The improvement was not only seen from the increase in average scores, but also from the development of students' abilities in understanding information related to themselves. Students began to recognize and determine the games they liked and disliked through reading, writing, and discussion activities in the worksheet.

Based on the interview results, several students still expressed that they experienced difficulties in understanding reading content, even after participating in learning activities using the "Getting to Know Oneself" worksheet. One student stated that they were already able to read, but still faced difficulties in understanding the content of the reading and explaining it again. This indicates that although improvement occurred, deep comprehension skills still need to be continuously developed.

In addition, several students still experienced difficulties in understanding reading materials, especially longer and more complex texts. The teacher also explained that the activities in the "Getting to Know Oneself" worksheet, such as writing game preferences, exchanging information with classmates, and presenting results, had helped students understand reading content related to themselves. Nevertheless, students' abilities in processing information and drawing deeper meaning still remained a challenge.

The observation results showed that the difficulties experienced by students were related to limitations in understanding reading content and the lack of reading practice outside the learning activities. However, students still demonstrated improvement in understanding reading materials, especially in relating the text content to personal experiences, such as determining the games they liked and disliked, although the results were not yet fully optimal.

The Role of Presentation Activities in Developing Students' Communication Skills

The presentation activities of the worksheet results conducted at the final stage of learning not only functioned as a form of reporting work outcomes, but also played a role in developing students' communication skills. In this activity, students orally conveyed the results of their understanding in front of the class, while other students provided responses to the information presented. This process demonstrated a two-way interaction that supported more active and participatory learning.

From the perspective of learning communication, presentation activities reflect the process of delivering messages from students as communicators to their peers as communicants. The responses from other students indicate the occurrence of feedback that strengthens understanding and trains the ability to convey ideas systematically. This is in line with the concept of interpersonal communication, which emphasizes the importance of direct interaction in building shared understanding.

These findings indicate that the implementation of the Think Pair Share model not only impacts the improvement of reading skills, but also contributes to the development of students' communication skills. Nevertheless, the development of communication aspects in this study was still implicit and had not been specifically measured, so further research is needed to examine communication skills in greater depth.

The psychomotor assessment in this study was conducted during third grade Indonesian language learning activities at SDN Mangkang Wetan 02 on Chapter 1 "Let's Play" material with the element of reading descriptive texts. The assessment used the Think Pair Share (TPS) learning model, which consists of three stages: Think (independent thinking), Pair (paired discussion), and Share (sharing results in front of the class). The research subjects consisted of 28 students, including 16 female students and 12 male students.

The psychomotor assessment instrument was arranged based on aspects of communication theory, which include five dimensions: (1) ability as a communicator in conveying messages, (2) ability to provide feedback, (3) quality of the message delivered, (4) ability to become an active communicant, and (5) social exchange in paired discussions. Each aspect was assessed using a scale of 1 to 4 so that the maximum total score was 20, then converted to a scale of 100 using the formula: $\text{Final Score} = (\text{Total Score} / 20) \times 100$. The assessment scale description indicates a score of 4 (Very Good), 3 (Good), 2 (Fair), and 1 (Poor).

Based on the assessment conducted on 28 students, data on the scores for each aspect of communication skills were obtained as presented in Table 6

(A1 = Communicator, A2 = Feedback, A3 = Message Quality, A4 = Active Communicant, A5 = Social Exchange)

Table 6 Recapitulation of Psychomotor Assessment Scores for Communication Skill.

N o	A 1	A2	A3	A4	A5	Tot al	Scor e	Pred icate
1	4	3	4	4	3	18	90	B

2	4	4	4	4	4	20	100	A
3	3	3	3	3	3	15	75	C
4	4	3	4	3	4	18	90	B
5	3	2	3	3	3	14	70	C
6	4	4	4	4	4	20	100	A
7	3	3	3	4	3	16	80	B
8	2	2	3	2	3	12	60	D
9	4	3	4	3	4	18	90	B
10	3	3	3	3	3	15	75	C
11	4	4	4	4	4	20	100	A
12	3	3	4	3	3	16	80	B
13	2	2	2	3	2	11	55	D
14	3	3	3	3	3	15	75	C
15	4	4	4	4	4	20	100	A
16	3	2	3	3	3	14	70	C
17	4	3	4	4	3	18	90	B
18	3	3	3	3	4	16	80	B
19	4	4	4	4	4	20	100	A
20	3	3	3	2	3	14	70	C
21	4	3	4	4	4	19	95	A
22	2	2	3	2	2	11	55	D
23	4	4	4	4	4	20	100	A
24	3	3	3	3	3	15	75	C
25	4	4	4	4	4	20	100	A
26	3	3	3	3	3	15	75	C
27	4	3	4	4	3	18	90	B
28	3	3	4	3	3	16	80	B
	3.	3.0	3.5	3.3	3.3	—	82.8	—
	36	7	0	2	2		6	

Based on Table 6, the final communication skill scores of third grade students at SDN Mangkang Wetan 02 ranged from 55 to 100 with a class average of 82.86. The highest scores were achieved by several students who obtained perfect scores in all communication aspects, reflecting the ability to convey messages clearly, provide meaningful feedback, and collaborate optimally in discussions. Meanwhile, the lowest scores were obtained by students who still required special guidance in the aspects of feedback and social exchange in paired discussions.

To obtain a more comprehensive picture of students' communication skill profiles, an analysis was conducted for each aspect. The recapitulation of the average scores for each aspect is presented in Table 7 below.

Table 7 Average Scores for Each Aspect of Communication Skills

No	Assessment Aspect	Average	Max.	Category
A1	Ability as a Communicator	3.36	4	Good
A2	Ability to Provide	3.07	4	Good

	Feedback			
A3	Quality of the Message Delivered	3.50	4	Very Good
A4	Ability to Become an Active Communicant	3.32	4	Good
A5	Social Exchange in Paired Discussions	3.32	4	Good
	Overall Average	3.31	4	Good

Table 7 shows that the overall average score of students' communication skill aspects was 3.31 out of a maximum score of 4.00, which falls into the Good category. The aspect with the highest achievement was the Quality of the Message Delivered (A3) with an average of 3.50, while the aspect with the lowest achievement was the Ability to Provide Feedback (A2) with an average of 3.07.

The distribution of students' communication skill predicates based on the final psychomotor assessment scores is presented in Table 8 below.

Table 8 Distribution of Students' Communication Skill Predicates

N o	Categor y	Predica te	Score Rang e	Numbe r of Studen ts	Perce ntage (%)
1	Very Good	A	91–100	8	28.6%
2	Good	B	76–90	9	32.1%
3	Fair	C	61–75	8	28.6%
4	Poor	D	≤60	3	10.7%
	Total			28	100%

Table 8 shows that as many as 17 students (60.7%) obtained predicates A (Very Good) and B (Good), indicating that most students had achieved the established communication competency targets. In detail, 8 students (28.6%) obtained predicate A with scores of 91–100, and 9 students (32.1%) obtained predicate B with scores of 76–90. These achievements exceeded the Learning Objective Achievement Criteria (KKTP), which was set at 70.

On the other hand, 8 students (28.6%) were still in the Fair category (predicate C), and 3 students (10.7%) were in the Poor category (predicate D). Students in these two groups require follow-up actions in the form of remedial activities focused on strengthening the aspects of providing feedback and social exchange in paired discussions, as designed in the differentiated learning plan in the prepared teaching module.

Implementation of the Interactive LKM "Getting to Know Yourself" based on Think Pair Share in the Reading Learning Activities of Third Grade Elementary School Students

The implementation of the interactive worksheet "Kenali Diri" based on the Think Pair Share (TPS) model in reading instruction for third-grade students at SDN Mangkang Wetan 02 was carried out systematically through three main stages: think, pair, and share. The worksheet functioned as both a learning medium and a guide that directed students' activities throughout the learning process.

In the think stage, students were asked to identify the games provided by the teacher and independently write down the games they liked and disliked in the worksheet. This activity aimed to develop individual thinking skills and help students understand their own characteristics. According to (Khotimah et al., 2023), the thinking stage in the TPS model is important because it provides students with the opportunity to process information independently before entering the collaborative stage.

Subsequently, students exchanged their "Kenal Diri" cards with their partners. They then read the information and completed the section on similarities and differences between the games they and their partners liked and disliked in the worksheet. This activity was intended to train students to compare one piece of information with another. It not only developed reading skills but also enhanced students' ability to compare and understand information. Interaction during this stage encouraged students to actively discuss and deepen their understanding of the reading material (Jannah & Indrawan, 2023) stated that cooperative learning models such as TPS can improve student interaction and help them understand reading texts more deeply.

In the share stage, each pair was given the opportunity to present the results of their worksheet in front of the class. Other students provided responses, and the presenting pair then reviewed their work by comparing it with the feedback given by their classmates. This activity aimed to improve students' confidence, speaking skills, and understanding through collaborative interaction. In addition, feedback from peers and the teacher helped students refine both their understanding and their way of presenting information. Research has shown that the implementation of TPS can enhance students' active participation and communication skills in learning activities (Asramaita & Rismawati, 2025).

Overall, the implementation of learning activities using the TPS-based interactive worksheet was carried out effectively and was able to create an active, interactive, and participatory learning

environment. Students were not only positioned as recipients of information but also as active participants involved in the processes of thinking, discussing, and sharing knowledge.

The Effectiveness of the Implementation of the Think Pair Share (TPS) Model Assisted by the "Kenali Diri" Interactive Worksheet in Understanding Descriptive Texts

Quantitatively, the increase in the average scores from the pretest to the posttest indicated that the implemented learning model was effective. Qualitatively, however, the improvement occurred through a learning process that involved interaction, reflection, and meaningful learning experiences.

The interview results revealed that students found it easier to understand reading texts when they were able to discuss with their peers and relate the material to their personal experiences. This finding indicates that the effectiveness of the learning process was influenced not only by the TPS model itself but also by its ability to provide contextual learning experiences. This finding is consistent with the study conducted by (Costadena & Suniasih, 2022), which stated that activity-based interactive learning media can enhance conceptual understanding through students' direct involvement.

In addition, the "Kenali Diri" interactive worksheet functioned as scaffolding that assisted students in organizing information gradually. Students were not only engaged in reading activities but also in writing, comparing, and retelling the information they obtained. This finding supports the study by Novianti et al., (2023), which stated that interactive media can improve students' understanding through systematic and engaging material presentation.

Nevertheless, the findings also showed that several students still experienced difficulties in understanding reading texts in depth. Based on the results of observations and interviews, these difficulties were related to limited basic reading skills, insufficient reading practice, and low self-confidence. These findings are in line with previous studies stating that students' low literacy skills are influenced by both internal and external factors, including motivation and the learning environment.

Furthermore, although the N-Gain score was categorized as moderate, qualitative findings demonstrated significant changes in the students' learning process. These changes were reflected in the students' developing ability to relate reading texts to personal experiences, understand information more systematically, and orally retell the content using their own words. This finding indicates that the learning process not only focused on improving quantitative learning outcomes but also contributed to enhancing

students' deeper comprehension. In other words, students were not merely able to answer questions but also demonstrated more reflective and meaningful thinking processes. This finding is consistent with the study by (Suwarni et al., 2024), which stated that the Think Pair Share (TPS) model is effective in improving reading comprehension because it involves individual thinking, peer discussion, and reflection through sharing activities, thereby encouraging students' active participation in constructing understanding.

Despite the positive outcomes, several challenges were encountered during the implementation of the Think Pair Share (TPS) model assisted by the "Kenali Diri" interactive worksheet. One of the primary challenges was time management, as students required adequate opportunities to complete each TPS phase, including individual thinking, peer discussion, and classroom sharing. Similar findings were reported by Rahmawati & Muthi, (2025) who found that cooperative learning activities often require longer instructional time because students need opportunities to construct understanding through discussion and reflection. Classroom management also became a challenge during the Pair and Share stages, particularly when students showed high enthusiasm in discussing their ideas, resulting in varying levels of participation and concentration. In addition, differences in reading ability and learning readiness influenced the pace of learning. Students with stronger literacy skills tended to complete tasks more quickly and communicate their ideas confidently, whereas students with lower literacy proficiency required additional guidance from teachers and peers. This finding is consistent Aryani et al., (2024) who reported that differences in students' literacy competence significantly affect participation and learning performance during collaborative activities. Furthermore, research in elementary science education has shown that collaborative learning environments frequently face challenges related to heterogeneous student abilities and the need for continuous teacher facilitation to ensure meaningful interaction among learners (Novianti et al., 2023). Nevertheless, these challenges did not substantially hinder the learning process because the interactive worksheet provided structured guidance that helped students remain focused and actively engaged throughout the implementation of TPS.

The findings of this study are consistent with previous research highlighting the effectiveness of the Think Pair Share (TPS) model in improving students' learning outcomes. (Khotimah et al., 2023) reported that the TPS model provides students with opportunities to process information independently before engaging in

collaborative discussions, thereby enhancing understanding and participation during learning activities. Similarly, Fauzan & Salam, (2021) found that TPS significantly improved students' critical thinking skills because the Think, Pair, and Share stages encouraged learners to analyze information, exchange ideas, and defend their arguments through discussion. These findings align with the present study, in which students demonstrated improved reading comprehension through individual reflection, peer interaction, and collaborative knowledge construction.

However, several differences distinguish the present study from previous research. While Fauzan et al. (2021) focused on improving critical thinking skills among university students in a Democracy of Pancasila course and (Khotimah et al., 2023) examined the implementation of TPS in general learning contexts, the present study applied TPS in reading instruction for third-grade elementary school students using an interactive worksheet entitled "Kenali Diri." The worksheet did not merely support discussion activities but also provided structured guidance that helped students identify personal preferences, compare information with peers, and communicate their understanding systematically.

Therefore, the contribution of this study lies not only in confirming the effectiveness of TPS but also in demonstrating how an interactive worksheet can strengthen the implementation of TPS by functioning as a scaffolding tool that supports reading comprehension and communication development among young learners.

The effectiveness of the TPS model assisted by the interactive worksheet can also be explained through recent studies grounded in Vygotsky's sociocultural theory. Collaborative learning activities that involve peer discussion and guided interaction enable students to construct understanding through social engagement and shared problem solving. During the Pair stage, students received support, clarification, and feedback from their partners, allowing them to develop comprehension beyond what they could achieve independently. Previous studies have shown that cooperative learning models such as Think Pair Share significantly improve reading comprehension because students actively construct meaning through discussion, questioning, and reflection with peers Rosalia & Candraloka, (2023) Furthermore, scaffolding-based instruction provides structured support that helps learners gradually develop higher-order comprehension skills through guided learning experiences. Research by Abdel et al., (2023) demonstrated that collaborative learning combined with scaffolding significantly enhances

students' reading comprehension and learning motivation, while Furoivisha & Muhimmah, (2026) found that scaffolding implemented within students' Zone of Proximal Development facilitates conceptual understanding by providing timely guidance, feedback, and learning support. In the present study, the interactive worksheet functioned as a scaffolding tool that systematically guided students in identifying, comparing, and communicating information from the text. Therefore, the improvement in reading comprehension can be interpreted as the result of structured learning support and collaborative interaction that enabled students to construct understanding progressively and meaningfully.

The Role of Presentation Activities in Developing Students' Communication Skills

In this section, the researcher evaluated students' communication skills during the presentation of their worksheet results. The assessment involved 28 students, consisting of 16 female students and 12 male students. Five aspects were assessed, namely speaking ability (A1), the ability to respond or provide feedback (A2), clarity of message delivery (A3), active listening skills (A4), and the ability to interact with peers (A5). Scores were given on a scale of 1 to 4 and were subsequently converted to a scale of 100 to facilitate interpretation.

This assessment was based on three complementary communication theories. First, the theory proposed by Beebe and Redmond 2018 in (Lolupalan et al., 2024) emphasizes that effective communication should focus on the communication partner rather than merely delivering messages in a one-sided manner. Second, the principles proposed by Arnold and Boggs 2007 in (Lolupalan et al., 2024) state that communication should not occur in only one direction; instead, active responses from listeners are necessary for effective information exchange. Third, the social exchange theory proposed by Baumeister and Bushman 2017 in (Lolupalan et al., 2024) explains that in every paired interaction, both individuals influence one another and must actively participate to create meaningful engagement. These three theories were selected because they are consistent with paired presentation activities in the Think Pair Share (TPS) model implemented in third grade classrooms.

Based on Table 1, students' final scores ranged from 55 to 100, with a class average of 82.86. Students who achieved the highest score of 100 obtained perfect scores of 4 in all assessed aspects. This achievement indicates that they were not only able to convey messages clearly but were also active listeners, responsive communicators, and fully engaged in

interactions with their partners. Their consistent performance across all aspects reflects highly developed communication readiness, both verbally and interactively.

On the other hand, the three students who obtained the lowest scores, namely 55, 55, and 60, demonstrated a relatively similar pattern. Their main weaknesses were found in speaking ability (A1) and responsiveness (A2), in which they only obtained scores of 2. However, their performance in other aspects, such as active listening (A4) and peer interaction (A5), was slightly better, although still below the class average. These findings indicate that the students were generally able to follow the flow of communication but experienced difficulties when required to actively participate as speakers and responders. This condition was likely related to low self-confidence or limited experience in speaking before others rather than a lack of understanding of the presented material.

One important finding presented in Table 1 is the absence of a score of 1 in any assessed aspect among all 28 students. A score of 1 reflects a condition in which students demonstrate no observable communication skills at all. The absence of this score indicates that all students, including those with the lowest scores, were still able to demonstrate at least a minimum level of communication ability. This is a positive finding because it shows that the implementation of the TPS model successfully encouraged all students to participate actively in communication activities, with no students remaining completely silent or passive. Therefore, the teacher did not need to begin from a zero level for any student but instead could focus on strengthening aspects that were still weak.

The findings presented in Table 1 are consistent with previous studies. (Hidayat et al., 2026) found that in the implementation of the TPS model in elementary school classrooms, even initially passive students were encouraged to speak because the paired structure created a safer and less intimidating learning atmosphere. The study also emphasized that difficulties in message delivery and responsiveness were primarily caused by limited opportunities for practice rather than a lack of basic ability. This finding is further supported by (Nurkhasanah, 2023), who stated that the Pair stage in TPS serves as an important bridge for students with low self-confidence because it provides them with the opportunity to practice safely with one peer before presenting in front of the class. As a result, nearly all students were able to demonstrate at least basic communication skills after participating in the learning process.

Table 2 presents the average score for each communication aspect in greater detail. Based on the data, aspect A3, namely message clarity, obtained the highest average score of 3.50, which falls into the Very Good category. This high score indicates that, in general, students were able to organize and convey information to their partners clearly and systematically. The messages they delivered were not only audible but also understandable to the listening peers. This achievement is particularly significant considering that third-grade students are generally still developing formal oral communication skills.

In contrast, aspect A2, namely the ability to provide responses or feedback, obtained the lowest average score of 3.07. Although this score still falls within the Good category, the difference of 0.43 points between A3 and A2 represents the largest gap among all assessed aspects. This finding indicates a clear imbalance: students were relatively capable of preparing and delivering messages but still experienced difficulties when required to respond spontaneously to their peers' statements. Providing responses is indeed more challenging than delivering prepared messages because it cannot be fully prepared in advance and requires full concentration while listening.

Aspects A4 (active listening) and A5 (peer interaction) obtained identical average scores of 3.32. This similarity is particularly interesting because it reflects the close relationship between these two aspects within paired communication processes. Students who genuinely listened to their partners naturally found it easier to provide responses, continue conversations, or ask questions, and vice versa. This explains why the scores of these two aspects were nearly inseparable. Meanwhile, aspect A1 (speaking ability) obtained an average score of 3.25, positioned between the highest and lowest scores. Overall, the average score across all five aspects was 3.31, which falls within the Good category, indicating that the class had achieved an adequate standard of communication skills for the third-grade elementary school level.

The pattern of results shown in Table 2 is supported by findings from relevant studies. (Nurkhasanah, 2023) stated that the TPS model is particularly effective in improving message delivery because the Think stage provides students with time to organize their ideas systematically before speaking, which directly contributes to clearer and more organized communication. (Afifah & Utami, 2024) reinforced this finding by explaining that active listening and interaction quality among lower-grade students are interdependent, making it unsurprising

that A4 and A5 consistently produced closely related scores. Their study also emphasized that responsiveness is the slowest communication aspect to develop because it requires longer habituation and more frequent practice than other communication skills.

Table 3 illustrates the distribution of students' scores based on achievement categories. The largest group consisted of students with grade B, or scores ranging from 76 to 90, totaling 9 students or 32.1% of the class. Students in this category already demonstrated relatively good communication skills and were able to deliver and respond to messages fluently, although certain aspects were still inconsistent. This group appeared to be the most prepared for further development with appropriate guidance.

The next categories, grade A (scores of 91–100) and grade C (scores of 61–75), each consisted of 8 students or 28.6% of the class. The equal number of students in these categories reflects a classroom condition divided into two relatively balanced groups. Students in grade A demonstrated highly developed communication skills and mastery across nearly all assessed aspects, whereas students in grade C were still in the process of learning and required more intensive guidance, particularly in aspects with below-average scores. The presence of these two relatively equal groups presents a particular challenge for teachers in designing learning activities capable of accommodating both groups simultaneously.

Students with grade D, or scores below 60, totaled 3 students or 10.7% of the class. Although the number was relatively small, these students required the most serious attention because their scores remained considerably below the minimum achievement standard. Nevertheless, as previously explained, these students still demonstrated basic communication abilities, indicating that appropriate interventions could still produce significant improvement. Overall, 60.7% of students who obtained grades A and B exceeded the minimum passing score of 70, meaning that more than half of the class successfully achieved communication skill mastery. Furthermore, the lowest recorded score was 55, far above zero, confirming that all students were able to demonstrate communication skills during the presentation activities.

The distribution of achievement categories presented in Table 3 is consistent with findings from several previous studies. (Jannah & Indrawan, 2023) stated that polarization between highly skilled students and those still developing is a common condition when the TPS model is first implemented consistently within a classroom because students' initial speaking abilities

naturally vary. (Nurkhasanah, 2023) demonstrated that although students' results varied during the initial stages of implementation, more than half were still able to achieve mastery because the TPS model provides a structure that encourages all students to participate actively. In addition, (Costadena & Suniasih, 2022) explained that the use of structured worksheets, such as those implemented in this study, also contributed to helping students in the middle and lower groups remain guided during communication activities, preventing their scores from falling too far below the passing standard.

The high score achieved in aspect A3 (message clarity) was strongly influenced by the role of the "Kenali Diri" worksheet, which functioned as a thinking guide before students presented their ideas. Within the TPS model sequence, the Think stage provided students with time to reflect on and organize their ideas independently, while the Pair stage gave them the opportunity to practice presenting these ideas to one peer before speaking in front of the class. These two preparatory stages made the messages delivered during the Share stage more organized, coherent, and easier to understand. This process also explains why students' speaking fluency increased by 39.0% compared to previous assessments, as preparedness of content directly contributed to smoother delivery. (Nurkhasanah, 2023) reinforced this finding by demonstrating that through the TPS model, 92.8% of students were able to begin presentations effectively because they already possessed clear material preparation before presenting. (Hidayat et al., 2026) further explained that practicing first with a peer creates psychological safety, which subsequently encourages students to speak more confidently and systematically in front of the class.

The relatively lower score in aspect A2 (responsiveness) can be understood by considering the nature of this skill. Unlike message delivery, which can be prepared beforehand, responsiveness is spontaneous and cannot be developed solely through individual preparation. It requires continuous habituation so that students become accustomed to listening, processing information, and responding within a short period of time. (Afifah & Utami, 2024) emphasized that two-way communication skills among lower-grade students must be developed gradually and cannot mature within only one or two meetings. Therefore, additional activities specifically designed to train this aspect are necessary, particularly for the 11 students in grades C and D. Techniques such as talking chips or simple panel discussions are highly appropriate because they structurally encourage every student to take turns listening and responding. (Jannah & Indrawan, 2023)

further stated that the more frequently students are trained to explain and respond to others' ideas, the stronger their overall comprehension and communication skills become.

Overall, the implementation of communication skills through worksheet presentation activities using the TPS model produced positive and encouraging results. More than half of the students successfully achieved the minimum mastery standard, no student failed completely, and the class average reached the Good category across all assessed aspects. These findings confirm that the TPS model is not only effective in helping students understand learning materials but also contributes significantly to the development of oral communication skills among third-grade elementary school students. In the future, strengthening the responsiveness aspect should become a priority through more structured and consistent two-way communication activities so that all students can develop into more confident, active, and balanced communicators.

Conclusion

Based on the results of the study, two main conclusions can be drawn. First, the implementation of the "Kenali Diri" interactive worksheet based on the Think Pair Share (TPS) model in third-grade reading instruction at SDN Mangkang Wetan 02, Semarang City, was successfully carried out through the think, pair, and share stages. The worksheet functioned as a structured learning guide that encouraged students to think independently, discuss with peers, and communicate their understanding through presentations. As a result, the learning process became more active, interactive, contextual, and student-centered.

Second, the implementation of the TPS model assisted by the "Kenali Diri" interactive worksheet was proven effective in improving students' reading comprehension skills. This effectiveness was reflected in the increase in the average score from 63.65 on the pretest to 84.70 on the posttest, a significant difference based on the paired samples t-test ($p < 0.05$), and an N-Gain score of 0.58, which falls into the moderate category. Qualitative findings from observations and interviews also indicated that students became more capable of understanding information, relating text content to personal experiences, and communicating their understanding both orally and in writing.

This study has several limitations. First, the research was conducted in only one elementary school involving 28 students, which limits the generalizability of the findings. Second, the study employed a one-

group pretest-posttest design without a control group, making it difficult to compare the effectiveness of the intervention with other learning approaches. Third, the interactive worksheet was only implemented in one learning topic, namely descriptive texts related to self-recognition, so its effectiveness in other literacy materials has not yet been examined. In addition, communication skills were assessed descriptively and were not measured using a pretest-posttest design.

Future studies are recommended to conduct experimental research involving control groups and larger samples from different schools. Researchers may also develop and test similar interactive worksheets for other descriptive text themes or literacy materials, examine their effectiveness at different grade levels, and employ more structured instruments to measure communication skills before and after the intervention.

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