



Enhancing Student Engagement and Performance in Indonesian Language Learning through the Think-Pair-Share (TPS) Model with Question Card Media

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ABSTRACT

This research investigates the effectiveness of the Think-Pair-Share (TPS) model integrated with question card media in enhancing student engagement and performance in Indonesian language learning. The study aims to address common challenges in language education, such as low student participation, passive learning behaviors, and limited critical thinking skills. By using the TPS framework, which promotes individual reflection, peer discussion, and group sharing, alongside question card media, this research explores the impact of these strategies on student interaction, comprehension, and overall learning outcomes. The findings suggest that the combination of TPS and question card media significantly increases student engagement, fosters collaborative learning, and improves critical thinking. Students demonstrated greater willingness to participate in discussions, improved oral language skills, and more thoughtful responses to questions. Additionally, teachers observed enhanced classroom dynamics, with more students taking ownership of their learning. This model proved to be adaptable and effective, not only for Indonesian language learning but also for broader educational contexts. The results indicate that the TPS model with question card media offers a practical and effective approach for addressing pedagogical challenges in language classrooms. This research contributes to the ongoing development of student-centered learning strategies, with implications for language teachers seeking to foster active learning and improve student performance.

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1. INTRODUCTION

Indonesian language learning, as a core component of the national curriculum, holds significant importance in developing students' ability to communicate, think critically, and understand cultural and literary contexts. Despite its vital role, the implementation of Indonesian language education in many schools still faces several challenges that hinder the achievement of these goals (Zein et al., 2020). Among the most prominent problems are the lack of student engagement, low development of critical thinking skills, and the persistence of passive learning practices.

One of the major issues is the lack of student engagement during Indonesian language lessons. Many students perceive the subject as monotonous or difficult, particularly when it focuses on grammar rules, text analysis, or formal writing (Jean & Simard, 2011). This perception is often rooted in uninspiring teaching methods that rely heavily on teacher-centered instruction and textbook-based activities. As a result, students tend to become passive recipients of information rather than active participants in the learning process. Their motivation to learn diminishes, and they often find it hard to connect the material with real-life contexts.

Another significant challenge is the underdevelopment of critical thinking skills. Indonesian language education should ideally cultivate students' ability to analyze texts, express opinions, and construct logical arguments (Wahyudi, 2018). However, in practice, many learning activities do not go beyond memorization or simple comprehension. Students are rarely encouraged to question, interpret, or evaluate information critically. This lack of intellectual stimulation limits their capacity to engage deeply with texts, articulate original ideas, and participate in meaningful discussions.

Indonesian language learning plays a critical role in developing students' communication skills, critical thinking, and cultural literacy. However, traditional teaching methods that rely heavily on lectures and rote memorization often fail to actively engage students or foster meaningful understanding of the subject matter. As a result, many students struggle to express ideas clearly, participate in discussions, and interpret texts effectively. This condition calls for innovative instructional strategies that can increase student participation and promote deeper learning in the classroom (Fullan & Langworthy, 2014).

One such strategy is the Think-Pair-Share (TPS) cooperative learning model, which encourages students to think independently, collaborate with peers, and share their ideas with the class (Sharma & Saarsar, 2018). This model aligns with the principles of active learning and constructivist theory, where students construct knowledge through interaction and reflection. The TPS model has been shown to improve student engagement, enhance comprehension, and build confidence in expressing ideas, making it especially suitable for language subjects like Indonesian (Apriyanti & Ayu, 2020).

In the context of classroom learning, particularly in language education such as Indonesian, the TPS model is highly relevant and beneficial. One of the fundamental goals of language learning is to equip students with the ability to express their thoughts clearly and confidently, both in oral and written forms (Horwitz, 2020). TPS directly supports this goal by giving students a structured opportunity to process information, articulate their responses, and refine their ideas through discussion with peers. This process not only enhances comprehension but also helps build communication skills and self-confidence.

Moreover, TPS aligns with the principles of constructivist learning theory, which emphasizes the importance of social interaction in knowledge construction. Through peer collaboration, students are exposed to diverse perspectives, which can deepen their understanding and stimulate critical thinking (Kong, 2014). Unlike traditional teacher-centered instruction, TPS places students at the center of the learning process, encouraging them to take ownership of their learning and engage more actively with the material.

The relevance of TPS in Indonesian language learning is further underscored by the need to shift from passive to active learning strategies. Many students struggle with expressing opinions, analyzing texts, or participating in discussions due to lack of practice and confidence (Brookfield & Preskill, 2012). TPS addresses these issues by creating a low-pressure environment where students can share ideas first with a peer before speaking in front of the whole class. This gradual progression helps reduce anxiety and fosters a sense of collaboration rather than competition. Over the past decade, a growing body of research has explored the effectiveness of cooperative learning strategies, particularly the Think-Pair-Share (TPS) model, in enhancing educational outcomes across various subjects, including language learning. One notable area of research focuses on the impact of TPS on student participation and achievement. For instance, studies by Yuliana (2015) and Rahmawati (2017) in Indonesian language classrooms found that implementing TPS increased student involvement in class

discussions and enhanced their ability to understand and analyze texts. These improvements were attributed to the model's structured opportunities for thinking and peer interaction, which helped students feel more confident and prepared to share their ideas.

Research has also highlighted the role of TPS in developing critical thinking and problem-solving skills. A study by Widodo and Sari (2018) showed that students who participated in TPS-based learning activities were more likely to question assumptions, consider multiple viewpoints, and articulate more thoughtful responses compared to those in traditional classrooms. These findings support the idea that cooperative learning strategies like TPS not only improve language proficiency but also foster higher-order thinking skills.

In addition to the TPS model itself, researchers have explored the use of instructional media, such as question cards, to further support and enrich the learning process. Question cards, which contain prompts or discussion questions, have been found to be particularly effective in guiding student conversations and reducing anxiety in speaking activities. Studies by Susanti (2019) and Hasanah (2021) demonstrated that combining question card media with interactive strategies like TPS improved the quality of student responses and encouraged participation from more reserved learners.

Furthermore, recent research has emphasized the benefits of integrating TPS with various teaching aids to accommodate diverse learning styles and needs. For example, Syahrial et al. (2020) conducted a study integrating TPS with visual and kinesthetic media, including question cards, and found that the blended approach led to better retention and increased enthusiasm among students in Indonesian language classes. This suggests that multi-modal instruction, when combined with cooperative learning, creates a more inclusive and engaging environment.

To further optimize the implementation of TPS, the integration of learning media such as question cards can be a valuable addition. Question cards serve as tangible prompts that guide students in generating responses, fostering more structured and focused discussions. They also help reduce student anxiety during speaking activities and encourage equitable participation. By combining the TPS model with question card media, educators can create a more dynamic and supportive learning environment that accommodates diverse student needs and learning styles.

Therefore, this research aims to analyze the application of the TPS model supported by question card media in Indonesian language learning. It seeks to evaluate its effectiveness in enhancing student engagement, understanding, and oral communication skills. The findings of this study are expected to contribute to the development of more interactive and student-centered language learning practices that can be implemented across various educational levels.

2. RESEARCH METHOD

This research employs a qualitative descriptive method to analyze the application of the Think-Pair-Share (TPS) model integrated with question card media in Indonesian language learning. The qualitative approach is chosen to enable an in-depth exploration of how this cooperative learning strategy influences student engagement, participation, and comprehension in a natural classroom setting (Ismail & Al Allaq, 2019). By focusing on descriptive data such as student interactions, teacher observations, and learning outcomes this study aims to uncover patterns and insights that quantitative data alone may not reveal.

The research was conducted in a junior high school (SMP) setting, where Indonesian language lessons form a critical part of the curriculum (Hanifa, 2018). The study involved one class as the subject of observation, selected through purposive sampling based on the teacher's readiness to implement the TPS model and the class's representativeness in terms of student diversity (Waweru, 2018). The participants consisted of approximately 30 students, along with their Indonesian language teacher who acted as a collaborator in applying the learning model.

The implementation of the TPS model was carried out over several instructional meetings. Each meeting followed the core stages of TPS (Mazur et al., 2008):

- Think-students were presented with a question using question card media and given time to think individually.

- Pair-they then discussed their thoughts with a peer to compare and expand on their ideas.
- Share-finally, pairs shared their ideas with the entire class, encouraging broader discussion.

To support the learning process, question cards containing prompts related to the lesson topic were used (Xun & Land, 2004). These cards were designed to stimulate analytical thinking, guide discussion, and facilitate structured participation.

Data collection techniques included observation, interviews, and documentation (Mack, 2005). Observations were conducted during the teaching and learning process to capture student behavior, engagement levels, and interaction patterns. Interviews with students and the teacher provided deeper insights into their experiences, perceptions, and challenges encountered during the implementation of TPS with question cards (Entwistle et al., 2014). Documentation, such as student worksheets, question cards, and lesson plans, was used to support the analysis.

The collected data were then analyzed using qualitative data analysis techniques, including data reduction, data display, and conclusion drawing. Patterns of student responses, participation, and collaboration were identified and interpreted in relation to the research objectives. Credibility of the findings was ensured through triangulation of data sources and member checking with the teacher and selected students.

3. RESULTS AND DISCUSSIONS

3.1 Result

The implementation of the Think-Pair-Share (TPS) model using question card media in Indonesian language learning produced several notable results that aligned with the objectives of promoting student engagement, improving critical thinking, and encouraging active participation in the classroom.

Firstly, the use of the TPS model significantly increased student engagement during learning activities. Through the "think" stage, students were encouraged to process questions individually, which gave them time to reflect and organize their thoughts. This step helped even the more passive students to feel involved in the lesson, as they were not immediately pressured to speak or respond in front of others. When paired with question card media, which provided clear and contextual prompts, students were more focused and interested in the topic. The physical presence of the question cards also acted as a visual stimulus that made learning feel more interactive and less monotonous.

Secondly, the "pair" stage fostered collaborative learning and communication skills. Students appeared more confident sharing their initial ideas with a peer before presenting them to the class. This environment reduced anxiety and built mutual trust, especially for students who were previously reluctant to participate in classroom discussions. The exchange of ideas in pairs also helped improve the quality of student responses, as they had the opportunity to revise and expand their thoughts through conversation. The data gathered from teacher observations indicated that this stage allowed students to explore different perspectives and increased their ability to construct more coherent and reasoned arguments.

Thirdly, the "share" stage proved effective in enhancing classroom interaction and critical thinking. During class discussions, many students demonstrated improved speaking abilities and greater willingness to express opinions, especially when supported by the question card prompts. The teacher noted a significant rise in the number of students who voluntarily participated in sharing their ideas with the class. Furthermore, the responses were more thoughtful and relevant to the topic being discussed, showing a deeper understanding of the material. The question cards, which included both factual and analytical questions, played a vital role in pushing students to not only recall information but also analyze, compare, and evaluate content.

Additionally, qualitative interviews with students revealed that they found the learning process more enjoyable and less stressful. Many of them expressed appreciation for the structured approach that TPS offered, especially when combined with the guidance provided by the question

cards. Teachers also reported that the TPS model made the classroom environment more dynamic and allowed for better monitoring of individual student progress.

Overall, the results of this research demonstrate that integrating the TPS model with question card media can significantly enhance the effectiveness of Indonesian language learning. It leads to improved student participation, fosters critical thinking, and creates a more student-centered classroom dynamic, addressing several of the core problems traditionally found in language instruction.

3.2 Improvement in Student Engagement and Performance

The implementation of the Think-Pair-Share (TPS) model integrated with question card media has brought about significant improvements in both student engagement and academic performance in Indonesian language learning. These improvements are evident through the increased active participation of students, their enhanced ability to comprehend lesson material, and the overall boost in the quality of their learning outcomes.

One of the most noticeable improvements lies in the area of student engagement (Parsons & Taylor, 2011). Prior to the application of TPS, many students tended to be passive during lessons, relying solely on teacher explanations and showing minimal initiative to participate in discussions. However, the structured stages of the TPS model encouraged every student to be involved. In the "think" stage, students were given individual time to reflect on questions presented on the cards, which created a sense of personal responsibility toward the learning material (Gagnon & Collay, 2001). This individual reflection stage helped students feel more prepared and confident to participate in subsequent activities.

The "pair" stage significantly increased collaborative engagement. Students who were previously hesitant to speak in large groups found comfort in discussing their ideas with peers in pairs. These discussions served as rehearsal opportunities that empowered students to refine their ideas before presenting them to the class. The use of question card media further enriched this stage by providing specific, clear, and relevant prompts that stimulated meaningful dialogue and helped guide students in their conversations (Walsh & Sattes, 2015).

In the "share" stage, students displayed increased willingness to contribute during class discussions. The confidence gained from the think and pair stages translated into more students volunteering to speak up. The quality of their responses also improved, as students were able to articulate their thoughts more clearly and support their opinions with logical reasoning (Jonassen & Kim, 2010). This development not only reflects an improvement in language skills but also in critical thinking and public speaking abilities.

From a performance standpoint, the TPS model with question cards contributed to better academic outcomes. Students showed improved comprehension of texts, were more capable of answering both factual and analytical questions, and demonstrated better retention of information (Dunlosky et al., 2013). Teachers observed that students who previously struggled to follow lessons began to show progress, as the cooperative structure provided multiple opportunities for clarification and feedback. Additionally, classroom assessments and student work reflected a deeper understanding of the subject matter, with more thoughtful and structured responses.

3.3 A Model That Can Be Replicated or Adapted in Other Subjects or Educational Contexts

The success of the Think-Pair-Share (TPS) model supported by question card media in Indonesian language learning demonstrates its strong potential as a replicable and adaptable instructional approach in a wide range of subjects and educational contexts. One of the key strengths of the TPS model is its universality in fostering active learning (Christersson et al., 2019). Whether applied in science, mathematics, social studies, or language education, the model encourages students to engage in higher-order thinking by allowing them time to reflect, process, and articulate ideas. For example, in science classes, question cards can contain hypotheses or problem-solving scenarios that students must analyze. In mathematics, the cards might present real-world problems or puzzles that require cooperative reasoning. In history or civic education, they can be used to prompt critical analysis

of events or decision-making processes. The flexible nature of question cards enables educators to align them with specific learning objectives and curriculum standards.

In addition, the TPS model can be adapted across various educational levels, from elementary to higher education (Ramdiah et al., 2018). Younger students benefit from the peer collaboration and verbal reinforcement of ideas, while older students can use the same structure to explore more complex topics, engage in debates, or develop arguments. The model can also support differentiated instruction, as teachers can vary the complexity of questions on the cards to meet the needs of learners at different proficiency levels.

Furthermore, the TPS model is highly adaptable to both face-to-face and online learning environments. In digital classrooms, virtual breakout rooms can replicate the "pair" stage, while discussion boards or video conferencing can facilitate the "share" stage (Bower et al., 2014). Digital question cards can be distributed through learning management systems or interactive presentation tools. This makes the model suitable for blended and distance learning settings, where maintaining student engagement is often a major challenge.

From a pedagogical standpoint, TPS also aligns well with 21st-century learning goals, including collaboration, communication, critical thinking, and creativity (Sawyer, 2019). It transforms the traditional teacher-centered classroom into a more dynamic, student-centered environment where learners take an active role in constructing knowledge. Moreover, the use of question card media enhances instructional clarity and scaffolding, ensuring that students are guided effectively through each stage of the learning process.

3.4 Pedagogical Implications for Language Teachers

The implementation of the Think-Pair-Share (TPS) model supported by question card media in Indonesian language learning brings several important pedagogical implications for language teachers. These implications not only enhance teaching strategies but also contribute to a more engaging and effective language learning environment that supports student-centered instruction.

Firstly, this research underscores the importance of active learning in language instruction. Language teachers are encouraged to move beyond traditional lecture-based approaches and adopt strategies that promote student participation. The TPS model compels learners to think critically, collaborate, and communicate their ideas skills that are essential in mastering a language. By integrating this model, teachers can cultivate classrooms where students are not just passive recipients of information but active contributors to the learning process.

Secondly, the use of question card media provides structured scaffolding that helps guide students' thinking and discussions. For language teachers, this means being intentional about designing questions that are varied in type and cognitive level ranging from literal comprehension to analytical and evaluative thinking. These cards serve as learning tools that can reduce student anxiety, especially for those who struggle with language production, by providing clear prompts and context to support verbal responses.

Another key implication is the promotion of collaborative and communicative competence (Suter et al., 2009). The pair and share stages of the TPS model allow students to practice their speaking and listening skills in meaningful, low-pressure interactions. This is particularly valuable in language classrooms, where the goal is to build fluency and confidence. Teachers can use TPS to foster real communicative situations that mimic authentic language use, thereby improving both oral proficiency and interpersonal communication skills.

Moreover, the model supports inclusive and differentiated instruction. The TPS structure can accommodate various learning styles and language abilities, allowing all students to engage at their own pace and level. Teachers can tailor question cards based on student proficiency, ensuring that both advanced and struggling learners are equally challenged and supported (Tomlinson, 2014). This adaptability promotes equity in the classroom and ensures that no student is left behind.

In addition, the TPS model encourages teachers to become facilitators rather than sole knowledge providers. Language teachers must shift their role toward guiding discussions, monitoring peer interactions, and providing feedback that enhances the quality of student responses. This shift

not only improves classroom dynamics but also empowers students to take more ownership of their learning process.

Lastly, the success of this model highlights the need for ongoing teacher training and professional development in cooperative learning strategies. Teachers must be equipped with the skills to design effective question cards, manage interactive classroom activities, and evaluate student participation in a formative way.

4. CONCLUSION

This research has demonstrated that the implementation of the Think-Pair-Share (TPS) model supported by question card media significantly enhances the quality of Indonesian language learning. The application of this cooperative learning strategy addresses several critical issues in language education, including low student engagement, passive learning behavior, and limited critical thinking skills. Through its structured stages thinking individually, discussing in pairs, and sharing with the class the TPS model successfully promotes active participation, encourages collaboration, and develops students' ability to express and defend their ideas clearly and confidently. The use of question card media within the TPS framework further strengthens the effectiveness of the model by providing focused, contextually relevant prompts that guide student thinking and facilitate meaningful discussion. This combination not only helps students grasp language concepts more deeply but also supports their development in critical language competencies such as speaking, listening, and reasoning. The results of this study indicate measurable improvements in both student engagement and academic performance. Students became more involved in the learning process, more responsive in classroom interactions, and demonstrated enhanced comprehension and analytical abilities. These findings affirm that the TPS model, especially when enhanced with question card media, is an effective, practical, and student-centered approach that can transform language instruction. Moreover, the replicability and adaptability of this model across different subjects and educational contexts further underscore its value as a powerful teaching strategy. For language teachers, the TPS model offers a pedagogical framework that aligns with modern educational goals, supports diverse learners, and fosters an inclusive and interactive classroom environment. The TPS model with question card media not only addresses key challenges in Indonesian language learning but also provides a sustainable and innovative instructional approach that can be applied broadly to improve educational outcomes.

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