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Effect of Think Pair Share on Fourth Graders Communication Skills at SDN 1 Panongan

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Abstract
The low level of students' communication skills in Civic Education remains a major concern, largely due to the dominance of conventional teaching methods that limit active student participation. This study aimed to examine the effectiveness of the Think Pair Share (TPS) learning model in improving the communication skills of fourth-grade students at SDN 1 Panongan. A quantitative approach with a quasi-experimental nonequivalent control group design was employed. The sample consisted of two fourth-grade classes: class IVA as the experimental group receiving TPS instruction and class IVB as the control group using conventional teaching methods. Data were collected through communication skills tests administered before and after the intervention. The results indicated that the experimental group achieved a higher mean posttest score (80.32) than the control group (67.14). The t-test analysis revealed a significant difference between the two groups ($t = 18.020$, $p < 0.05$). In addition, the N-Gain analysis showed a moderate improvement in the experimental group (0.53) and a low improvement in the control group (0.25). These findings demonstrate that the Think Pair Share model is an effective instructional approach for enhancing students' communication skills in elementary Civic Education.

Keywords
Civics Education, Communication, Elementary School, Think Pair Share

INTRODUCTION

Elementary education is a crucial stage in developing students' thinking skills, attitudes, and social skills. At this level, students are not only required to master academic aspects but also to develop communication and collaboration skills, which are essential for interacting in social environments. In elementary schools, Civics (PKN) is crucial for teaching students about national and democratic values and encouraging them to actively

participate in their communities. However, what actually happens in the classroom is that teachers predominantly use lectures as their primary method of teaching. As a result, students become less active, rarely express their opinions, and are not accustomed to open discussions. This condition results in poor communication skills and a lack of understanding of civic concepts.

Initial observations at SDN 1 Panongan confirmed these findings. Fourth-grade students appeared to lack confidence in asking questions, answering questions, or presenting their ideas in front of the class. During discussion-based assignments, the number of students who participated openly was limited, with the remainder often remaining silent and relegating roles to those taking the lead role. When students did have the opportunity to express their thoughts, their responses were usually brief and lacked detailed reasoning or information. This situation suggests the need for more engaging, team-based learning approaches to build confidence and help students improve their communication skills. One strategy considered effective in achieving this goal is the Think-Pair-Share (TPS) approach, a teamwork-based teaching method that emphasizes the importance of individual thinking, discussing with classmates, and sharing what has been learned with the entire class.

Several studies have highlighted the positive impact of the Think-Pair-Share (TPS) model on student learning outcomes and communication skills. (Al Fatana et al., 2024)found that TPS, alongside other cooperative learning models, significantly improved students' writing skills, particularly in descriptive texts. Similarly, (Purba, 2022) showed that TPS enhanced students' mathematical communication by encouraging them to articulate their problem-solving processes. (Darmawan & Lestariningsih, 2023) demonstrated that TPS positively influenced oral communication skills in English, fostering clearer and more confident expression. (Wuryandani & Herwin, 2021) also confirmed that TPS improved learning outcomes in civics education by promoting active collaboration and reflection among students. Meanwhile, (Elismawati et al., 2021; Shittu Lukman Olayinka, 2024) found that the implementation of TPS helps students understand concepts more deeply through two-way interaction and exchange of ideas.

Although many studies have examined the effectiveness of the TPS model, most have focused on science, mathematics, or thematic subjects in elementary and secondary schools (Fauziah et al., 2025; Hukmiah et al., 2023; Ni Made Nila Pramesti & Maria Goreti

Rini Kristiantari, 2023; Novita et al., 2021; Perawati et al., 2020; Zain & Ahmad, 2021). Research specifically examining the effect of TPS on students' communication skills in Civics learning in elementary schools is still very limited. Furthermore, most previous studies have focused more on learning outcomes than on students' communication aspects, thus requiring a more in-depth investigation of the effect of TPS on communication skills in the context of Civics learning.

Based on this, this study attempts to fill this gap by examining the application of the Think Pair Share Model to improve students' communication skills in Civics learning at the elementary school level. This research is expected to provide a more comprehensive understanding of the role of TPS in developing students' communication skills effectively.

METHOD

This research was conducted using a quantitative approach with a quasi-experimental design in the form of a Nonequivalent Control Group Design. This model was chosen because field conditions did not allow researchers to conduct full participant randomization, but still required a comparison between the treated class and the untreated class (Rachman et al., 2024). Two classes in the fourth grade of SDN 1 Panongan were involved as samples: class IVA as the group that received the TPS model treatment and class IVB as the control group that received conventional learning treatment. A purposive sampling technique was used by considering the similarity of initial abilities and academic readiness of students. The population of this study included all fourth grade students in the 2024/2025 academic year.

The experimental group was treated with the TPS model for four meetings, each lasting 2 × 35 minutes, in the Civics subject. Meanwhile, the control group followed conventional learning with lectures, questions and answers, and assignments. The TPS model was implemented through three stages: Think (independent thinking), Pair (pair discussion), and Share (presentation of discussion results). The research instruments included a learning outcome test and a communication skills observation sheet that had been validated and tested for reliability (Arikunto, 2010). Data were analyzed using normality tests, homogeneity tests, independent t-tests, and calculating N-Gain to measure the improvement of students' communication skills. The observed communication skills indicators are presented in the following table 1.

Table 1. Indicators of Student Communication Skills

Communication Skills Aspects	Observed Indicators
Courage to speak	Students dare to express their opinions verbally
Clarity of delivery	Students convey ideas in clear and easy-to-understand language.
Discussion skills	Students actively discuss with their partners at the *Pair stage.*
Listening skills	Students pay attention and respond to friends' opinions
Participation sharing	Students present the results of the discussion at the *Share stage*
Attitude of respecting opinions	Students respect their friends' opinions during discussions and presentations.

RESULTS AND DISCUSSION

The focus of this study was to assess the effect of the Think Pair Share (TPS) learning model on the communication skills of fourth-grade students at SDN 1 Panongan in the subject of Citizenship. The TPS model was chosen because it is considered effective in creating a learning environment that encourages interaction, collaboration, and communication skills. Through the stages of thinking, pairing, and sharing, students are trained to analyze problems, work together, listen to others' opinions, and express ideas confidently. This study was conducted on two groups: an experimental group that implemented TPS and a control group that continued to use conventional methods. Improvement in communication skills was measured through pretests and posttests.

Table 2. Pre-test Scores of Control Class

Pre-test Score		*Post-Test Score*	
Means	56.05	Means	67.14
Median	56.00	Median	67.50
Standard Deviation	2.28	Standard Deviation	2.34
Count	22.00	Count	22.00

Table 3. Experimental Post-Test Scores

Pre-test Score		*Post-Test Score*	
Means	57.32	Means	80.32
Median	57.00	Median	80,00
Deviasi Standar	1,64	Deviasi Standar	2.51
Menghitung	22.00	Menghitung	22.00

The difference in improvement between the experimental and control groups indicates that the learning process in the classroom is not simply about delivering material, but is influenced by the structure of interactions between students. TPS provides a thinking-discussing-sharing cycle that encourages students to engage in repetitive communication. This pattern is what led to greater improvement in communication skills in the experimental group, not simply due to the new treatment. This confirms that collaborative-based methods are more in-depth than traditional, more passive learning.

Table 4. Normality of Test Results

Group	Test Types	Sig. Shapiro–Wilk	Information
Test	Pre-test	0.115	Normally distributed
Test	Post-test	0.089	Normally distributed
Control	Pre-test	0.094	Normally distributed
Control	Post-test	0.067	Normally distributed

The results of the data normality tests listed in Table 4 show that all normality tests using the Shapiro–Wilk test showed that the pretest and posttest scores in the experimental and control groups had Sig. values exceeding 0.05. This condition indicates that the data are normally distributed. With the normality assumption met, the use of the t-test as a parametric analysis technique is appropriate.

Table 5. Homogeneity of Pre-test Test

Data	Levene Statistics	Significance (p-value)	Information
Experiment vs Control	2,553	0.118	Homogeneous variance

Table 6. Homogeneity Test of Posts

Data	Levene Statistics	Significance (p-value)	Information
Experiment vs Control	0.097	0.757	Homogeneous variance

Furthermore, referring to Tables 5 and 6, the results of the homogeneity test show that the significance level (p-value) for the pretest data is 0.118, while for the posttest data it reaches 0.757. Since both p-values exceed the 0.05 limit, it can be concluded that the diversity between the two groups is uniform (homogeneous). Thus, the distribution of values between the treatment group and the comparison group (control) can be said to be the same, so that the t-test can be performed with the assumption of equality of variance.

Table 7. Hypothesis Test Results (Pre-test)

Group	Average (Pre-test)	number t	df	Sig. (2 tails)	Average Difference	Information
Test	57.32	−2.125	42	0.04	−1.27	There was a significant difference in the pretest.
Control	56.05					

The t-test results listed in Table 7 show that the calculated t-value = −2.125 with p = 0.040 (<0.05). This result confirms a small but significant difference between the initial (pretest) scores of the experimental group and the comparison (control) group. Although

there is a statistically significant difference, the mean difference between the two groups is only 1.27 points, indicating that the initial ability levels of students from both groups are still relatively similar. This small difference does not affect the final results of the study, because the main treatment was only applied after the pretest was administered.

Table 8. Hypothesis Test Results (Posttest)

Group	Average (Posttest)	number t	df	Sig. (2 tails)	Average Difference	Information
Test	80.32	−18,020	42	0	−13.18	There are significant differences between the experimental class and the control group.
Control	67.14					

After the treatment was applied, the t-test analysis on the posttest scores as shown in Table 8 produced a t value = -18.020 with p = 0.000 (<0.05). This shows a significant difference between the experimental group and the control group after using the Think Pair Share (TPS) model. The average posttest score in the experimental class reached 80.32, while in the control class it was only 67.14, with a difference of 13.18 points, indicating a very significant increase due to learning.

The effectiveness of TPS in improving communication skills can be explained through its systematic interaction mechanism. In the thinking phase, students independently construct an idea structure. In the pairing phase, they verify their understanding through two-way dialogue, resulting in conceptual refinement and increased clarity of delivery. In the sharing phase, they practice formally presenting their ideas to the class. This cycle consistently fosters fluency, confidence, and argumentation skills, leading to significant increases in posttest scores. Thus, the stages in TPS have demonstrated a significant influence on students' communication skills.

Table 9. N-Gain Test Results

Group	Pre-test Average	Post-test Average	Normalized Gain (g)	Category
Test	57.32	80.32	0.5385	At the moment
Control	56.05	67.14	0.253	Low

The moderate improvement in the experimental group can be explained by the repeated interaction processes that occurred during the lesson. Students need time to build confidence in speaking, and pair discussions served as a bridge to reduce communication anxiety. Meanwhile, the low improvement in the control group indicates that the lecture

method did not provide students with space to practice meaningful communication, resulting in minimal progress despite participating in the same lesson. This suggests that TPS is not only effective in influencing learning outcomes but also in changing the dynamics of classroom communication.

The findings of this study align with Vygotsky's social constructivism theory, which states that language and communication skills develop through social interaction. Paired discussions create a zone of proximal development where students help each other construct arguments, refine their speaking styles, and increase the clarity of their messages. Thus, improved communication skills stem not only from the subject matter but primarily from the quality of interactions created by the TPS structure. This interactive process provides students with opportunities to not only speak but also to listen and respond more critically to others' ideas.

The final stage is the Sharing Session, where each pair presents the results of their discussion to the class, while other groups provide constructive feedback and suggestions. The teacher then provides input and summarizes the learning outcomes with all students. Through this stage, students learn to express their ideas in front of a large audience, build confidence, and strengthen interpersonal communication skills. The learning process becomes more dynamic and participatory than traditional, one-way methods.

After the TPS model was implemented, the pretest and posttest data were processed through several stages of statistical analysis, namely the normality test, the homogeneity test, and the independent sample t-test. These analysis stages aimed to ensure data validity and determine the level of difference in results between the experimental and control groups. Based on the analysis results, a significant improvement in students' communication skills was found after implementing the TPS learning model.

Based on the N-Gain calculation results, the improvement in students' communication skills in the experimental class showed quite good results, while in the control class the results were lower. From these results, it can be said that the use of the TPS model has a more significant impact than the conventional approach. Students involved in learning through the TPS model showed better abilities in expressing ideas, working together, and conveying ideas using coherent and confident language. This proves that the learning process that involves students as active participants is more effective in developing communication skills, compared to teacher-centered learning.

This improvement is inseparable from the characteristics of the TPS model, which includes three stages: think (reflection), pair (discussion), and share (sharing). In the think stage, students are given the opportunity to formulate ideas and understand the material independently, which encourages them to think critically. The pair stage provides opportunities for students to interact with peers, exchange views, and build shared understanding, while the share stage encourages them to present the results of their discussions openly to the class. This gradual process helps students think regularly, speak actively, and respect the opinions of others. In line with the views of (Putri et al., 2020; Shittu Lukman Olayinka, 2024), collaborative learning such as TPS makes the learning process feel more interactive, which naturally increases students' self-confidence and verbal communication skills.

A more open and cooperative classroom environment also encourages all students to actively participate, including those who previously tended to be passive. Teachers are no longer the sole source of information, but rather act as guides, guiding and facilitating discussions, while also providing feedback on students' ideas. This aligns with research findings (Darmawan & Lestariningsih, 2023; Elismawati et al., 2021), which indicate that the implementation of TPS can create more lively learning, increase student engagement, and foster collaborative interactions between teachers and students. In civics learning, this communication pattern helps students understand democratic values, appreciate differences of opinion, and develop constructive argumentation skills.

Observations during the study showed that initially passive students began to speak up during discussions with their partners. This safer dialogue environment played a significant role in increasing students' self-efficacy, or confidence, in speaking. This was not found in the control group, resulting in their communication processes not developing optimally. This confirms that the effectiveness of TPS is determined not only by the model's structure but also by the social experiences created during the learning process. This model creates a space for students to feel valued for their opinions, which ultimately builds their confidence in communication.

The results of this study reinforce the findings of a study (Aji Nugraheni Nugraheni & Suryawan, 2023), which stated that the implementation of the TPS model has a significant impact on communication skills and student learning outcomes at the elementary school level. Furthermore, these results also reinforce the findings (Farihatul

Jannah & Wardono, 2025; Silva et al., 2022) which prove that TPS can improve critical thinking skills through individual reflection activities and group discussions, as well as research (Farrajallah, 2017; Ni Gusti Ayu Made Linda Puspitawati et al., 2024) which confirms the effectiveness of TPS in improving students' speaking skills and self-confidence. Therefore, TPS-based learning not only improves knowledge but also encourages students' communicative attitudes, openness, and self-confidence, in accordance with the objectives of Civics learning.

Overall, these findings confirm that the Think Pair Share (TPS) model is more effective than conventional methods in developing students' communication skills in Civics (PKN). This approach not only helps students understand the material more deeply but also hones the social and participatory skills that are the foundation of civics education in elementary schools. Through thinking, discussing, and sharing, students learn to express their opinions politely, respect differing views, and collaborate with classmates. Therefore, the TPS model can be considered an effective learning strategy for developing the quality of student interaction, communication, and character in the Civics learning process.

CONCLUSION

The application of the Think Pair Share (TPS) learning model showed a significant increase in students' communication skills compared to conventional learning in grade IV of SDN 1 Panongan. The average posttest score for the experimental group reached 80.32, while the control group only scored 67.14, with a t-test showing a significant difference (t = 18.020). N-Gain analysis showed a moderate increase in the experimental group (0.53) compared to the control group (0.25). These findings indicate that TPS not only improves students' speaking and listening skills, but also their discussion and collaboration skills. For teachers and elementary schools, the application of TPS not only develops students' communication skills but also encourages them to be more actively involved in learning, creating a more interactive and collaborative environment, which is very important in Civic Education learning.

However, this study has limitations in terms of its sample, which was limited to one school and one class, so the results may not be fully generalizable to a broader context. Further research is recommended to expand the research sample to include more schools

and class variations, as well as to explore the long-term effects of the TPS model on students' communication skills in various subjects.

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