Efforts to Improve Literacy Competency in Phase D Students by Implementing the Think Pair Share (TPS) Strategy

Ruli Trisanti, S.Pd., Prof. Dr. Drs. Anwar Efendi, M.Si.

Postgraduate, Yogyakarta State University, Indonesia

Abstract

The Ministry of Education and Culture wants to emphasize that schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school. Second, by making this curriculum option policy, it is hoped that the process of changing the national curriculum can occur smoothly and gradually. The first goal of the independent curriculum is to create a fun education for students and teachers. This independent curriculum strongly emphasizes Indonesian education on the development of skills and character aspects in accordance with the values of the Indonesian nation. The rapid advancement of technology and information demands increased competence in various fields. Improving literacy competence is one of the important things to be improved in dealing with technological and information developments. In addition, the emergence of the challenge of the industrial revolution 4.0 where all fields have utilized telecommunications in the network, increasing literacy competence is a vital role to continue to be able to meet existing demands. Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the School Literacy Movement (GLS), which is in the form of a 15-minute activity of reading non-lesson books. The activity was carried out before the learning activities started. One of the cooperative learning models that can be developed in the learning process is the Think Pair Share (TPS) type cooperative learning model. This TPS learning model is a learning model initiated by Franklin Lyman in 1985, aiming to teach students to be more independent in the learning process and can generate students' confidence, as well as teach students to be able to accept differences of opinion and cooperate with others. Through the TPS learning model, it is hoped that it can make it easier to understand. The subject matter provided can later improve the quality of the learning process which can further improve student learning outcomes. Critical thinking is important to prepare students to face various problems in daily life. Based on this presentation, it can be concluded that this research is intended as an effort to improve literacy competence in Phase D students by applying the Think Pair Share (TPS) strategy, both in Indonesian learning in the classroom, and in the School Literacy Movement (GLS).

Keywords: *Think Pair Share Strategy; Literacy Competency; Phase D Students*

Introduction

Freedom of learning is the slogan of Education echoed by the Ministry of Education and Culture. The principle of Freedom of Learning is expected to accelerate the process of educational reform in Indonesia, which has been considered to be declining in quality (Lubis., et. Al., 2023). The Ministry of Education and Culture wants to emphasize that schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school. Second, by making this curriculum option policy, it is hoped that the process of changing the national curriculum can occur smoothly and gradually. The government has the task of developing a curriculum framework. Meanwhile, the operationalization, how the independent curriculum is implemented, is a school task and autonomy for teachers. Teachers as professional workers who have the authority to work autonomously, based on education. Thus, the curriculum between schools can and should be different, according to the characteristics of students and school conditions, while still strongly referring to the same curriculum framework (Mustofa, et., al., 2023)

The first goal of the independent curriculum is to create a fun education for students and teachers. This independent curriculum strongly emphasizes Indonesian education on the development of skills and character aspects in accordance with the values of the Indonesian nation. Catching Up with Learning One of the goals of the independent curriculum is to catch up with learning lag caused by the covid-19 pandemic (Mustofa, et., al., 2023). Medikbud even initiated the term education deregulation because education regulations have been considered to hinder the process of achieving educational reform leading to the quality and quality of education in Indonesia. In the current situation after the COVID-19 Pandemic which has had an impact on learning activities at school, it is learning independently by students that is carried out at home (Fahrina, 2020).

In this all-digital era, education in Indonesia is increasingly facing massive challenges in achieving educational goals. Various policies have been carried out by the government to improve education in Indonesia. One of the latest is the "Freedom to Learn" policy by the Minister of Education and Culture. There are two assumptions that occur. First, educators who have high creativity and innovation will be more encouraged and provide ample space for creativity and innovation. However, for ordinary educators, even educators with an instructional style, will tend to remain silent and take a *wait-and-see attitude* . From these two assumptions, it can be concluded that educator innovation must be awakened first. Whatever the policy, if educators have high innovation power, it will be easy to develop education. Educators in this case are all professions that are in accordance with their qualifications that participate in organizing education, including in this case teachers (Kusumadewi, et., al., 2022). In relation to educators, educational innovations can be developed in the learning process itself. The learning process is an activity that involves a person in an effort to acquire knowledge, skills, and positive values by utilizing various learning resources (Kusumadewi, et., al., 2022). Therefore, a teacher is expected to be able to innovate in learner activities to improve student competence. Based on this thought, Law No. 14 of 2005 concerning Teachers and Lecturers states that the position of teachers as professionals functions to improve the dignity of teachers and their role as learning agents to improve the quality of national education". With this statement, indirectly, the world of education must of course prepare the quality of teachers who are active, creative, innovative, and fun.

The rapid advancement of technology and information demands increased competence in various fields. Improving literacy competence is one of the important things to be improved in dealing with technological and information developments. In addition, the emergence of the challenge of the industrial revolution 4.0 in which all fields have utilized telecommunications in the network, increasing literacy competencies is a vital role to continue to be able to meet existing demands (Arwansyah, et., al., 2019). Looking at Indonesia's literacy data, a UNESCO study titled The World's Most Literate Nations in 2017 released Indonesia's ranking in reading interest which was ranked 60 above Botswana (Hutapea, 2019). This is certainly a bad record for the reading culture in Indonesia. The character of liking to read is one of the important characters to support the progress of the Indonesian nation (Priasti, et., al., 2021). It can be

seen that most developed countries have a culture of reading love. Purnomo (2018) explained that based on a survey on the level of national literacy in the world which was followed by 61 countries, it was recorded that developed countries such as Finland and Norway for their literacy level were ranked 1st and 2nd, while other developed countries that are very influential in the world such as America, Germany and the United Kingdom were ranked 7th, 8th and 18th. In addition, in Asia there are South Korea, China, Japan and Singapore, ranked 22nd, 19th, 32nd and 36th respectively. Based on this data, it can be concluded that each Education Unit must make a breakthrough so that every student can experience progress in literacy competence. In line with this, the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the School Literacy Movement (GLS), which is in the form of a 15-minute activity of reading non-lesson books. The activity was carried out before the learning activities started. The school literacy movement (GLS) is a participatory effort. The movement will succeed if there is good cooperation from various elements, be it elements of society, elements of education personnel or elements of the government. The purpose of the movement is to be able to realize school residents who are literate throughout their lives. One of the efforts to realize this goal is through the habit of reading for 15 minutes before the start of learning. (GLS Task Force of the Ministry of Education and Culture. 2018). This condition is in line with the statement that literacy is believed to be the main gateway to open all knowledge through various fields of study (Sobirin and Susapti, 2018). Students with good literacy skills tend to have high confidence and better learning achievement (Zulfahita, Husna, & Mulyani, 2020). Behind the ideal program does not mean that there are no problems. The formation of students' mentality does require the creativity of the Education unit as an institution entrusted by the program. The problem that arises is the use of 15 minutes that is not optimal. Students read books without direction from the teacher, so they lose the essence of the literacy activity. Many of them do not understand the contents of the books they are selling. Therefore, there needs to be direction from the teacher on how to optimize the time that has been programmed. The direction can be in the form of mentoring in the sense that students are not left alone during the literacy schedule that has been determined by the Education Unit. Teachers must have a strategy so that the School Literacy Movement can run optimally and the vision to increase the interest and reading of the Indonesian people can be successful.

Language skills are divided into receptive and productive skills. Literacy competency consists of reading and writing skills, so this competency requires receptive and productive skills (Kayati, 2019). Literacy competencies in Phase D students, namely the junior high school level, can be developed in learning activities. The learning activities that are meant are mainly language learning. This is because language learning is textual and the development of literacy competencies through learning activities must be designed in such a way that students can enjoy learning and especially improve these competencies. Therefore, teachers are expected to design creative learning to improve student competence. The biggest hope is to improve the literacy competence of the Indonesian people so that they can catch up with other countries in terms of reading interest.

Teachers are currently required to master various learning methods in the classroom and ironically, the method used by most teachers in learning today is the lecture method, with the implementation of teacher-centered learning, so that the interaction that is seen is only one direction and the teacher dominates the learning process. This is supported by the absence of learning media or if there is still conventional. which is monotonous so that it looks unattractive which in the end students feel bored and uninterested. In the existence of these problems, students will be passive and not concentrate.

To improve a student's learning achievement, teachers are required to make learning more innovative that encourages students to learn optimally, both in independent learning and in learning in class. In order for communication between teachers and students to take place well and the information conveyed by teachers can be accepted by students, a teacher needs to use media or learning models. The benefit of choosing a media strategy or model for learning is that students get good service in understanding the subject matter, because the material can be received quickly and improve the learning

achievement of students, as well as the material can be optimally absorbed by them by using the right media or learning model.

Cooperative learning can make students look active in the learning process. In this cooperative learning, students are given the opportunity to work together in small groups to solve and solve a problem, as well as train students to listen to some opinions from others and explain opinions or findings in writing. Cooperative learning can also increase human activities together in a certain group to achieve common goals (Kusumadewi, et., al., 2022).

One of the cooperative learning models that can be developed in the learning process is the *Think Pair Share* (TPS) type cooperative learning model. This TPS learning model is a learning model initiated by Franklin Lyman in 1985, aiming to teach students to be more independent in the learning process and can generate students' confidence, as well as teach students to be able to accept differences of opinion and cooperate with others. Through the TPS learning model, it is hoped that it can make it easier to understand. The subject matter provided can later improve the quality of the learning process which can further improve student learning outcomes. Critical thinking is important to prepare students to face various problems in daily life (Zulherman, et al 2020). One of the roles of students is to contribute solutions to solving problems that are happening in people's lives (Masus & Fadilaturahmi 2020). The way that can be used so that this role can be applied is by accustoming students to learning through the TPS learning model. One of the syntax in this model is the Think stage, where students are asked to think critically about a problem given by the teacher to solve through valid sources and their observations. That way, students will get used to thinking critically first before concluding a problem they are facing (Kusumadewi, et., al., 2022).

Based on this presentation, it can be concluded that this research is intended as an effort to improve literacy competence in Phase D students by applying the *Think Pair Share* (TPS) strategy, both in Indonesian learning in the classroom, and in the School Literacy Movement (GLS).

Research Methods

This type of research is qualitative research, which is the research process that produces descriptive data in the form of written language and is more concerned with the process than the results and data collected in original or natural conditions. The method used in this study is a qualitative descriptive method. In addition, the approach used is library *research*, which is by browsing literature that is relevant to the topic of discussion cited. The goal is to provide in-depth exposure to the application of the TPS learning model in improving students' critical thinking skills. So that the literacy competence of students can increase and it is concluded that the TPS learning model is either applied in the learning process or not, especially in improving literacy competence.

Results and Discussion

Based on previous literature/theory studies that have been carried out by several researchers related to *Think Pair Share* (TPS) learning which has an influence on students' critical thinking, then from the results of this study which quotes from various references from existing literature, it can be stated that the Think Pair Share (TPS) learning model has a great influence on students' critical thinking.

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understand the subject matter provided and later can improve the quality of the learning process which can further improve student learning outcomes.

Think Pair Share (TPS)

Cooperative learning strategies that can be applied are the *Think Pair Share* (TPS) type learning model. The Think Pair Share (TPS) learning model is expected to allow students to develop thinking and answering skills in communication with each other, as well as work to help each other in small groups. This is in accordance with the meaning of the Think Pair Share (TPS) learning model itself, as stated by Lie (2002:57) that, "Think Pair Share (TPS) is learning that gives students the opportunity to work alone and collaborate with others." Thus, teachers play a very important role in guiding students to have discussions, so as to create a more lively, active, creative, effective and fun learning atmosphere. The Think Pair Share (TPS) learning model is one of the simple cooperative learning models where the Think Pair Share (TPS) learning model procedure can be socialized and used as a guideline in improving literacy competencies in schools. Another advantage of this learning is the optimization of student participation with the classical method that allows only one student to advance and share the results with the whole class, this type of *Think Pair Share* (TPS) gives at least eight times more opportunities for students to recognize and show their participation to others (Lie, 2004:57).

So, *Think Pair Share* (TPS) is an effective way to create a variety of classroom discussion patterns *Think Pair Share* (TPS) or brainstorming with partners is a type of cooperative learning designed to influence the interaction patterns of students, is a learning model developed by Franklin Lyman in 1985, aiming to teach students to be more independent in solving problems that can be arouse students' confidence (Harlina, 2009:1-2). *Think Pair Share* (TPS) is a cooperative discussion strategy that gives students time to think and respond and help each other. This model introduces the idea of "thinking time or waiting time" which is a strong reason for improving students' ability to respond to questions. Another advantage of this technique is the optimization of student participation. With *Think Pair Share* (TPS) learning, students become knowledgeable and interactive in class. Because basically the purpose of cooperative learning of *the Think Pair Share* (TPS) model is to develop student participation in the classroom through discussions with both partners and classes. Through this learning model, students can develop their thinking skills in order to produce quality ideas as quoted by Harlina (2009). In addition, the *Think Pair Share* (TPS) model also teaches students to be able to accept differences of opinion and collaborate with others. The steps in *Think Pair Share* (TPS) are:

Thinking

The teacher gives the question or problem associated with the lesson and asks the student to use a few minutes, to think for themselves the answer or problem. Students think about finding answers independently. Students need an explanation that talking or doing is not part of thinking

Pairing

The teacher asks the students to pair up and discuss what they have gained for a few minutes to put their ideas together. Interaction during the allotted time can bring together the answers to a question asked by the teacher. The time in this stage is approximately 5-7 minutes.

Sharing

At this stage, the teacher asked each couple to convey the results of their discussion to their friends. Submission of assignment results can be in front of the class to save time. The teacher called several groups of students to present the results of their answers.

Each learning model must have its own advantages and disadvantages, as for the advantages of the Think Pair Share (PTS) method, namely:

a. Groups consisting of only 2 people (in pairs) are more effective in time and make it easier for teachers to direct the course of discussions.
b. The interaction between students in the teaching and learning process through discussion activities can improve students' social skills.
c. Train students to be responsible in completing assignments.
d. Confidence arises in students.
e. Train students to speak in public.
f. Both smart and less intelligent students benefit from this learning activity.
g. Students find it easier to understand concepts and draw conclusions. Optimizing student participation through questioning, discussion, and leadership talent development.

As for the disadvantages of the Think Pair Share (TPS) method, namely:

a. Think Pair Share (TPS) learning has not been widely applied in schools, so it requires abilities and skills in its implementation.
b. Smarter students tend to dominate the classroom so that less smart students will feel insecure and passive.
c. Grouping students in pairs will take time.
d. Many groups need to be supervised by teachers.
e. The ideas produced by students are less because they are only paired.
f. The dependence of students on their partners.

Application of the Pair Think Share (PTS) Strategy in the School Literacy Movement (GLS)

The program for the application of reading characters aims to make Indonesian people a society that has fun or a love of reading. Therefore, an indicator is needed to be able to know its success. Reading in school can be said to be successful if it meets several indicators. Indicators of the success of the application of reading characters for students include the use of libraries as a source of student learning (Ramly in Perpusnas, 2014).

The school literacy movement (GLS) is a participatory effort, which will succeed if there is good cooperation from various elements, be it elements of society, elements of education personnel or government elements. The purpose of the movement is to be able to realize school residents who are literate throughout their lives. One of the efforts to realize this goal is through the habit of reading for 15 minutes before the start of learning. (GLS Task Force of the Ministry of Education and Culture. 2018). This condition is in line with the statement of Sobirin and Susapti (2018) that literacy is believed to be the main gateway to open all knowledge through various fields of study. Students with good literacy skills tend to have high confidence and better learning achievement (Zulfahita, et., al., 2020, Priasti, et., al., 2021).

The School Literacy Movement must be fully supported by all parties. As an institution that receives the mandate of the movement, schools must be as creative as possible in designing the operational implementation of the School Literacy Movement. The operations in question are both from the preparation of schedules, accompanying teachers, to the books or texts provided.

Teachers as a supporter of students carrying out the habituation of the reading movement should also have a strategy so that GLS can run well and not be boring for students. In addition, of course, so that the target or vision of the School Literacy Movement can run well. Teachers can help students provide

books or texts that must be read and understood in depth by students. Literacy activities do not have to be rigid with reading student activities taking up 15 minutes scheduled by school. Books or texts presented to Phase D students should also be selected and adjusted to the student's condition. Teachers can provide books or texts of fairy tales, science magazines, the latest news which of course corresponds with students. The Think Pair Share strategy can be an alternative strategy in improving the literacy competency of Phase D students. The following are the steps to implement the Think Pair Share (TPS) strategy in the School Literacy Movement (GLS)

Steps	Learning Activities
Stage 1 Introduction	➢Teacher Opens the forum in class with greetings. ➢Teachers share texts that students must read independently ➢The text distributed to each student is tried to be different. Even though the types are the same, teachers can distinguish from the title.
Stage 2 Think	➢Teachers Guide students to read the text that has been shared independently. Example text: news text ➢Students make a summary of the news that has been read
Stage 3 Pair	➢After the learner has made a summary Brtita, the teacher pairs students with the As well as other students who have the same type of text ➢Students discuss similarities And the difference in text they get Then make a note
Stage 4 Share	➢A pair of students are called out in a friendly to share their opinions with the rest of the class ➢The teacher gives a conclusion and Straighten the students' answers and add Student answers.

Conclusion

One of the cooperative learning models that can be developed in the learning process is the Think Pair Share (TPS) type cooperative learning model. The Think Pair Share (TPS) learning model is one of the simple cooperative learning models where the Think Pair Share (TPS) learning model procedure can be socialized and used as a guideline in improving literacy competencies in schools. Another advantage of this learning is the optimization of student participation with the classical method that allows only one student to advance and share the results for the entire class, this type of Think Pair Share (TPS) gives at least eight times more opportunities for students to be recognized and show their participation to others.

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