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IMPLEMENTATION OF THE THINK PAIR SHARE MODEL ASSISTED BY PODCAST MEDIA IN INDONESIAN LISTENING LEARNING FOR SIXTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstrak

Penelitian ini memiliki tujuan untuk menjelaskan penerapan model Think Pair Share dengan bantuan media podcast dalam proses pembelajaran menyimak bagi murid kelas VI sekolah dasar. Metodologi yang dipakai dalam penelitian ini adalah deskriptif kualitatif. Pengumpulan data dilakukan melalui cara observasi dan wawancara dengan guru serta siswa saat kegiatan pembelajaran berlangsung. Urgensi dari penelitian ini menunjukkan bahwa penggunaan model Think Pair Share yang didukung oleh media podcast dapat meningkatkan perhatian, partisipasi, dan pemahaman siswa terhadap materi menyimak. Siswa menjadi lebih bersemangat saat menyimak, berdiskusi dengan teman, dan mengungkapkan hasil pemikiran mereka. Selain itu, suasana pembelajaran menjadi lebih interaktif dan penuh makna. Kesimpulan dari penelitian ini adalah bahwa model Think Pair Share dengan dukungan media podcast efektif untuk meningkatkan mutu pembelajaran menyimak di kelas VI sekolah dasar.

Kata kunci: *think pair share, model, podcast, menyimak, media*

Abstract

This study describes how sixth-grade elementary school students use podcast media to implement the Think-Pair-Share method in their listening-learning process. This study employs a descriptive qualitative methodology. Data gathering occurs via observation and engagement with educators and learners during active instructional activities. This study's findings demonstrate that the Think-Pair-Share paradigm, augmented by podcast material, enhances students' attention, involvement, and comprehension of the subject matter. Students exhibit increased enthusiasm when engaging in research, interacting with educators, and deliberating about their academic outcomes. Moreover, educational activities become increasingly dynamic and captivating. This study concludes that the Think-Pair-Share approach, when integrated with an excellent podcast media environment, can enhance the number of kids acquiring listening skills in sixth grade of elementary school.

Keywords: *think pair share, model, podcast, listening learning process, media*

1. Introduction

Listening comprehension is a crucial language skill for sixth graders, since it establishes the groundwork for grasping more intricate topic matter (Suriani et al., 2021). In this setting, creative learning models are essential for developing captivating and engaging educational experiences (Pasaribu et al., 2024). Cooperative learning models, such Think-Pair-Share, present an effective strategy for enhancing student engagement and academic performance,

particularly in language competencies such as listening (Malau et al., 2023). This strategy instructs students to articulate their viewpoints while respecting differing perspectives, hence enhancing their comprehension and involvement in the educational process (Rahmawati et al., 2024). The efficacy of this strategy can be augmented by including pertinent and new learning media, such as podcasts, which deliver auditory content in an authentic and engaging manner (Satriyawan et al., 2022).

Utilizing podcasts in listening comprehension education exposes students to diverse audio content, enhancing their listening abilities and expanding their knowledge and interest in particular subjects (Kamil et al., 2021). Podcasts as a pedagogical medium can promote student-centered learning, enabling students to actively engage in the acquisition of significant knowledge through listening, idea exchange, and presentation of discussion outcomes (Simbolon, 2017). This method corresponds with the necessity to provide novel educational resources to improve learning quality and foster student autonomy, as teacher-centered instruction is frequently ineffective (Jamil et al., 2021).

This study examines the application of the Think-Pair-Share approach, augmented with podcast media, in sixth-grade elementary school listening comprehension teaching to assess its efficacy in enhancing educational quality and student engagement (Jamil et al., 2021). This strategy aims to tackle the issues of diminished student motivation and inadequate development of school management skills in delivering fair educational services, which frequently obstruct learning outcomes (Jamal, 2024). The implementation of the Think-Pair-Share learning model, augmented by podcast media, aims to alleviate student disengagement during the passive listening process, thereby optimizing learning outcomes through enhanced activity and collaboration among students (Purnamasari, 2019).

Think-Pair-Share is a collaborative learning framework that prioritizes active student engagement through stages of individual contemplation, paired dialogue, and collective idea sharing, thus promoting enhanced comprehension and cooperation among students (Hermanto et al., 2023; Rahmawati et al., 2024). This strategy is explicitly crafted to enhance student engagement and promote information sharing, which is advantageous for students with diverse abilities, as it can elevate learning motivation and enhance educational achievements (Pasaribu et al., 2024). Innovative learning models, such as Think-Pair-Share, can effectively address the issue of boring and repetitive learning that frequently results in student disinterest and passivity in the educational process (Malau et al., 2023).

The steps involved in implementing Think Pair Share are as follows: first, the "Think" phase, in which students consider the questions or problems on their own; second, the "Pair" phase, which entails discussions in pairs to exchange ideas and come up with solutions; and third, the "Share" phase, in which pairs present their findings to the class (Simanjuntak & Rahman, 2021; Yumaroh et al., 2020). During these stages, students acquire knowledge not only from educators but also from their classmates, which has been demonstrated to enhance desire for learning and critical thinking abilities (Hidayah & Anisa, 2019). This strategy is appropriate for overcoming primary school pupils' lack of interest in studying because it also gives them the chance to improve their thought processes and communicate their thoughts to one another when solving difficulties (Malau et al., 2023). Moreover, the implementation of this model may enhance students' learning autonomy by facilitating discussion and collaborative comprehension, aligning with the necessity for innovative instructional resources to bolster mathematical literacy and overall educational quality (Jamil et al., 2021).

Research indicates that cooperative learning approaches, such as Think-Pair-Share, can enhance classroom discussions by fostering interactivity and augmenting students' creative thinking abilities through equitable opportunities for dialogue and opinion exchange (Zain et al., 2024). The Think-Pair-Share paradigm has advantages such as enhancing individual cognition, boosting involvement, and deepening students' understanding, while allowing teachers to adapt it to student characteristics (Ferdianto, 2024). Conversely, the drawbacks of the Think-Pair-Share paradigm encompass the requirement for extended time for each phase and the likelihood

of more outspoken students monopolizing the small-group discussion phase (Fathan et al., 2020).

Podcasts are digital audio formats that may be downloaded or streamed, enabling significant flexibility in content accessibility and providing extensive and varied learning materials to enhance listening comprehension (Jamil et al., 2021). This media supports initiatives to enhance literacy and autonomous learning by enabling students to learn on their own at any time and from any location (Jamil et al., 2021). Podcasts can enhance students' listening comprehension by improving their ability to recognize relevant information, comprehend context, and summarize audio content, which are essential skills in auditory literacy. Moreover, the varied attributes of podcasts, including narration, interviews, and discussions, offer a spectrum of listening experiences that may be customized to align with students' interests and comprehension levels, thereby fostering enhanced engagement (Pangemanan, 2021). Podcasts can assist students who struggle with reading printed texts, enhancing learning by providing clear narration that makes it more participatory and pleasant (Astuti et al., 2025).

Consequently, integrating the Think-Pair-Share approach with podcast material can foster a dynamic, interactive learning environment that pushes students to engage actively in processing knowledge, discussing, and cultivating a deeper comprehension of concepts. Consequently, this method can improve listening and learning efficacy while promoting the optimal development of critical thinking abilities and student collaboration (Khasanah et al., 2024; Nadriyah et al., 2020). This study will thoroughly examine the synergistic efficacy of these two components within a sixth-grade primary school, aiding in the advancement of more inventive and pertinent pedagogical techniques tailored to kids' demands in the digital era. This study examines the application of the Think-Pair-Share paradigm combined with podcast media as an innovative approach to listening education, seeking to assess enhancements in students' active engagement, comprehension of the subject, and academic performance (Purwono et al., 2022).

Prior research indicates that podcasts are an efficacious audio-based educational tool, enhancing students' learning capabilities and acting as a source of motivation and inspiration (Putri et al., 2021). Research indicates that podcast utilization enhances listening abilities and efficiently stimulates students in language acquisition (Gulo et al., 2023). The utilization of podcasts as a digital educational medium is deemed essential in the contemporary era, consistent with Indonesian Ministry of Education and Culture Regulation No. 22 of 2016, which underscores the significance of digital literacy-based learning resources for their capacity to deliver content in a contextual, visual, and audiovisual format that is engaging (Kesumaningtyas et al., 2022). Utilizing podcasts as an educational medium can markedly boost students' auditory skills, cultivate a conducive learning atmosphere, and augment their enthusiasm and comprehension of the subject matter (Maharani & Kurniasari, 2022; Purnamasari et al., 2025).

2. Method

This study attempts to give a thorough grasp of the ways that podcast media and the Think Pair Share model affect students' interest in learning and the development of their listening skills. It also seeks to determine the degree to which the combination of these two components can overcome the difficulties associated with traditional learning (Prasetyo, n.d.). This study will employ a qualitative, descriptive methodology to thoroughly investigate how the amalgamation of these two elements enhances the auditory literacy of sixth-grade pupils (Nurrohman et al., 2024; Setiawan et al., 2019). This methodology will enable researchers to meticulously examine the dynamic interplay between pedagogical practices and digital media, discern patterns in qualitative data, and get profound insights into the experiences of students and educators (Putri et al., 2021; Setiawan et al., 2019).

This study included semi-structured interviews and observations of teachers and students during the learning process for data gathering. Interviews serve as an efficient data collection technique for acquiring comprehensive insights into respondents' perceptions, experiences, and

opinions concerning the use of the Think-Pair-Share learning paradigm facilitated by podcast media (Perayani & Rasna, 2022; Putri et al., 2021). Observation, conversely, will yield immediate data regarding classroom dynamics, student engagement levels, and the efficacy of interactions throughout the learning process (Partiwi, 2022). Furthermore, documentation comprising field notes, audio recordings, and interview transcripts will be utilized to enhance the data, facilitating a more comprehensive analysis of the phenomenon under investigation (Nurrohman et al., 2024). Additionally, data triangulation methods—integrating observation, interviews, and documentation—will be utilized to augment the validity and dependability of the research findings, ensuring that data interpretation is anchored in diverse viewpoints (Subakti, 2023).

This descriptive methodology enables researchers to elucidate the phenomenon under investigation using empirical data, so presenting an accurate representation of the conditions associated with the implementation of the Think-Pair-Share model utilizing podcast medium in listening education (Anthony & Setianingrum, 2026). This qualitative technique prioritizes comprehending the significance and ramifications of the examined issues, primarily deriving insights from the verbal and behavioral expressions of the research participants (Annisa & Wulansari, 2024; Ferdianto, 2024).

3. Result and Discussion

This results section, grounded in the methodological framework, will delineate significant findings derived from qualitative data analysis, elucidate emerging patterns, and identify factors influencing the success and challenges of implementing the Think Pair Share model, augmented by podcast media, in listening comprehension education for sixth-grade students (Putri et al., 2021; Setiawan et al., 2019; Tandiyono et al., 2025). This will examine how podcasts enhance comprehension and retention of auditory content, and how the Think Pair Share framework promotes constructive dialogue and the cultivation of critical thinking abilities among students (Ferdianto, 2024; Yumni & Azis, 2022). The discourse will encompass a thorough examination of interview transcripts with educators and pupils, classroom observation records, and other pertinent educational artifacts, to present a holistic assessment of the synergistic influence of these two components on listening learning experiences. The research findings will be analyzed to derive valid conclusions regarding the efficacy of this model in enhancing listening skills, while providing practical recommendations for educators and curriculum developers to incorporate similar innovations into their pedagogical practices (Setiawan et al., 2019).

The interviews indicated that autonomous thinking is a crucial basis for the Think-Pair-Share method. Observations indicated that pupils produced organized notes, reflecting attentiveness and effective listening abilities. Educators confirmed that all students comprehended their assignments prior to commencing the discussion phase, facilitating successful student engagement. This technique promotes individual learning as students evaluate knowledge prior to confirming their comprehension through social interaction. During the pairing stage, student collaboration was apparent as they engaged in discussions, exchanged ideas, and validated their comprehension of the audio content. The sharing phase entailed presenting the duo's discussion outcomes to the entire class, with students engaging in active inquiry and response, so enhancing their collective comprehension and verbal communication abilities.

The evidence demonstrates that the Think-Pair-Share approach, augmented with podcast media, effectively promotes active engagement and profound comprehension through a progressive transition from solitary contemplation to collective agreement (Rahayu, 2024). This corresponds with other research indicating that cooperation, facilitated by Think-Pair-Share, can work as a conduit for reluctant students, enhancing their engagement in academic discourse and augmenting their comprehension (Pratolo et al., 2025). This strategy markedly enhances students' capacity to collaborate and formulate evidence-based arguments, a vital component of critical thinking skill development (Sitepu et al., 2024). According to Ayuningtyas, the Think-Pair-Share cooperative learning approach yields superior learning outcomes compared to the

direct learning model, particularly for pupils exhibiting strong learning independence (Hikmawati et al., 2021). The findings of this study endorse the notion that integrating podcast media with the Think-Pair-Share model enhances listening skills, fosters student autonomy, and promotes social engagement, thus facilitating overall learning enhancement.

The research findings' implications for cooperative learning theory and the use of technology in the classroom will be discussed, with a focus on how the Think-Pair-Share model can successfully improve student engagement and comprehension of the course materials, especially in the area of listening skills (Restiani & Sariniwati, 2022). The implementation of this strategy yields vibrant, affirmative interactions among pupils. Observations reveal that most students possess the ability to critically assess knowledge, articulate their viewpoints effectively, and modify their understanding based on peer feedback. These collaborative activities enhance critical thinking and social skills while deepening comprehension of the subject matter. This approach prioritizes a student-centered learning process, ensuring that students actively engage in the construction of their own knowledge. This corresponds with the principal aim of the Think-Pair-Share paradigm, which is to provide students with the opportunity to contemplate and assimilate information autonomously prior to engaging with their peers, thus promoting knowledge production through discourse and elucidation (Syamsuddin & Angel, 2022).

The challenges that emerge originate from disparities in pupils' foundational skills and the technical constraints of audio media. Observations reveal that numerous students require a review of the topic or supplementary assistance to comprehend the podcast entirely. Nonetheless, repetition and instructor supervision can mitigate these challenges. This suggests that technical and personal obstacles can be surmounted by suitable and adaptable learning management. Further investigation is required to identify adaptive algorithms that can handle differences in student skills and provide optimal accessibility to podcast content for all students (Nafisah et al., 2024). The study by Mundelsee & Jurkowski (Nafisah et al., 2024) demonstrates that the implementation of the Think-Pair-Share technique enhances student engagement in conversations, corroborating evidence that collaboration within this framework facilitates critical evaluation of information and articulation of ideas. The Think-Pair-Share methodology, enhanced by podcast media, fosters dynamic engagement and enhances critical thinking abilities while deepening comprehension of the topic through a student-centered learning paradigm (Syamsuddin & Angel, 2022). This method facilitates the enhancement of students' metacognitive abilities, as they actively contemplate and modify their comprehension through dialogic exchanges with their peers.

The implementation of the Think-Pair-Share approach, augmented by podcast media, exemplifies a structured, collaborative, and effective learning process. Students can engage in autonomous thought, collaborate in discussions, and communicate their understanding with others, so enhancing their cognitive and social involvement dramatically. The integration of these learning phases fosters a profound and systematic comprehension of listening. Some students, on the other hand, may experience anxiety when taking turns presenting homework solutions because they struggle to express their thoughts. Simultaneously, more astute groups often monopolize the discourse, which may restrict the engagement of all participants (Syamsuddin & Angel, 2022). Consequently, the teacher's role is crucial in directing students during discussions to foster an active, creative, effective, and enjoyable learning environment, while also facilitating individual participation and enhancing confidence in articulating their arguments (Pratiwi et al., 2016; Wijaya et al., 2020). This corresponds with the benefits of the Think-Pair-Share learning approach, which can enhance student engagement and afford greater possibilities for each group member to contribute (Shodikin & Rahayu, 2023).

4. Conclusion

This study finds that the implementation of the Think-Pair-Share approach, augmented by podcast media, markedly enhances the listening skills of sixth-grade children. This enhancement encompasses not only comprehension of the topic but also factors related to student disposition

and active engagement, as Shoimin indicated that this model cultivates students' willingness to articulate their views and to honor their peers' perspectives (Nadriyah et al., 2020). The combination of the Think-Pair-Share cooperative method and podcast media innovation has effectively fostered an engaged and constructive learning environment, enhancing students' overall listening competency. The study's findings demonstrate that the implementation of the Think-Pair-Share technique enhances student engagement and promotes the articulation of viewpoints, corresponding with advancements in students' listening abilities (Rahmawati et al., 2024).

The educational method that incorporates individual thought, collaborative conversations, and public presentation of findings has been demonstrated to enhance interactivity and prioritize student engagement. Podcasts improve the listening experience by enabling students to concentrate on revisiting content based on their cognitive requirements. Observations and interviews indicate that students can identify essential information, enhance their comprehension through discussions with peers, and articulate their thoughts more coherently during class presentations. This method is effective due to the teacher's function as a facilitator, who oversees the efficient execution of each stage and offers support, particularly to pupils struggling with technical aspects or comprehension of the topic. This corroborates earlier research indicating that the Think-Pair-Share paradigm effectively enhances student learning outcomes across diverse disciplines and promotes active student engagement, including attentiveness to the provided content (Hikmawati et al., 2021; Pasaribu et al., 2024). The Think-Pair-Share pedagogical strategy has demonstrated efficacy in augmenting student learning outcomes and markedly improving listening abilities.

This enhancement is further bolstered by the model's capacity to cultivate mutual respect among students for differing perspectives and to encourage the articulation of their own thoughts (Halawa et al., 2022, p. 6752). This success derives from the model's framework, which promotes active participation and collaborative reflection, hence enhancing students' retention of material. Moreover, utilizing podcasts as a supplementary resource enables more adaptable repetition and comprehension of the content, permitting students to listen to and evaluate information at their own tempo.

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