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Enhancing Elementary School Students' Free Poetry Writing Skills through the Think Pair Share Cooperative Learning Model

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Abstract

This study aims to improve the free poetry writing skills of fifth-grade students at SDN 153 Sukadamai, North Luwu Regency, through the Think Pair Share (TPS) model. The type of research used is Classroom Action Research (CAR) based on the Kemmis & McTaggart model, conducted in three meetings, including the administration of tests. The research subjects consisted of 11 male and 11 female students. Data collection techniques were carried out through observation and tests, with instruments including a learning implementation observation sheet, a student activity observation sheet, and a free poetry writing skills test. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The results showed an improvement in the implementation of learning, student activities, and student learning outcomes. In Cycle I, the implementation of learning reached 86% (very good category), student activity was 79.9% (good category), and learning mastery reached 64% with an average score of 73.3 (moderate category). After improvements were made in Cycle II, the implementation of learning increased to 97.7% (very good category), student activity reached 97.7% (very good category), and learning mastery improved to 86% with an average score of 84.9. Thus, the Think Pair Share model has been proven to improve students' free poetry writing skills while fostering active, collaborative learning and enhancing students' self-confidence.

Kata Kunci:

Keterampilan Menulis; Puisi Bebas; Model Think Pair Share.

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis puisi bebas siswa kelas V SDN 153 Sukadamai Kab. Luwu Utara melalui model Think Pair Share. Berdasarkan wawancara yang dilakukan bersama wali kelas keterampilan menulis khususnya pada keterampilan menulis puisi masih menunjukkan kesulitan, terutama dalam menyampaikan ide dan rasa dalam bentuk kata-kata. Ini dapat dilihat dari data awal hasil penilaian ulangan harian mata pelajaran Bahasa Indonesia materi menulis puisi bebas yang diperoleh dari guru kelas. Ini disebkan kurangnya model pembelajaran yang diterapkan. Model pembelajaran yang dapat mendukung pembelajaran puisi bebas adalah model

Think Pair Share. Jenis penelitian yang digunakan ialah penelitian tindakan kelas (PTK) dengan model Kemmis & McTaggart, yang dilaksanakan dalam 3 pertemuan termasuk pemberian tes. Subjek penelitian terdiri dari 11 siswa laki laki dan 11 perempuan. Teknik pengumpulan data dilakukan melalui observasi dan tes, dengan instrumen berupa lembar observasi keterlaksanaan pembelajaran, lembar observasi aktivitas siswa dan tes keterampilan menulis puisi bebas. Penelitian dilakukan dalam dua siklus mencakup perencanaan, tindakan, observasi dan refleksi. Hasil dari penelitian ini menunjukkan adanya peningkatan keterlaksanaan pembelajaran, aktivitas siswa, serta capaian hasil belajar siswa. Pada siklus I, keterlaksanaan pembelajaran mencapai 86% berada pada kategori sangat baik, aktivitas siswa 79,9% dengan kategori baik, ketuntasan hasil belajar mencapai 64% dengan rata-rata nilai 73,3 pada kategori sedang. Setelah dilakukan perbaikan pada siklus II, keterlaksanaan pembelajaran mencapai 97,7% pada kategori sangat baik, aktivitas siswa mencapai 97,7% pada kategori sangat baik, sedangkan ketuntasan hasil belajar mencapai 86% dengan rata-rata nilai 84,9. Dengan demikian model Think Pair Share terbukti meningkatkan keterampilan menulis puisi bebas serta menciptakan pembelajaran yang aktif, kolaboratif dan menumbuhkan rasa percaya diri siswa.

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INTRODUCTION

Indonesian language learning constitutes a continuous and systematic process undertaken by learners to achieve proficiency in the Indonesian language. As a second language following the mother tongue, Indonesian encompasses four primary competencies, namely listening, speaking, reading, and writing (Mubin & Aryanto, 2024). At the elementary school level, Indonesian language instruction is not merely oriented toward understanding language as a means of communication, but also toward developing students' language skills, particularly writing. Writing skills play a crucial role in enabling students to express ideas, thoughts, and emotions in written form through structured, creative, and comprehensible language (Ansori, 2023). The development of writing skills can be facilitated through various forms of literary expression, one of which is free poetry writing.Free poetry, as defined by (Sarumaha, 2023), is a form of literary work that emphasizes aesthetic expression and precision in conveying meaning without adherence to conventional structural rules such as stanza patterns, rhyme schemes, or rhythmic constraints.

Despite its structural flexibility, many students encounter difficulties in composing free poetry. These challenges often stem from a lack of ideas, limited vocabulary, and difficulties in selecting appropriate diction to effectively convey emotions. Consequently, students' poetic works tend to lack depth and emotional resonance. Furthermore, the persistence of monotonous instructional practices contributes to limited opportunities for students to develop imagination and expressiveness in poetic writing. According to (Joyce and Weil, 2015), a learning model is a systematic framework that guides curriculum development, the organization of instructional materials, and the implementation of learning activities both inside and outside the classroom. However, in practice, instructional processes frequently rely on repetitive and less varied learning models. This condition restricts students' opportunities to develop creativity and to articulate ideas, thoughts, and feelings. As a result, the learning environment becomes less interactive, and students' engagement in discussions and collaborative activities remains suboptimal.

Empirical evidence obtained through interviews with the homeroom teacher of Grade V at SDN 153 Sukadamai, North Luwu Regency, indicates that students' writing skills, particularly in poetry writing, remain relatively low. Students experience considerable difficulty in expressing ideas and emotions through written language. This is supported by preliminary data from daily assessments in Indonesian language subjects, specifically on free poetry writing. Of the 22 students in Grade V, only 9 students (40.91%) achieved the minimum competency criteria (KKTP), while 13 students (59.09%) did not meet the expected standard. These findings suggest that the limited application of innovative learning models, coupled with students' restricted vocabulary and writing experience, contributes to the low level of achievement. To address this issue, it is necessary to implement an instructional model that actively engages all students in the learning process. One such model is the Think Pair Share learning model.

According to Shoimin (as cited in Istiqoh et al., 2020), Think Pair Share is a cooperative learning model that provides students with opportunities to think individually, respond, and collaborate with peers. This model consists of three stages: think, pair, and share. Cooperative learning has been widely recognized as an effective instructional approach that promotes student interaction, collaboration, and active engagement in the learning process. Through structured peer interaction, students can construct knowledge more effectively and improve their academic performance, including writing skills (Gillies, 2016; Storch, 2017). In the context of writing, collaborative activities allow students to exchange ideas, develop vocabulary, and refine their use of language, which are essential components in producing quality written work (Graham et al., 2018).

More specifically, the Think Pair Share model has relevance for free poetry writing because it facilitates the gradual development of ideas and emotional expression. In the "think" stage, students are given space to reflect individually and explore personal experiences or feelings, which are essential elements in poetry writing. In the "pair" stage, interaction with peers enables students to exchange vocabulary, refine diction, and receive immediate feedback on the clarity and aesthetic quality of their expressions. Meanwhile, in the "share" stage, students present their poems, fostering confidence and encouraging appreciation of diverse poetic expressions. This structured process supports not only cognitive development but also affective and creative aspects that are central to poetry writing. In the "think" stage, students reflect individually on a given problem; in the "pair" stage, they discuss their ideas with a partner or group; and in the "share" stage, they present their findings to the class Lestari (as cited in Purwanti et al., 2024).. The Think Pair Share model offers several advantages, including enhancing students' critical thinking skills, improving the quality of responses, fostering active participation, and creating opportunities for interaction and collaborative learning.

Cooperative learning and collaborative writing have been widely recognized as effective approaches in improving students' writing skills. Through interaction and peer discussion, students can generate ideas, develop vocabulary, and refine their use of language more effectively (Teng, 2022; Zou et al., 2023). In addition, collaborative learning environments provide opportunities for students to actively construct knowledge and enhance their writing performance through shared experiences and feedback (Sari et al., 2024; Hwang, 2024).

Previous studies have demonstrated the effectiveness of the Think Pair Share model in improving learning outcomes and student motivation. (Kamil et al., 2021) found that students with high learning motivation who participated in Think Pair Share based instruction achieved better learning outcomes compared to those who experienced conventional teaching methods. Similarly, (Palinah et al., 2025) reported that the implementation of Think Pair Share in teaching poetry writing significantly improved students' writing abilities, as evidenced by higher posttest scores in the experimental group compared to the control group. In addition, the Think Pair Share model was found to enhance students' motivation and active engagement, thereby creating a more

interactive and conducive learning environment. Furthermore, (Putri & Winanto, 2023) revealed that the integration of Think Pair Share with video media significantly improved Indonesian language learning outcomes among third-grade elementary students compared to conventional approaches.

Despite the growing body of research on the Think Pair Share model, most studies have primarily focused on learning outcomes rather than specifically examining its impact on students' writing skills, particularly in free poetry. Therefore, this study aims to address this gap by investigating the improvement of students' free poetry writing skills through the implementation of the Think Pair Share learning model.

Based on the considerations, the problem formulation of this study is: "How can the think pair share model improve the free poetry writing skills of fifth grade tudents at SDN 153 Sukadamai, North Luwu Regency?" Therefore, this study is entitled: "Improving Free Poetry Writing Skills through the Think Pair Share Model among fifth grade tudents of SDN 153 Sukadamai, North Luwu Regency.".

METHOD

This study employed Classroom Action Research (CAR), which aims to improve and enhance the quality of both the learning process and learning outcomes in the classroom. The research was conducted at SDN 153 Sukadamai, Sukamaju District, North Luwu Regency. The subjects of the study consisted of all fifth-grade students, totaling 22 students, comprising 11 male and 11 female students.

The research was implemented in two cycles, with each cycle consisting of four stages: planning, acting, observing, and reflecting. The intervention applied in this study was the implementation of free verse poetry writing through the Think Pair Share learning model. In the planning stage, learning instruments and research tools were prepared. The acting stage involved implementing Think Pair Share through the think, pair, and share phases in poetry writing activities. Observation was conducted to monitor students' learning activities and outcomes, while reflection was carried out to evaluate the results of each cycle and determine improvements for the next cycle.

Data collection techniques included observation and testing. Observations were conducted using two instruments: a learning implementation observation sheet and a student activity observation sheet. Meanwhile, data on students' free poetry writing skills were collected through a writing test, which was assessed using a rubric. The assessment indicators included theme, diction, message (moral value), and the relevance of content to the theme adapted from Septiani (2022).

Prior to their use, the research instruments were validated through content validity (expert judgment). Observations were conducted to examine both teacher and student activities during the learning process, while the test was used to measure the improvement of students' free poetry writing skills. In addition, the reliability of the instruments was examined to ensure the consistency of the results. Expert judgment was employed because the instruments were developed based on specific learning indicators and contextual classroom conditions, making it more appropriate than statistical validation, particularly in classroom action research where the focus is on content relevance and practical applicability.

To ensure the validity and reliability of the data, this study employed triangulation techniques. Data triangulation was conducted by comparing the results obtained from observations and writing tests to ensure consistency. The use of expert judgment in validating the instruments further strengthened the content validity, considering that the assessment of poetry writing involves subjective and interpretative aspects.

The data analysis technique employed in this study was descriptive quantitative analysis. The study was considered successful if at least 80% of the students, or a minimum of 18 out of 22 students, achieved mastery based on the Minimum Competency Criteria (KKTP) of 75. Furthermore, data obtained from the student activity observation sheets were analyzed using a percentage formula as follows:

$$\text{AP} = \frac{Total\ Score\ Obtained}{Maximum\ Score} \text{ x } 100\%$$

Where: **Total Score Obtained** refers to the total score accumulated from all observed indicators, while **Maximum Score** refers to the highest possible score that could be achieved if all indicators received the maximum rating.

Table 1. Student Activity Criteria.

No	Activity (%)	Criteria
1.	86-100	Very Good
2.	76-85	Good
3.	60-75	Fair
4.	55-59	Poor
5.	≤54	Very Poor

To determine the level of learning implementation, the data obtained from the observation of the learning process were analyzed using the following formula:

$$\text{Implementation} = \frac{\text{A}}{\text{B}} \times 100$$

Where: **A** represents the number of learning steps that were successfully implemented, while **B** represents the total number of learning steps that should be carried out in accordance with the lesson plan.

Table 2. Criteria for Learning Implementation.

No	Implementation (%)	Category
1.	76%-100%	Very Good
2.	56%-75%	Good
3.	40%-55%	Fair
4.	20%-39%	Poor
5.	0%-20%	Very Poor

Data obtained from the writing test were used to determine the extent of improvement in students' learning outcomes in free poetry writing, with the Minimum Competency Criteria (KKTP) set at 75. The following formula was used to calculate individual mastery:

$$\text{Score} = \frac{Score\ Obtained}{Maximum\ Score} \times 100$$

After all students completed the free verse poetry writing test through the Think Pair Share model, the data were further analyzed using the following formula to determine the percentage of students' learning outcomes:

$$\text{Percentage of Learning Outcomes} = \frac{\text{Frequency}}{\textbf{Total Number of Students}} \times 100$$

Table 3. Criteria for Free Poetry Writing Test.

No	Score Range	Category
1	0-39	Very Low
2	40-69	Low
3	70-79	Moderate
4	80-89	High
5	90-100	Very High

RESULT AND DISCUSSION

Result

This study employed Classroom Action Research (CAR), consisting of two cycles. Each cycle comprised three meetings, including two instructional sessions and one session for administering the test. The objective of this study was to improve students' free poetry writing skills through the implementation of the Think Pair Share learning model in the fifth grade of SDN 153 Sukadamai. The implementation of Cycle I was conducted over three meetings, from April 6 to April 11, 2026. In this cycle, the researcher acted as the teacher, while the classroom teacher served as the observer, responsible for monitoring the implementation of the learning activities.

The observation of learning implementation was carried out by the observer during the instructional process using the Think Pair Share model. The results of the observation of learning implementation in Cycle I are presented in the following table:

Table 4. Observation Results of Learning Implementation in Cycle I.

No	Meeting	Total Score	Percentage (%)	Category
1.	I	13	86,6	Very Good
2.	II	13	86,6	Very Good
3.	III	13	86,6	Very Good
		Total	**259,8**	
		Average	**86,6**	**Very Good**

The results of the observation of learning implementation in Cycle I, as presented above, indicate that the overall implementation of instructional activities reached a total percentage of 259,8%, with an average implementation score of 86,6%, which falls into the "Very Good" category. This finding suggests that the teacher successfully carried out the learning process in accordance with the planned instructional procedures.

Student activity observations were conducted by a peer observer during the learning process using the Think Pair Share model. The results are presented as follows:

Table 5. Observation Results of Student Activities in Cycle I.

No	Meeting	Total Score	Percentage (%)	Category
1.	I	11	73,3	Fair
2.	II	13	86,6	Very Good
3.	III	12	80	Good
		Total	**239,9**	
		Average	**79,9**	**Good**

The results of student activity observations in Cycle I indicate that the overall implementation score of student activities reached 239,9%, with an average of 79,9%, which falls into the "Good" category. This finding suggests that students were actively engaged in the learning process, although there is still room for improvement in optimizing their participation.

In Cycle I, a test was administered in the form of a free poetry writing task to assess the extent of students' writing skills after the implementation of the Think Pair Share learning model. The results of the Cycle I test are presented in the following table:

Table 6. Students' Learning Outcomes after the Implementation of the Think Pair Share Model in Cycle I.

Score Range	Category	Number of Students
0-39	Very Low	-
40-69	Low	8
70-79	Moderate	5
80-89	High	9
90-100	Very High	-
	Total	**22**

Table 6 indicates that students' learning outcomes in Cycle I were still varied across achievement categories. Many students were categorized as "High" (9 students), suggesting that the implementation of the Think Pair Share learning model had begun to positively influence students' free poetry writing skills. However, a considerable number of students were still classified in the "Low" category (8 students), while 5 students were in the "Moderate" category. This distribution demonstrates that although several students were able to adapt to the collaborative learning process and achieve satisfactory performance, some students continued to experience difficulties in developing ideas, selecting appropriate diction, and expressing themes in their poems.

Furthermore, when compared with the Minimum Competency Criteria (KKTP) set at 75, the findings reveal that not all students had achieved the expected level of mastery. These results imply that the implementation of the Think Pair Share model in Cycle I had not yet produced optimal learning outcomes for the entire class. Nevertheless, the emergence of a higher number of students in the "High" category reflects the potential effectiveness of the model in improving students' engagement and writing performance, particularly through peer discussion and idea-sharing activities. Therefore, further improvement and refinement of the learning process were necessary in the subsequent cycle to maximize students' poetry writing skills achievement.

Table 7. Percentage of Students' Mastery in Free Poetry Writing in Cycle I.

Mastery Level	Total	Percentage
Mastery	14	64%
Non-Mastery	8	36%

Based on Table 7, it is shown that out of 22 students, 14 students achieved the Minimum Competency Criteria (KKTP). The results of the improvement in students' free poetry writing skills through the implementation of the Think Pair Share model in Cycle I indicate that the average score obtained by the students was 73,7%, which falls into the "Moderate" category. The level of mastery in Cycle I shows that only 64% of students achieved the KKTP. This result has not yet met the predetermined success indicator, which requires at least 80% of students to achieve the KKTP score of 75. Therefore, the study was continued to Cycle II with necessary improvements in the learning process.

Several obstacles were identified during the implementation of Cycle I. First, in the process of teaching free poetry writing, students still required reinforcement using visual media to support idea generation and imagination development. Second, students' understanding of free poetry concepts, particularly in terms of diction, remained limited. Third, students demonstrated low confidence and lack of courage during the sharing stage. In addition, the teacher's guidance was not evenly distributed among all students during the learning process.

Based on these challenges, several improvements were implemented in Cycle II. The researcher incorporated visual media in the form of images to stimulate students' ideas and enhance their imagination in writing free poetry. Furthermore, the teacher provided simpler explanations that were closely related to students' daily experiences. Efforts were also made to encourage students' confidence and participation during the sharing stage by providing motivation and positive reinforcement. In addition, the teacher increased the level of guidance and ensured more equitable assistance for all students, particularly those who experienced difficulties.

The implementation of Cycle II was conducted over three meetings, from April 13 to April 20, 2026. In this cycle, the researcher acted as the teacher, while the classroom teacher served as the observer to monitor the implementation of the learning activities. The results of the observation of learning implementation in Cycle II are presented in the following table:

Table 8. Observation Results of Learning Implementation in Cycle II.

No	Meeting	Total Score	Percentage (%)	Category
1.	I	15	100	Very Good
2.	II	15	100	Very Good
3.	III	14	93,3	Very Good
		Total	**293,3**	
		Average	**97,7**	**Very Good**

The results of learning implementation in Cycle II demonstrate a significant improvement in the quality of the teaching and learning process. The overall implementation score reached 293.3%, with an average percentage of 97.7%, which is categorized as "Very Good." This finding indicates that the stages of the Think Pair Share learning model were carried out consistently and effectively during the instructional process. The high implementation score also reflects increased teacher readiness in managing collaborative learning activities as well as students' active participation throughout the lesson.

The improvement in learning implementation in Cycle II contributed positively to students' engagement and understanding in writing free poetry. Through the structured stages of thinking individually, discussing ideas with peers, and sharing results with the class, students were provided with greater opportunities to develop creativity, improve diction selection, and express themes more effectively in their poems. Consequently, the more optimal implementation of the Think Pair Share model in Cycle II was expected to have a direct impact on the improvement of students' learning outcomes, as presented in the following table:

Table 9. Observation Results of Student Activities in Cycle II.

No	Meeting	Total Score	Percentage (%)	Category
1.	I	15	100	Very Good
2.	II	15	100	Very Good
3.	III	14	93,3	Very Good
		Total	**293,3**	
		Average	**97,7**	**Very Good**

The results of student activity observations in Cycle II indicate that the overall implementation score reached 293.3%, with an average of 97.7%, which is categorized as "Very Good." This finding demonstrates that students showed a high level of participation and engagement throughout the learning process. The implementation of the Think Pair Share model encouraged students to become more actively involved in classroom activities, particularly during the stages of individual thinking, peer discussion, and class sharing. The collaborative learning environment also enabled students to exchange ideas, provide feedback, and develop confidence in expressing their thoughts.

Moreover, the high level of student activity reflects that the learning process in Cycle II was more interactive and student-centered compared to the previous cycle. Active participation during the learning activities contributed to students' deeper understanding and enhanced their ability to develop free poetry writing skills. As students became more engaged in constructing and discussing ideas, their performance in writing activities also improved. Therefore, the increased student activity in Cycle II was closely related to the improvement of students' learning outcomes after the implementation of the Think Pair Share model, as presented in the following table:

Table 10. Students' Learning Outcomes after the Implementation of the Think Pair Share Model in cycle II.

Score Range	Category	Number of Students
0-39	Very Low	-
40-69	Low	3
70-79	Moderate	-
80-89	High	9
90-100	Very High	10
	Total	**22**

Table 10 shows that students' learning outcomes in Cycle II experienced a substantial improvement compared to the previous cycle. Most students were categorized in the "Very High" category (10 students), followed by 9 students in the "High" category, while only 3 students remained in the "Low" category. This distribution indicates that the implementation of the Think Pair Share learning model was increasingly effective in enhancing students' free poetry writing skills. The dominance of the "High" and "Very High" categories suggests that most students were able to develop ideas more creatively, use appropriate diction, and express themes more clearly in their poems.

Furthermore, when viewed in relation to the Minimum Competency Criteria (KKTP) set at 75, the findings demonstrate that most students had successfully achieved the expected level of learning mastery. The significant reduction in the number of students in the "Low" category also reflects the positive impact of collaborative learning activities on students' academic performance. Through the stages of individual thinking, pair discussion, and class sharing, students became more confident and actively involved in constructing their writing. These results indicate that the Think Pair Share model not only improved students' participation during the learning process but also contributed significantly to the improvement of their free poetry writing achievement in Cycle II.

Table 11. Percentage of Students' Mastery in Free Poetry Writing in cycle II.

Mastery Level	Number of Students	Percentage (%)
Mastery	19	86%
Non-Mastery	3	14%

Based on Table 11, most students successfully achieved the Minimum Competency Criteria (KKTP) after the implementation of the Think Pair Share learning model in Cycle II. Out of 22 students, 19 students (86%) achieved mastery, while only 3 students (14%) did not meet the required criteria. These findings indicate a substantial improvement in students' free poetry writing achievement and demonstrate that the learning objectives had been largely attained.

The high percentage of students achieving mastery reflects the effectiveness of the Think Pair Share model in facilitating students' understanding and writing performance. Through collaborative discussions and peer interaction, students were able to exchange ideas, refine their use of diction, and develop poems that were more aligned with the assigned themes. In addition, the active learning atmosphere encouraged students to participate more confidently and creatively during the writing process. Therefore, the results suggest that the implementation of the Think

Pair Share model contributed significantly to improving both students' participation and their mastery of free poetry writing skills.

Discussion

The implementation of free poetry writing through the Think Pair Share model in Cycle II showed better results compared to Cycle I. This improvement can be observed from students' performance, which increased from Cycle I to Cycle II. During the implementation of improvements in Cycle II, the learning process was conducted more optimally. The researcher provided clearer and simpler explanations and utilized visual media to stimulate students' ideas in writing free poetry. In addition, students demonstrated greater confidence in sharing their work, and teacher guidance was distributed more evenly throughout the learning process.

Furthermore, students became more active and engaged in group discussions, leading to more focused learning activities. The quality of students' free poetry also improved, particularly in terms of diction, where students demonstrated a wider range of vocabulary. Moreover, students were able to determine the message (moral value) of their poems and align the content of their writing with the selected theme.

The results of this study are in line with previous research indicating that collaborative and cooperative learning strategies significantly improve students' writing performance. The structured interaction in the Think Pair Share model allows students to generate ideas, exchange opinions, and refine their writing through peer feedback, which contributes to better writing outcomes (Albesher, 2024; Landrieu et al., 2024). Furthermore, collaborative writing activities have been shown to enhance the accuracy, complexity, and organization of students' written work (Sang & Zou, 2023).

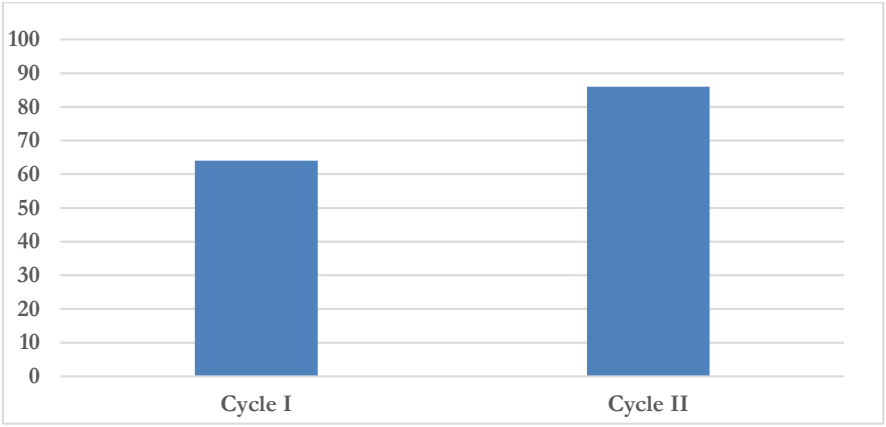


Figure 1. Graph of the Improvement in Learning Mastery

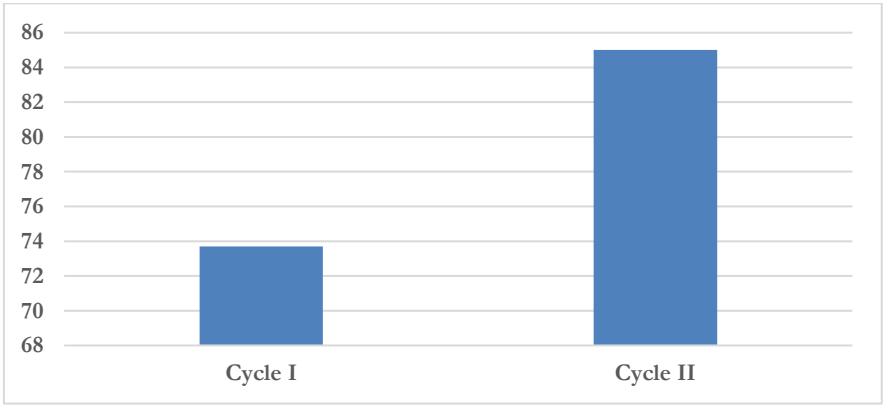


Figure 2. Graph of the Improvement of Average Scores in each Cycle.

Based on the graph of learning improvement, the average student score in Cycle I was 73,7, which increased to 84,9 in Cycle II. In addition, the percentage of students' mastery also improved from 64% (14 out of 22 students) in Cycle I to 86% (19 out of 22 students) in Cycle II.

From a pedagogical perspective, the improvement in students' free poetry writing skills can be interpreted as the result of the structured interaction provided by the Think Pair Share model. The "think" stage encourages individual reflection, which is essential in generating original ideas and personal expression in poetry writing. This stage allows students to explore their thoughts and emotions independently, forming the basis of creative thinking.

Furthermore, the "pair" stage facilitates social interaction that supports the development of vocabulary and diction through peer discussion. Through this process, students are exposed to diverse perspectives and linguistic choices, which enrich their expressive abilities and help refine their poetic language. The "share" stage then reinforces students' confidence and communicative competence, as presenting their work promotes a sense of ownership and appreciation of creativity. Therefore, the Think Pair Share model not only improves learning outcomes but also supports the cognitive, social, and affective dimensions of learning that are essential in developing students' creativity in writing free poetry.

The effectiveness of the Think Pair Share model in this study can also be explained through the perspective of cooperative learning theory. Cooperative learning emphasizes collaboration among students in small groups to achieve shared learning goals, where interaction plays a key role in constructing knowledge. In this context, Think Pair Share facilitates meaningful interaction through structured stages that allow students to actively participate, exchange ideas, and build understanding together.

In addition, this model is closely aligned with constructivist theory, which views learning as an active process in which learners construct knowledge based on their experiences and social interactions. During the "think" stage, students individually construct initial ideas, while the "pair" and "share" stages provide opportunities for social negotiation of meaning. This process supports deeper understanding and enhances students' creativity, particularly in expressing ideas and emotions in free verse poetry writing.

The findings of this study are consistent with previous research indicating that the Think Pair Share model can significantly improve students' writing skills and learning participation. The structured stages of Think Pair Share encourage students to actively engage in idea generation, peer discussion, and knowledge sharing, which contribute to better writing performance (Purwanti et al., 2024; Septy et al., 2025). In addition, the collaborative nature of Think Pair Share enables students to receive immediate feedback from peers, which helps them improve their diction and organization of ideas in writing.

This improvement occurred because student activities in the Think Pair Share learning model, particularly in free poetry writing, demonstrated good engagement and yielded positive outcomes. Students actively participated in group discussions to compose poetry, including selecting appropriate diction, determining the number of lines and stanzas, and organizing rhyme and content. As a result, the overall average score of students reached 88.2, with several students achieving maximum performance in specific aspects such as content and rhyme (Wasiatin et al., 2025).

These findings are consistent with the study conducted by (Anggraini, 2024) which revealed that the cooperative learning model of the Think Pair Share type has a significant effect on students' poetry writing skills. The results of the t-test at a significance level of 0.05 (df = 26) showed that the calculated t-value (12.7969) was greater than the t-table value (1.3), indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. This confirms that the Think Pair Share model significantly improves students' poetry writing ability.

Furthermore, this result is supported by (Umaira et al., 2022) who found that the Think Pair Share model is effective in improving students' poetry writing skills, as evidenced by the fulfillment of effectiveness indicators across all assessed aspects. These findings imply that this study has important implications for Indonesian language learning at the elementary school level, particularly in developing free verse poetry writing skills. The Think Pair Share model has been proven to enhance both student engagement and learning outcomes. Therefore, teachers may consider this model as an alternative instructional strategy.

The similarity of these findings may be explained by the comparable learning mechanisms applied in the Think Pair Share model across studies. The structured stages of thinking individually, discussing ideas with peers, and sharing learning outcomes consistently provide students with opportunities to actively construct knowledge, develop ideas, and improve their writing skills. These learning processes contribute to increased student participation and engagement, which ultimately support better learning outcomes.

The novelty of this study lies in its focus on improving elementary students' free verse poetry writing skills through the Think Pair Share model by emphasizing specific aspects of poetry writing, including theme development, diction, message (*amanat*), and the suitability of content with the selected theme. Therefore, this study not only focuses on improving learning outcomes but also emphasizes the quality of students' poetry products. In addition, this study contributes contextual novelty because the implementation of the Think Pair Share model in free verse poetry writing learning remains limited, particularly among elementary school students in North Luwu Regency.

Despite the positive results, this study has several limitations. The implementation of each meeting required a relatively long time. In addition, the study was conducted in a single class with a limited number of students and only involved two cycles, which may not fully represent long-term outcomes. Therefore, future research is recommended to involve a larger sample size, apply different research designs, and explore other language skills.

The Think Pair Share model provides students with opportunities to develop ideas both independently and collaboratively. This is possible because the model facilitates individual thinking, paired discussion, and sharing of results, thereby enhancing students' ideas and writing skills. Based on the results of this study, it can be concluded that the implementation of the Think Pair Share model in Grade V of SDN 153 Sukadamai was successful in improving students' free poetry writing skills.

CONCLUSION

The results of this study indicate that the implementation of the Think Pair Share model improved the free poetry writing skills of fifth-grade students, as reflected in the increase in learning mastery from 64% in Cycle I to 86% in Cycle II, exceeding the predetermined success indicator. These findings imply that Think Pair Share can serve as an alternative instructional strategy in Indonesian language learning at the elementary level, particularly in improving students' engagement and writing performance in poetry learning. Practically, teachers are encouraged to implement Think Pair Share through structured stages of thinking, discussion, and sharing to support idea development and creativity in poetry writing. Future studies are recommended to investigate the application of this model in broader contexts and across other language skills.

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