

The Effect of Implementing the Write-Pair-Switch (WPS) Cooperative Learning Model on Students' Learning Activities and Achievement in Indonesian Language at SMA Muhammadiyah Bulukumba

Supriadi

¹Universitas Muhammadiyah Bulukumba, Indonesia

Corresponding Author: waladiati691@gmail.com

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ABSTRACT

This study aims to examine the effect of implementing the Write-Pair-Switch (WPS) cooperative learning model on students' learning activities and achievement in Indonesian language at SMA Muhammadiyah Bulukumba. This research employed a quasi-experimental design using a pretest-posttest control group design. The population of this study consisted of eleventh-grade students, from which two classes were selected as the experimental and control groups through random sampling techniques. The experimental group was taught using the Write-Pair-Switch (WPS) cooperative learning model, while the control group received conventional teaching methods. Data were collected through observation sheets to measure students' learning activities and tests to assess students' learning achievement. The data were analyzed using descriptive statistics and inferential statistics through Multivariate Analysis of Variance (MANOVA).

The results of the study revealed that students taught using the WPS model demonstrated higher levels of learning activities and better learning achievement compared to those taught using conventional methods. The mean score of students' learning activities and achievement in the experimental group was significantly higher than that of the control group. The hypothesis testing showed a significance value of less than 0.05, indicating that the implementation of the Write-Pair-Switch (WPS) cooperative learning model has a significant positive effect on students' learning activities and achievement in Indonesian language learning. The Write-Pair-Switch (WPS) cooperative learning model is effective in enhancing both students' learning activities and their academic achievement. Therefore, it is recommended that teachers apply this model as an alternative teaching strategy to improve the quality of learning in the classroom.

INTRODUCTION

Education plays a crucial role in developing students' intellectual, social, and emotional competencies. In the context of language learning, Indonesian language education is not only aimed at improving students' linguistic skills but also at fostering their ability to communicate effectively, think critically, and express ideas appropriately. Therefore, the learning process should be designed to actively involve students in constructing their knowledge rather than merely receiving information passively.

However, in many classrooms, the teaching of Indonesian language still tends to rely on conventional methods, where the teacher dominates the learning process. This teacher-centered approach often limits students' opportunities to participate actively, resulting in low engagement and reduced learning outcomes. Students frequently become passive learners who depend heavily on the teacher's explanations, which ultimately affects their understanding and academic achievement.

Learning activities are essential indicators of successful teaching and learning processes. Active participation, such as asking questions, engaging in discussions, and responding to ideas, reflects students' involvement and interest in learning. When students are actively engaged, they are more likely to understand the material deeply and retain knowledge longer. Conversely, low learning activity often leads to poor academic performance and limited conceptual understanding.

Learning achievement is another important aspect that reflects students' mastery of the subject matter. It is influenced by various factors, including teaching methods, learning environment, and students' motivation. Inadequate teaching strategies can hinder students' ability to achieve optimal learning outcomes. Therefore, selecting an appropriate instructional model is essential to improve both students' learning activities and their academic achievement.

One of the innovative approaches that can be applied to enhance student engagement is the cooperative learning model. Cooperative learning encourages students to work together in small groups, share ideas, and take responsibility for their learning. Among various types of cooperative learning, the Write-Pair-Switch (WPS) model offers a structured process that promotes equal participation and individual accountability.

The Write-Pair-Switch (WPS) model consists of three main stages: write, pair, and switch. In the "write" stage, students individually think and write their responses to a given problem. In the "pair" stage, they discuss their ideas with a partner to develop better understanding. In the "switch" stage, students exchange partners to broaden their perspectives and refine their answers. This process not only enhances students'

critical thinking but also improves communication and collaboration skills.

Previous studies have shown that the implementation of the WPS model has a positive impact on students' learning activities and academic achievement. The model provides opportunities for students to actively participate, express their ideas, and learn from their peers. However, most previous research has focused on subjects such as mathematics and science, while its application in Indonesian language learning remains relatively limited.

Based on the issues described above, this study aims to investigate the effect of implementing the Write-Pair-Switch (WPS) cooperative learning model on students' learning activities and achievement in Indonesian language at SMA Muhammadiyah Bulukumba. It is expected that this study will contribute to the development of effective teaching strategies and provide practical insights for educators in improving the quality of Indonesian language learning.

LITERATURE REVIEW

Learning is a process through which individuals acquire knowledge, skills, attitudes, and values through experience and interaction with their environment. In the educational context, effective learning occurs when students actively participate in the learning process. According to constructivist theory, learners construct their own understanding based on prior knowledge and experiences. Therefore, teaching strategies should facilitate active engagement and meaningful learning rather than passive reception of information.

Learning activities refer to students' physical and mental involvement during the learning process. These activities include listening, discussing, questioning, responding, and completing tasks. Active learning activities are essential because they indicate students' engagement and interest in the subject matter. When students are actively involved, they tend to develop better understanding, critical thinking skills, and long-term retention of knowledge. Conversely, passive learning environments often result in low participation and limited comprehension.

Learning achievement is defined as the measurable outcome of the learning process, usually reflected in students' test scores or academic performance. It represents the extent to which students have mastered the learning objectives. Learning achievement is influenced by several factors, including teaching methods, learning environment, motivation, and students' cognitive abilities. Effective instructional strategies play a significant role in improving students' achievement by providing opportunities for active engagement and deeper understanding.

One of the instructional approaches that supports active learning is cooperative

learning. Cooperative learning is a teaching strategy in which students work together in small groups to achieve shared learning goals. This approach emphasizes collaboration, interaction, and mutual responsibility among group members. According to educational theorists, cooperative learning enhances students' social skills, promotes positive interdependence, and improves academic performance.

The Write-Pair-Switch (WPS) model is a type of cooperative learning strategy that focuses on equal participation and individual accountability. This model consists of three stages: write, pair, and switch. In the write stage, students individually generate ideas or solutions. In the pair stage, they collaborate with a partner to discuss and refine their responses. In the switch stage, students change partners to exchange ideas and gain new perspectives. This structured interaction encourages all students to participate actively and contribute to the learning process.

The advantages of the WPS model lie in its ability to promote active engagement and critical thinking. By requiring students to first think independently, the model ensures that each student develops their own understanding. The pairing and switching stages further enhance communication and collaboration skills, allowing students to learn from multiple perspectives. Additionally, the model creates a supportive learning environment where students feel more confident in expressing their ideas.

Several previous studies have demonstrated the effectiveness of the WPS model in improving learning outcomes. Research findings indicate that students who are taught using the WPS model show higher levels of participation, better conceptual understanding, and improved academic achievement compared to those taught using conventional methods. The model has been successfully applied in various subjects, particularly in mathematics and science education, highlighting its potential to enhance learning quality.

Despite its proven effectiveness, the application of the WPS model in Indonesian language learning is still relatively limited. Most studies focus on cognitive subjects, leaving a gap in its implementation in language education. Therefore, this study seeks to explore the impact of the WPS cooperative learning model on students' learning activities and achievement in Indonesian language. By addressing this gap, the study aims to contribute to the development of more effective and engaging teaching strategies in language learning contexts.

RESEARCH METHOD

This study employed a quantitative approach with a quasi-experimental design. Specifically, the research used a pretest-posttest control group design to examine the effect of the Write-Pair-Switch (WPS) cooperative learning model on students' learning activities and achievement in Indonesian language. This design allows the researcher to compare the outcomes between the experimental group and the control group after the treatment is administered.

The research was conducted at SMA Muhammadiyah Bulukumba. The population of this study consisted of all eleventh-grade students in the academic year. The sample was selected using a random sampling technique, resulting in two classes: one class as the experimental group and another as the control group. The experimental group was taught using the Write-Pair-Switch (WPS) cooperative learning model, while the control group was taught using conventional teaching methods.

This study involved two variables, namely the independent variable and dependent variables. The independent variable was the implementation of the Write-Pair-Switch (WPS) cooperative learning model. Meanwhile, the dependent variables were students' learning activities and learning achievement in Indonesian language.

Data were collected using two main instruments: observation sheets and achievement tests. The observation sheets were used to measure students' learning activities during the teaching and learning process. The indicators of learning activities included students' attention, participation in discussions, questioning behavior, note-taking, responsiveness, and enthusiasm. Meanwhile, the achievement test was administered to measure students' learning outcomes in Indonesian language, particularly related to the instructional material taught during the experiment.

The research procedure consisted of several stages. First, a pretest was administered to both the experimental and control groups to determine their initial abilities. Second, the treatment was conducted, in which the experimental group received instruction using the WPS model, while the control group received conventional instruction. Third, a posttest was administered to both groups to measure the improvement in students' learning achievement after the treatment.

Before conducting hypothesis testing, prerequisite tests were carried out, including tests of normality and homogeneity to ensure that the data met the assumptions for further statistical analysis. After fulfilling these assumptions, the data were analyzed using descriptive statistics to describe the mean scores and inferential statistics using Multivariate Analysis of Variance (MANOVA) to determine the effect of the independent variable on the dependent variables simultaneously.

The results of the data analysis were interpreted to determine whether there was a significant effect of the Write-Pair-Switch (WPS) cooperative learning model on students' learning activities and achievement. A significance level of 0.05 was used as the criterion for hypothesis testing. If the significance value was less than 0.05, the alternative hypothesis was accepted, indicating that the WPS model had a significant effect on the dependent variables.

RESULT AND DISCUSSION

The results of this study present the findings related to students' learning activities and learning achievement after the implementation of the Write-Pair-Switch (WPS) cooperative learning model. The data were obtained from observation sheets and achievement tests administered to both the experimental and control groups.

Based on the descriptive statistical analysis, the results showed that students in the experimental group demonstrated higher levels of learning activities compared to those in the control group. The observation data indicated that students taught using the WPS model were more actively engaged in the learning process. They participated more frequently in discussions, asked questions, responded to their peers' ideas, and showed greater enthusiasm during the lessons. In contrast, students in the control group tended to be more passive and relied heavily on the teacher's explanation.

Furthermore, the results of the achievement test revealed that the experimental group outperformed the control group in terms of learning achievement. The mean posttest score of the experimental group was significantly higher than that of the control group. This indicates that the implementation of the WPS model contributed positively to students' understanding of the Indonesian language material.

The inferential statistical analysis using Multivariate Analysis of Variance (MANOVA) showed that there was a significant effect of the WPS cooperative learning model on both dependent variables, namely learning activities and learning achievement. The significance value obtained was less than 0.05, indicating that the alternative hypothesis was accepted. This means that the WPS model had a statistically significant influence on improving students' engagement and academic performance.

The improvement in students' learning activities can be explained by the structured stages of the WPS model. In the "write" stage, students are encouraged to think independently and organize their ideas. This stage promotes individual accountability and ensures that every student is cognitively involved. In the "pair" stage, students discuss their ideas with a partner, which enhances their understanding through interaction and collaboration. In the "switch" stage, students exchange partners, allowing them to gain new perspectives and broaden their knowledge.

In terms of learning achievement, the WPS model provides opportunities for students to construct their understanding actively. Through discussion and idea exchange, students are able to clarify misconceptions and strengthen their comprehension. The repeated interaction in different stages helps reinforce learning, leading to better academic outcomes. This finding is consistent with constructivist learning theory, which emphasizes that knowledge is constructed through active engagement and social interaction.

The findings of this study are in line with previous research that highlights the

effectiveness of cooperative learning models in improving students' learning outcomes. The WPS model, in particular, has been shown to enhance participation, critical thinking, and collaboration skills. Compared to conventional teaching methods, which are often teacher-centered, the WPS model creates a more interactive and student-centered learning environment.

Overall, the results of this study confirm that the implementation of the Write-Pair-Switch (WPS) cooperative learning model significantly improves students' learning activities and achievement in Indonesian language at SMA Muhammadiyah Bulukumba. Therefore, this model can be considered an effective instructional strategy for promoting active learning and improving educational outcomes.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the Write-Pair-Switch (WPS) cooperative learning model has a significant positive effect on students' learning activities and learning achievement in Indonesian language at SMA Muhammadiyah Bulukumba. Students who were taught using the WPS model demonstrated higher levels of participation, engagement, and interaction during the learning process compared to those who were taught using conventional methods.

In addition, the WPS model was proven to improve students' academic performance, as indicated by the higher posttest scores achieved by the experimental group. The structured stages of the model—write, pair, and switch—encourage students to think independently, collaborate with peers, and gain broader perspectives, which contribute to deeper understanding and better learning outcomes.

Therefore, the Write-Pair-Switch (WPS) cooperative learning model can be considered an effective instructional strategy to enhance both students' learning activities and achievement. It is recommended that teachers apply this model in classroom practice to create a more active, interactive, and student-centered learning environment.

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