

Implementation of Think-Pair-Share Type Cooperative Learning Strategy to Improve Understanding of Islamic Religious Education Material in Junior High School Students

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Abstract:

This study aims to describe the implementation of cooperative learning strategies of the Think-Pair-Share (TPS) type in improving the understanding of Islamic Religious Education (PAI) material in Junior High School (SMP) students. The background of this study is the low level of student understanding of PAI material as indicated by the results of learning evaluations and the low level of active participation of students in the learning process. The TPS strategy was chosen because it emphasizes the individual thinking process, pair discussions, and sharing of thinking results in a classical manner, which is believed to be able to improve students' conceptual understanding and their social skills. This study uses a quantitative approach with a classroom action research (CAR) design which is implemented in two cycles. The subjects of the study were 32 students of grade VIII at one of the public junior high schools in Indonesia. The instruments used include observation sheets

Keywords: Islam, Junior High School Students, Active Learning Strategies

INTRODUCTION

Education is the main means of instilling religious values, but also as an instrument for forming noble morals, spiritual intelligence, and moral integrity of students. However, the reality shows that Islamic Religious Education learning in many educational units, especially at the Junior High School (SMP) level, still faces various obstacles. In addition, this activity increases their confidence in expressing opinions. Developing Social Skills Some students who were previously quieter or less active in class discussions find it easier to speak in small groups or pairs, because there is support from peers. Some students may find it difficult to explain their ideas to their partner, especially if they feel their partner does not have a comparable understanding.(Asrori, 2016, p. 21)

Most of the PAI learning process in the classroom is still conventional and only receives information without active involvement in building understanding independently or in groups. As a result, the subject matter tends not to be absorbed optimally and students have difficulty in active student involvement and

encouraging critical, collaborative, and reflective thinking skills. In addition, this activity increases their confidence in expressing opinions. Developing Social Skills Some students who were previously quieter or less active in class discussions find it easier to speak in small groups or pairs. This can cause tension or confusion in the discussion, which can hinder the process of sharing ideas effectively. In addition, students who have a more dominant character may tend to dominate the discussion, while students who are more introverted may have difficulty expressing their opinions.

One learning strategy that can answer these challenges is the Think-Pair-Share (TPS) cooperative learning strategy. This strategy is part of the cooperative learning model developed by Frank Lyman, which combines elements of independent thinking, discussing in pairs, and sharing discussion results with a wider group or the entire class. This approach not only emphasizes cognitive mastery of the material, but also develops communication skills, social responsibility, and the ability to express opinions. The application of the TPS strategy is believed to be able to create a fun, interactive learning atmosphere and support the creation of a deep understanding of the subject matter.(ayu, nd, p. 21)

Junior High School. This study also aims to describe the process of implementing the TPS strategy in the classroom and analyze its impact on innovative learning engagement, and student-centered In addition, this activity increases their confidence in expressing opinions. Developing Social Skills Some students who were previously quieter or less active in class discussions find it easier to speak in small groups or pairs, because there is support from peers Some students may find it difficult to explain their ideas to their partner, especially if they feel their partner does not have a comparable understanding.(AZIZAH, nd, p. 56)

RESEARCH METHODS

The design of this classroom action research refers to the Kemmis and McTaggart model which consists of four stages, namely Planning Implementation of Action (Acting) Observation (Observing) Reflection (Reflecting) This cycle is carried out repeatedly (at least two cycles) until results are obtained that indicate an increase in

student understanding and the effectiveness of the TPS learning strategy. Procedure for Implementing Action On by implementing the TPS strategy. The material taught is one of the basic competencies in the PAI curriculum for class VIII, such as "Faith in the Books of Allah". The TPS strategy is implemented with stages Students are given time to think about answers or opinions to questions asked by the teacher

Share: Students convey the results of their discussions to large groups or classes orally. Each learning cycle lasts for two meetings, each lasting 2 x 40 minutes. and Teachers, used to record student involvement during the learning process and the suitability of the implementation of the TPS strategy with the planning of the Material Understanding Test, in the form of descriptive and multiple-choice evaluation questions arranged based on indicators of understanding of PAI material captured by other instruments. teachers can provide evaluations through questionnaires or interviews to find out more about students' responses and perceptions. Based on the results of the evaluation, teachers can adjust teaching methods and pay special attention to students who are still having difficulty in certain stages of this strategy.

Data Collection Techniques Data were collected through direct observation, formative tests after the action, documentation of student discussion results, and filling out questionnaires by students. Triangulation techniques were used to test the validity of the data by comparing data from various sources and methods. Data were analyzed qualitatively and quantitatively. Qualitative analysis was carried out on observation data and field notes, while quantitative analysis was carried out on student test results by calculating the average value, percentage of learning completion, and increase in scores between cycles. Data from the questionnaire were analyzed to describe student responses to the TPS strategy.

DISCUSSION

How to Implement the Think-Pair-Share (TPS) Type Cooperative Learning Strategy in Islamic Religious Education Learning in Class VIII of Middle School

Active interaction between students to solve problems, share ideas, and build understanding collaboratively. The application of TPS in Islamic Religious Education (PAI) learning in grade VIII of junior high school aims to improve students' understanding of PAI material while developing critical thinking, speaking, and collaboration skills. Steps for Implementing TPS Strategy in PAI Learning

1. Think (Think)

In the first stage, the teacher gives a question or discussion topic related to the PAI material being studied. For example, when studying material such as, "What is the importance of understanding Allah's books in everyday life?" Students are then given about 3-5 minutes to think and record their answers or opinions individually. This stage aims for each student to be able to think about their answers or opinions independently, without the influence of their classmates.(Bk & Hamna, 2022, p. 90)

2. Pair (Pair)

After students have ideas or answers individually, the next step is for them to be paired with a deskmate or another student. In this stage, students discuss with their partners to share opinions and enrich their understanding of the material being discussed. For example, after thinking about the importance of the book of Allah, they can ask each other and give reasons why they think so. This process teaches students to respect the opinions of others, listen, and provide constructive feedback.

3. Share (Share)

After the pair discussion stage, Some pairs will be asked to convey their ideas have the opportunity to speak and listen. The teacher also provides clarification or further explanation regarding concepts that are still not well understood by students. By sharing, students can broaden their views and explore the material more deeply through the perspectives of their friends.(Della, 2022, p. 98)

4. Benefits of Implementing TPS in Islamic Religious Education Learning

Increasing Active Student Participation lack of student involvement in the learning process. With the TPS strategy, students are given the opportunity to think independently, discuss, and share opinions with classmates, which directly increases their level of participation in learning. teachers can provide evaluations through questionnaires or interviews to find out more about students' responses and perceptions. Based on the results of the evaluation, teachers can adjust teaching methods and pay special attention to students who are still having difficulty in certain stages of this strategy.

5. Improving Concept Understanding

Through the stages of pair discussion and sharing of discussion results, students can more easily understand religious concepts because they are invited to reflect, question, and explain the material to others. This process is in-depth. Encouraging Social and Communication Skills One of the goals of Islamic Religious Education learning is to form good character, which includes the ability to communicate and work together. With TPS, students learn how to work in groups, listen, provide constructive feedback, and speak in public. These skills are very important for.(Fadhila et al., 2024, p. 43)

6. Making Room for Critical Thinking

In Islamic Religious Education learning, not only memorization of materials is needed, Challenges and Solutions in Implementing TPS in Class VIII SM Challenges in Managing Class Sometimes, large classes or students who are less accustomed to cooperative learning can have difficulty communicating with their partners. Some students may also feel awkward or insecure about speaking in front of the class Solution: Teachers need to provide clear direction on how to discuss and share opinions, as well as provide moral support for students who tend to be quieter. Teachers can also rotate discussion pairs to give students the opportunity to work with various friends.

7. Unequal Understanding Among Students

The material discussed. Some students may have difficulty following the discussion or cannot convey ideas clearly. Solution: Teachers can divide groups based on student abilities, or give additional tasks to students who understand the material more quickly so that they can help their friends who are having difficulty. Limited Time The process of thinking, discussing, and sharing requires sufficient time, while learning time is limited. Solution: Teachers can manage the time strictly at each stage of the TPS and ensure that each student has the opportunity to speak, even if it is in turns.(Halaly, 2022, p. 76)

8. Evaluation and Reflection

After the implementation of the TPS strategy, an evaluation is conducted to assess the extent to which student understanding has increased. Evaluation can be conducted through written tests, class discussions, or direct observation of student participation during learning. Reflection is conducted by the teacher to evaluate the effectiveness of this strategy, taking into account feedback from students and the achievement of learning objectives. The teacher can provide an evaluation through a questionnaire or interview to find out more about student responses and perceptions. Based on the results of the evaluation, the teacher can adjust the teaching method and pay special attention to students who are still having difficulty in certain stages of this strategy.

How Students Respond to the Implementation of Think-Pair-Share Type Cooperative Learning Strategies in Islamic Religious Education Learning in Middle Schools

Student Responses to Strategy Implementation can affect student responses both cognitively, affectively, and psychomotorically. Student responses to TPS implementation often reflect their level of engagement in the learning process, as well as how effective this approach is in improving their understanding of the material being taught. Student Responses to the Think Stage In the first stage, namely In addition, this activity increases their confidence in expressing opinions.

Developing Social Skills Some students who were previously quieter or less active in class discussions find it easier to speak in small groups or pairs, because there is support from peers. Some students may find it difficult to explain their ideas to their partner, especially if they feel their partner does not have a comparable understanding. (M.Pd, nd, p. 54)

They appreciated the time given to think quietly. Some students felt more confident when asked to express their ideas after writing them down first. However, there were students who found it difficult to start thinking or felt unsure about their ideas, especially on material that was considered difficult. This often happened to students who were less accustomed to thinking independently or were less confident in the knowledge they had. **Student Responses to the Pair Stage** After the thinking stage, students were asked to discuss with their partners in the Pair stage. Here, students exchanged ideas, clarified their understanding, and enriched each other's opinions. Student responses to this stage generally showed an increase in social and academic engagement. Some responses found

Many students enjoy and feel more comfortable discussing with their desk mates, because they can share their thoughts and gain different perspectives. This discussion process also helps students who are less sure about their answers to improve or expand their understanding of the material. In addition, this activity increases their confidence in expressing their opinions. **Developing Social Skills** Some students who were previously quieter or less active in class discussions find it easier to speak up in small groups or pairs, because they have the support of their peers. Some students may find it difficult to explain their ideas to their partner, especially if they feel that their partner does not have comparable understanding. This can cause tension or confusion in the discussion, which can hinder the process of sharing ideas effectively. In addition, students who have more dominant characters may tend to dominate discussions, while students who are more introverted may have difficulty expressing their opinions.

Student Responses to the Share Stage In the Share stage, it gives students the opportunity to speak in public, which is often a challenge for most students. However, many students feel more prepared and motivated to speak after discussing

the material with their partners. Some of the responses that emerged were Students who tend to be passive in learning felt more confident to speak in front of the class after discussing their opinions with their partner. They felt more comfortable because they had thought about their answers first and received support from their partner. This stage also increased their sense of responsibility for the learning process because they knew that they had to convey the results of their discussions to the class.(Sahrudin, 2014, p. 99)

Improved Communication Skills Some students reported that they felt their public speaking skills improved after participating in several TPS discussions. In addition, they felt more open to listening to other classmates' opinions and were able to provide more mature responses. Students who were more shy or anxious or stressed when asked to share their opinions in front of their peers. Some students also felt unprepared or did not have enough time to convey all their ideas, especially if the previous discussion was too long and there was not enough time to share.

General Student Responses to Learning with TPS The application of the TPS strategy in Islamic Religious Education learning. Some aspects that are appreciated by students include More interactive learning Improving understanding of the material Based on student observations, discussions with partners and sharing opinions with other friends help them to understand the material more deeply. They can see different perspectives that enrich their insights into Islamic Religious Education material.(Sutikno, 2021, p. 86)

Improve social skills and cooperation Students felt that this strategy helped them listen, give opinions, and share knowledge However, there were also some negative responses that indicated challenges that needed to be addressed, such as students who lacked confidence in speaking in public or students who found it difficult to discuss. Therefore, teachers need to pay attention to class dynamics and provide additional guidance so that each student feels comfortable and can participate actively Evaluation and Feedback from Students After implementing the TPS strategy, teachers can provide evaluations through questionnaires or interviews to find out more about students' responses and perceptions. Based on the results of

the evaluation, teachers can adjust their teaching methods and pay special attention to students who are still having difficulty in certain stages of this strategy.

One of the main objectives of implementing the TPS strategy is that many concepts require deep and reflective understanding, such as the concepts of faith, worship, morals, and religious history. By using the TPS strategy, students are not only faced with material to memorize, but are also given the opportunity to think critically and deeply about the meaning and relevance of the material in everyday life. Through the Think stage, students reflect on the questions given, while through Pair and Share, they can enrich their understanding by discussing and sharing ideas with classmates. Thus, their understanding of the material becomes broader and more applicable. (Wiwi Pratiwi, 2024, p. 54)

Improve In addition, this activity increases their confidence in expressing their opinions. Developing Social Skills Some students who were previously quieter or less active in class discussions find it easier to speak up in small groups or pairs, because they have the support of their peers. Some students may find it difficult to explain their ideas to their partner, especially if they feel that their partner does not have a comparable understanding. This can cause tension or confusion in the discussion, which can hinder the process of sharing ideas effectively. In addition, students who have a more dominant character may tend to dominate the discussion, while students who are more introverted may have difficulty expressing their opinions.

CONCLUSION

The implementation of the Think-Pair-Share (TPS) type of cooperative learning strategy in Islamic Religious Education (PAI) learning in junior high schools shows very positive results in terms of cognitive, affective, and psychomotor. This strategy effectively improves understanding of the material, encourages active student participation, and develops students' social, communication, and critical thinking skills. The following are the main conclusions from the implementation of TPS in PAI learning Improving Understanding of Material TPS Strategy and meaningful. The process of thinking, discussing, and sharing opinions helps students not only

memorize the material, but also understand the concepts taught, and relate them to everyday life Through the Think, Pair, and Share stages, each student has the opportunity to actively participate in learning. TPS provides space for students

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Wiwi *Strategi Guru Pendidikan* [Other, Universitas Muhammadiyah Agama Islam
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