

Improving Learning Outcomes of Islamic Religious Education through the Think-Pair-Share (TPS) Learning Model for Grade 7 Students of SMPN 5 Satu Atap Kunto Darussalam

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Abstract, This research aims to improve the learning outcomes of Islamic Religious Education students in grade 7 of SMP Negeri 5 Satu Atap Kunto Darussalam by applying the Think-Pair-Share type cooperative learning model. The research method used is Classroom Action Research (PTK) with the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The subject of the study was a 7th-grade student at a junior high school. Data was collected through learning outcome tests, observations, and interviews. The results of the study show that applying the TPS model can increase students' active participation in learning and improve their learning outcomes. In the first cycle, learning completeness reached 65%, while it increased to 85% in the second cycle. In conclusion, the TPS model effectively improves the learning outcomes of Islamic Religious Education students in grade 7 of SMP Negeri 5 Satu Atap Kunto Darussalam.

Keywords : Islamic Religious Education, Think-Pair-Share, Learning Outcomes, Classroom Action Research.

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I. INTRODUCTION

Islamic Religious Education (PAI) is one of the most important subjects in the educational curriculum in Indonesia, both at the primary and secondary levels. This subject not only teaches knowledge about Islam but also aims to shape students' character and morals based on the teachings

of Islam. Therefore, the quality of the teaching and learning process in Islamic religious education is crucial to pay attention to (Tohirin & Nurfuadi, 2024). One of the efforts to improve the quality of learning is to apply appropriate and effective learning methods or models. Along with the times, the challenges in

teaching PAI are increasingly complex (Alkomariah Siagian & Nahar, 2024). The large number of students with different abilities and learning styles makes conventional learning methods less effective in optimizing student learning outcomes. On the other hand, the development of information technology also demands a new approach to learning that is more interactive and fun (Haleem et al., 2022). Therefore, a learning model is needed that can increase student motivation, engagement, and learning outcomes.

The Cooperative Learning Model is one alternative that can actively increase student involvement in learning. This model emphasizes cooperation between students in groups to achieve learning goals together (I Gusti Ayu Made Sukelasmuni, 2019). One cooperative learning model that has been proven effective in improving student learning outcomes is the Think-Pair-Share (TPS) model (Endang et al., 2023). Think-Pair-Share (TPS) is a cooperative learning model involving three important stages: thinking, pairing, and sharing. In the first stage, students are allowed to think individually about a topic or problem given by the teacher (Hudri, 2018). In the second stage, students will share their answers or opinions with peers. Then, in the third stage, students will share the results of their discussion with the whole class (Raba,

2017). This model provides opportunities for students to think deeper (Ni Made Nila Pramesti & Maria Goreti Rini Kristiantari, 2023), work together, and express their ideas in front of their peers, improving their understanding and learning outcomes.

Previous research has shown that the TPS model can improve students' active participation, social skills, and understanding of the subject matter. In the context of Islamic Religious Education, this model can also help students to better understand Islamic religious values through group discussions that involve social interaction (Mirrota et al., 2024). With discussions and sharing opinions between students, it will be easier for them to understand Islamic religious concepts that may be difficult if only conveyed theoretically (Saputra et al., 2024). The learning outcomes of students in Islamic Religious Education at SMP Negeri 5 Satu Atap Kunto Darussalam show that there is still a gap between students' ability to understand the material and the expected learning objectives. This is due to the lack of learning methods that facilitate active student involvement, so the learning process tends to be monotonous and less interesting for students (Khotimah & Handayani, 2022). Therefore, this research is important to be conducted to explore the extent to which the application of the Think-

Pair-Share type cooperative learning model can improve student learning outcomes in Islamic Religious Education subjects, especially in grade 7 of SMP Negeri 5 Satu Atap Kunto Darussalam.

This research is expected to significantly improve the quality of PAI learning in schools, especially in increasing students' active involvement in learning and their learning outcomes. Thus, the TPS model can effectively overcome problems in PAI learning and provide a more meaningful learning experience for students.

II. RESEARCH METHODS

This study uses the Classroom Action Research method with the Kemmis and McTaggart model. The study subjects were 27 grade 7 students in a junior high school. The data in this study was collected through learning outcome tests, observation of student activities, and interviews with teachers and students. This research was carried out in two cycles, each consisting of four stages as follows:

2.1 Planning

- 1) Develop a learning plan based on the Think-Pair-Share model.
- 2) Prepare teaching materials, evaluation instruments, and observation sheets.

- 3) Create learning scenarios that focus on student cooperation.
- 4) Coordinate with subject teachers.

2.2 Actions

- 1) Carry out learning by the scenario that has been designed
- 2) Students are given time to think independently about the questions or materials given.
- 3) Students in pairs to discuss their thoughts.
- 4) Each pair shares the results of their discussion with other groups or the class as a whole.

2.3 Observation

- 1) Observe student involvement in learning.
- 2) Record student interactions in group discussions.
- 3) Assessing students' responses to the TPS learning model.
- 4) Analyze the results of formative tests given after learning.

2.4 Reflection

- 1) Evaluate learning outcomes based on observations and formative tests.
- 2) Identify the obstacles that arise in implementing the TPS model.

- 3) Improve learning strategies for the next cycle if needed.

used to conventional learning methods.

III. RESEARCH RESULTS AND DISCUSSION

The study results show that applying the Think-Pair-Share (TPS) model improves student learning outcomes. Here are the student learning outcomes in two cycles:

3.1 Cycle 1

In the first cycle, 27 students participated in learning. Of these, 17 students have achieved learning completion, while 10 students have not. The percentage of learning completion in this cycle is 63%. Some of the obstacles faced in this cycle include:

- 1) Some students are still passive in discussion activities because they lack confidence in expressing their opinions.
- 2) Some students still do not understand the basic concepts of the material, so the group discussion does not run optimally.
- 3) The interaction between students in the discussion has not been maximized because students are still

3.2 Cycle 2

In the second cycle, learning strategies are improved by providing more intensive guidance to less active students and providing concrete examples before the discussion begins. The number of students who participated in the learning was 27 students. Of these, as many as 24 students have completed learning, while three are still incomplete. The completion percentage increased to 89%. Improvements made in this cycle include:

- 1) Increase guidance to students who are less active in discussions.
- 2) Provide concrete examples before the discussion so students can understand the material more easily.
- 3) Encourage students to be more confident in expressing their opinions.. Table 1 shows the results of the learning comparison in cycle one and cycle two.

Table 1. Results of learning comparison in cycle one and cycle two

Cycle Number of Students	Complete Students	Completion Percentage
Cycle 1	71	63%
Cycle 2	71	89%

Based on the data above, there was an increase in the percentage of learning completion from 63% in the first cycle to 89% in the second cycle. This increase shows that the application of the optimized TPS model in the second cycle has a positive impact on student learning outcomes.

3.3 Discussion

This study's results align with the theory of cooperative learning (Abramczyk & Jurkowski, 2020), which emphasizes that the success of the TPS method is highly dependent on active interaction between students. In the first cycle, this interaction is still not optimal because students are still adapting to new methods. However, after improving the strategy in the second cycle, the interaction becomes more active, increasing the learning outcomes. In addition, Vygotsky's (1978) theory of the

proximal developmental zone supports this result. According to Vygotsky, students can learn more effectively when they work with peers who understand the material better. Applying this principle to TPS learning in the second cycle has been proven to improve student understanding and learning outcomes.

In addition to improving learning outcomes, observations showed that students were more active in asking questions, discussing, and giving opinions during learning. Interviews with students also showed that the TPS method helped them understand the material in a more fun and interactive way. Thus, applying the TPS model improves learning outcomes and increases student participation in the learning process and confidence in expressing opinions.

- a) **Cycle 1:** In the first cycle, implementing the TPS model still experienced several obstacles. Some students are still passive in discussion activities because they lack confidence in expressing their opinions. In addition, some students do not understand the basic concepts of the material, so discussions in groups do not run optimally. Based on the theory of cooperative learning Gillies (2023), the success

of the TPS method depends highly on active interaction between students. However, in the first cycle, this interaction is still not optimal because students are still used to conventional learning methods. This causes the percentage of learning completion to only reach 63%.

b) Cycle 2: In the second cycle, strategies are improved to increase the effectiveness of the TPS model, such as providing more intensive guidance to students who are less active, as well as providing concrete examples before the discussion begins. Thus, discussion interaction becomes more effective, and students become more confident in expressing their opinions. Based on Vygotsky's (1978) theory of proximal developmental zones, students can learn more effectively when they cooperate with peers who understand them better. Applying this principle in the second cycle was proven to improve learning outcomes, with the completion percentage increasing to 89%.

In addition to improving learning outcomes, observations also showed increased student participation in group discussions. Students are more active in

asking questions, discussing, and giving opinions during learning. In addition, interviews with students showed that the TPS method helped them better understand the material in a more fun and interactive way. Discussions in TPS learning provide opportunities for students better to understand the material with the help of peers. In addition, this method also increases students' confidence in expressing their opinions.

3.4 Suggestions for Further Research

- 1) Using various strategies in TPS, such as combinations with digital-based learning media to increase student engagement.
- 2) Conduct research with a wider sample to see the effectiveness of TPS in various classroom conditions.
- 3) Analyze the long-term impact of TPS on improving students' understanding and character in PAI learning.
- 4) Exploring other factors that can affect the effectiveness of the TPS model, such as student learning motivation and the role of teachers in facilitating discussions.

IV. CONCLUSION

Based on the study results, the Think-Pair-Share (TPS) type cooperative learning model effectively improves the learning outcomes of Islamic Religious Education for grade 7 students. This model encourages active student participation, improves material comprehension, and creates a more interactive learning environment. Therefore, it is recommended that teachers apply the TPS model in PAI learning to improve the quality of learning.

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