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Implementation of the Think Pair Share Cooperative Learning Model to Improve Students' Understanding of Islamic Religious Education at SMP Negeri 1 Airgegas

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ABSTRACT

This study aims to examine the implementation of the Think Pair Share type of Cooperative Learning model and its impact on improving students' understanding in Islamic Religious Education at SMP Negeri 1 Airgegas. The background of this research is the low level of students' comprehension of Islamic Religious Education material, which is attributed to the use of monotonous and passive teaching methods. The research employs a quantitative approach, involving two sample classes: an experimental class applying the Think Pair Share model and a control class using conventional teaching methods. The implementation of the TPS model in the experimental class was carried out through three stages: think (individual reflection), pair (discussion in pairs), and share (sharing discussion results with the class). The research instruments used were pre-tests and post-tests to measure students' understanding before and after the treatment. The Wilcoxon test results for the experimental group showed a significant improvement between pre-test and post-test scores, indicating that the TPS model effectively enhanced students' comprehension. Furthermore, the Mann-Whitney test showed a significant difference between the post-test scores of the experimental and control groups,
suggesting that students taught using the TPS model achieved a higher level of understanding compared to those taught with conventional methods.

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INTRODUCTION

Education plays an important role in improving the quality of human resources. However, an effective education process does not only depend on the delivery of material, but also on how learning methods can adapt to the challenges and needs of the modern era (Rahman, 2024).

Learning itself is a dynamic interaction between learners, educators, and learning resources in an environment. The goal is to facilitate the mastery of knowledge, understanding, skills, and the formation of attitudes and values (Nasution, 2017). Education can be said to be successful if the learning process achieves its predetermined goals, which are reflected in the achievement of good learning outcomes by learners.

Good learning outcomes indicate a deep understanding of the material. However, achieving this is not easy, given that the characteristics of each learner (interests, potential, intelligence, and motivation) vary greatly (Noor, 2017). Therefore, choosing the right learning model is crucial. An inappropriate learning model can reduce the quality of the learning process. Conversely, the application of the right model can improve student learning outcomes (Wardah et al., 2018).

A learning model is a conceptual framework that describes the procedures for conducting learning activities to achieve learning objectives (Suprihatiningrum, 2016). One model that emphasizes cooperation and social interaction is cooperative learning. This model encourages students to learn actively in small groups, helping each other to maximize individual and group understanding (Wina, 2008)(Suryani & Agung, 2012).

One effective type of cooperative learning is Think Pair Share (TPS). The TPS model, developed by Frank Lyman, is designed to increase student interaction and participation through the stages of independent thinking (Think), pair discussion (Pair), and sharing results with the class (Share) (Huda, 2011)(Winantara & Jayanta, 2017). This approach provides greater opportunities for students to be actively involved in the learning process.

This issue is relevant to the conditions at SMP Negeri 1 Airgegas. Based on initial observations and interviews, it was found that Islamic Religious Education (PAI) learning in grade VII (especially classes VII.2 and VII.5) was still dominated by the lecture method. This causes various problems, such as a lack of attention from students (frequent leaving and entering the classroom, sleepiness, chatting), as well as a low level of understanding of the material, as reflected in the results of daily tests and mid-semester exams, most of which have not reached the Minimum Completion Criteria (KKM) of 75.

This condition shows that the lecture method alone is not effective enough in helping students understand the material in depth because it does not facilitate their active participation. Therefore, this study aims to apply and evaluate the effectiveness of the Think Pair Share cooperative learning model in improving students' understanding of Islamic Religious Education at SMP Negeri 1 Airgegas. This study is expected to contribute theoretically to the development of learning models and provide practical benefits for educators in designing more effective and collaborative learning.

LITERATURE REVIEW

1. Think-pair-share cooperative learning model

Definition of cooperative learning model

A learning model is a conceptual framework that describes the procedures for organizing learning activities to achieve learning objectives. Learning models serve as guidelines for educators in preparing and implementing the learning process (Suprihatiningrum, 2016). According to Mills, as quoted by Suprijono, learning models are accurate representations of actual processes that enable individuals or groups of people to try to act based on those models (Suprijono, 2009). Based on the above explanation, it can be concluded that a learning model is one of the methods used by educators as a guide for implementing the learning process and is designed to help learners achieve learning objectives by involving interaction between educators and learners. Educators can determine the appropriate type of learning model to achieve the expected learning objectives, one of which is the cooperative learning model.

Cooperative comes from the word cooperative, which means working together by helping each other as a group or team. Bern & Erickson, as quoted by Winda Novianti, state that cooperative learning is a learning model that divides students into study groups (Sinambela et al., 2022). Cooperative learning is a learning model that uses a grouping system or small teams of four to six people with different backgrounds and abilities. In completing their group assignments, each student must work together and help each other to understand the subject matter (Wina, 2008). According to Anita Lie, as quoted by Nunuk Suryani, the cooperative learning model is a learning approach that focuses on the use of small groups of students who help each other to maximize learning activities in achieving goals, as well as developing social skills alongside cognitive aspects and student attitudes (Suryani & Agung, 2012)·

Based on the above explanation, it can be concluded that the cooperative learning model is a series of learning activities that emphasizes cooperation in groups so that students interact and help each other in the learning process in order to achieve the expected goals.

The objectives and benefits of cooperative learning

According to Abdul Majid, cooperative learning has several objectives, as follows:

a. Improving student performance in completing academic tasks and helping students understand difficult learning concepts.
b. Instilling a sense of tolerance towards other students from different backgrounds.
c. Developing students' social skills, such as sharing knowledge, participating actively, respecting opinions, and expressing ideas and opinions in groups.

According to Isjoni, as quoted by Zuriatun and Ahmad, cooperative learning is a learning model that uses a group learning system with the aim of enabling students to achieve the following learning objectives (Hasanah & Himami, 2021):

a. Academic learning outcomes

Cooperative learning is developed to encompass a variety of social goals, as well as to improve student achievement or academic learning outcomes. In addition to changing norms related to learning outcomes, cooperative learning can benefit both lower and upper group students who work together to complete academic tasks.

b. Acceptance of individual differences
   Another goal is broad acceptance of people who are different in terms of race, culture, social class, abilities, and disabilities. Cooperative learning provides opportunities for students from various backgrounds and circumstances to work interdependently on academic tasks and, through a cooperative reward structure, learn to respect each other's individual differences.
c. Development of social skills.
   The third important goal in cooperative learning is to teach students the skills of cooperation and collaboration. Working together with friends in a group to complete tasks and solve problems related to learning. This allows students to practice their social skills, skills in interacting and socializing with their peers. Social skills are important for students to have because currently many young people still lack social skills development.

So, it can be concluded that the purpose of the cooperative learning model is to teach students to respect opinions, be responsible, and provide opportunities to achieve success as a group with the aim of giving others the opportunity to gain knowledge from their friends. Thus, knowledge is not obtained from educators but rather through group learning, where one friend must give other friends the opportunity to express their opinions. The benefits of the cooperative learning model are as follows (Suryani & Agung, 2012):

a. Improving the ability to cooperate and socialize,
b. Training self-awareness and empathy by accepting differences in attitudes and behavior in cooperation,
c. Building self-confidence and reducing anxiety, inferiority, and low self-esteem,
d. Improving learning achievement, learning motivation, self-esteem, and positive behavior so that students in cooperative learning understand their learning position and respect each other.

Miftahul outlined several benefits of cooperative learning, including the following: Students who undergo a structured cooperative learning process will achieve higher learning outcomes.

a. Students who participate in cooperative learning will have higher self-esteem and greater motivation to learn.
b. Through the application of cooperative learning, students become more caring towards their friends, and a positive sense of interdependence will be built among them for their future learning process; and
c. Cooperative learning increases students' acceptance of their friends from different racial and ethnic backgrounds.

Based on the opinions expressed by the experts above, the benefits of cooperative learning can be summarized as follows.

a. Improves academic learning outcomes.
b. Improves social interaction.
c. Improves cohesiveness.
d. Fosters tolerance among individuals (Huda, 2011).

Definition of Think Pair Share Cooperative Learning Model

Think Pair Share, which can be described as thinking, pairing up, and sharing, is a cooperative learning model first developed by Frank Lyman of the University of Maryland in 1981. This cooperative learning model is designed to influence and optimize student interaction and participation. This model requires students to work independently and cooperate with others in small groups, providing each member with at least eight times more opportunities to demonstrate their participation. It can be applied to all subjects at all levels of education (Huda, 2011)

Arends stated, as quoted by Winantara & Jayanta, that think pair share is an effective way to vary the atmosphere of classroom discussions. Assuming that all discussions require arrangements to control the class as a whole, the process used in think pair share can give students more time to think, respond, and help each other (Winantara & Jayanta, 2017). Meanwhile, according to Gunter, as quoted by Mutatik, think pair share is a learning method in which students learn from each other and find solutions to their ideas after discussing and presenting their ideas for discussion with the whole class (Mutatik, 2018). According to Huda, think pair share is a learning model that gives students time to think individually or in pairs. Think-pair-share gives students time to think about the answers to questions or problems given

by the teacher. Students help each other solve these problems using their respective abilities. After that, they explain their answers in the classroom.

Based on the above explanation, think pair share is a learning model that teachers can use to encourage active participation among students in problem solving and idea sharing. This model can help students broaden their understanding of the material being studied and, in the learning process, can help increase student engagement, develop critical thinking skills, and build social skills, such as the skills to collaborate (collaboration) and communication, thereby creating an interactive learning atmosphere and achieving the desired learning objectives.

The stages involved in implementing think pair share include:

a. Stage one, think.
   In this stage, the educator asks questions related to the subject matter. The thinking process begins at this point, when the educator poses questions that encourage the whole class to think. These questions should be open-ended questions that can be answered in various ways.
b. Stage two, pair.
   In this stage, students think individually. The educator asks students to pair up and begin thinking about the question or problem given by the educator within a certain time. The length of time is determined by the educator based on their understanding of the students, the nature of the question, and the learning schedule. Students are encouraged to write down their answers or solutions to the problem.
c. Stage 3, share.
   At this stage, students individually represent their group or come forward together to report the results of their discussion to the whole class. At this final stage, all students in the class will benefit from hearing various expressions of the same concept stated in different ways by different individuals (Nur, 2005).19

2. Improvement of Understanding

Definition of improvement of understanding

Improvement, in linguistic terms, is the process, method, or act of enhancing (efforts, activities, etc.). According to Adi D., as quoted by Sumiati, improvement comes from the word tingkat, which refers to layers of something arranged in such a way as to form an ideal structure. Therefore, improvement can be interpreted as raising the degree, level, heightening, intensifying production or process, and so on (Sumiati et al., 2024). According to W. S. Winkel, understanding encompasses the ability to grasp the meaning and significance of the material being studied. This ability is demonstrated by the ability to describe the main content of a reading passage and convert data presented in a certain form into another form (Winkel, 1989). According to Nana Sudjana, comprehension is the result of learning, for example, when students can explain what they have read or heard in their own words, give other examples of those given by the teacher, and apply the instructions to other cases.

Anas Sudijono defines understanding as a person's ability to comprehend or grasp something after it has been learned and remembered. In other words, understanding is knowing something and being able to see it from various perspectives. It can be concluded that understanding is the ability to comprehend the material being studied so that one can conclude, explain, and describe the content of the material in detail. In this case, students are expected to understand the material being taught so that they can summarize the content and communicate it.

According to Driyarkara, improving understanding is a process of deepening knowledge and broadening insight through experience and reflection. Zulkifli also defines improving understanding as a process of enhancing the ability to comprehend, apply, and analyze concepts through effective learning approaches. It can be concluded that improving understanding is an effort to increase students' knowledge so that they can describe and summarize learning material.

Factors that influence the improvement of understanding

According to Slameto, the factors that influence students' understanding or learning success are as follows:

a. Internal Factors, including:
   - Physical factors, which include health and physical disabilities, illness, or imperfect development.
   - Psychological factors, of which there are at least seven factors in psychology that influence learning, namely: intelligence, attention, interest, talent, maturity, and readiness.
   - Fatigue factors, Fatigue in a person can be divided into two types, namely: physical fatigue, when a person appears weak and limp, while mental fatigue can be seen in the form of lethargy and boredom, resulting in a loss of interest and motivation to produce something (Slameto, 2010).

b. External factors, including:
   - Family factors: Students will be influenced by their families in terms of how their parents educate them, relationships between family members, the atmosphere at home, the family's economic situation, their parents' understanding, and their cultural background.
   - School factors: School factors that influence learning include teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, lessons, and homework.
   - Community factors: The community has a significant influence on student learning. This influence occurs because of the existence of students in the community. These factors include student activities in the community, the media, friends, and community life.

Factors that influence understanding are also mentioned by Munadi, including internal and external factors (Munadi, 2019).

a. Internal Factors
   Physiological factors, in the sense of physiological factors such as good habits. Not being tired or exhausted, not having physical disabilities, and so on, can affect students in receiving learning materials. Meanwhile, psychological factors in this case are that students basically have different conditions, which of course affect their learning outcomes. Several psychological factors include intelligence (IQ), attention, talent, motivation, cognition, and reasoning ability of students.
b. External Factors
   External factors are factors that originate from outside the student. These factors can be divided into two categories: environmental factors and non-social factors:
   - Social environment, such as teachers, administrative staff, and classmates, can influence students' enthusiasm for learning. Teachers who always show sympathetic attitudes and behaviors and set good examples, especially in terms of learning, such as reading and discussing diligently, can be a positive motivator for learning activities.
   - Non-social environment: Factors that are included in the non-social environment are the location of the school building, the location of the home, learning tools, weather conditions, and the time students spend studying.

From the above opinions, it can be concluded that there are two factors that influence understanding, namely internal and external factors. Internal factors are those that originate from within the individual, such as self-confidence, physical health, emotional maturity, intellectual ability, anxiety, etc. Meanwhile, external factors are factors that originate from the individual, such as the social environment, namely family, friends, educators, etc.

3. Indicators of improved understanding
   The category of understanding includes seven cognitive processes, namely: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
   a. Interpreting, which is converting one form of information into another, for example, from words to graphics or images, or vice versa, from words to numbers, or vice versa, or from words to words, for example, summarizing or paraphrasing.
   b. Exemplifying, which is providing examples of a general concept or principle. Providing examples requires the ability to identify the characteristics of a concept and then use that method to create examples.
   c. Classifying, which is recognizing that something (an object or phenomenon) falls into a certain category.
   d. Summarizing, which is making a statement that represents all the information or creating an abstract from a piece of writing.
   e. Inferring, which is finding a pattern from a series of examples or facts.
   f. Comparing, which detects the similarities and differences between two objects, ideas, or situations.
   g. Explaining, which is constructing and using cause-and-effect models in a system.

METHOD

Based on the title raised by the researcher, namely "The Implementation of the Think Pair Share Cooperative Learning Model on Improving Student Learning Comprehension at SMP Negeri 1 Airgegas," in order to determine whether or not there is an effect of the implementation of the think pair share cooperative learning model on improving student learning comprehension in the form of statistical data, this study used a quantitative method. Quantitative research is a type of research that is systematic, planned, and clearly structured from the beginning to the creation of the research design (Masyhuri &

Zainuddin, 2011). The type of research used in this study is experimental research. Experimental research is a type of quantitative research that is very effective in measuring cause-and-effect relationships. This research is called field experimental research. In this study, the group that received stimulation and the control group were not separated from their everyday environment. The experimental research used was a quasi-experiment with a pretest-posttest design and a non-equivalent control group. In this design, both classes used as samples were whole classes in their original state. Then, both classes were given a pretest before the treatment (Prasetyo & Jannah, 2006). Next, the class that received the treatment or the experimental class was given treatment using the think-pair-share cooperative learning model, while the control class was given treatment using the conventional model. After both classes received treatment, a posttest was administered. The researcher collected data by: (1) Using two tests during the research, namely a pretest and a posttest. The pretest was administered before the learning process began. This test was conducted to determine the extent of the students' knowledge of the material to be studied. This data was used as baseline data. Meanwhile, the posttest was administered at the end of the subject matter to determine the students' scores or learning outcomes at certain stages after the treatment was administered.

The scores obtained on the posttest are expected to be higher than those on the pretest. (2) Documentation, in this study, the documentation used as a data source consists of learning tools, photographs of teaching and learning activities, and various items in the documentation, namely documentation with teachers, students, and classroom conditions. (3) Observation is a technique used by conducting careful observation. This technique is used to obtain supporting data about the description of the research location, the condition of the students, the number of teachers and administrative staff, and the facilities and infrastructure available at the school. Data Analysis Techniques This study uses instrument analysis tests, namely validity and reliability tests, as well as statistical analysis requirement tests, namely normality, homogeneity, and hypothesis tests

RESULTS AND DISCUSSION

There are two main topics of research that have been conducted by researchers, namely: First, to determine how the implementation of the Think Pair Share Cooperative Learning Model improves student learning comprehension at SMP Negeri 1 Airgegas. Second, to determine the results of the implementation of the Think Pair Share Cooperative Learning Model on improving student learning comprehension at SMP Negeri 1 Airgegas.

1. Implementation of the Think Pair Share Cooperative Learning Model to Improve Student Learning Comprehension at SMP Negeri 1 Airgegas

   In applying the Think Pair Share cooperative learning model in the experimental class, the researcher conducted the study for 2 x 40 minutes. The material discussed in this study was Chapter 7, “Self-Awareness and Introspection in Living Life.” In the first meeting, the main material discussed was the meaning of faith in Allah's angels. In the second meeting, similar to the previous meeting, the researcher conducted preliminary activities, namely conditioning the classroom by checking whether it was clean, tidy, and comfortable by asking students to look around to see if there was any trash, tidy up their seats, prepare their textbooks, and after that, the researcher explained the scope of the material to be studied along with the learning objectives to be achieved.

   In the core activity, the researcher asked the students to open their Islamic Education books to Chapter 7 on self-awareness and introspection in living life. The teacher explained the material on belief in the angels of Allah SWT. Then, the students were invited to continue learning using the Think Pair and Share Learning Model. The teacher divided the students into 5 groups, each consisting of 7-8 students, and gave each group 1 sheet of HVS paper.

   The students were asked to think about the meaning of faith in Allah's angels. This activity was part of the thinking process. Then, the students discussed or carried out group activities to identify and analyze the meaning of faith in Allah's angels and the duties of Allah's angels, which were then used as material for discussion in the form of group presentation reports. The researcher asked the students to complete the group assignment given by the researcher, which was to answer questions about the meaning of faith in Allah's angels.

   Each group wrote down their discussion reports on HVS paper distributed by the researcher for presentation. This process included pairing or grouping. After going through two stages of activities in applying the Think Pair Share model, the final stage was for each group to present their discussion reports. All group members came to the front of the class and began presenting their discussion reports in front of the other groups. A representative of the group acts as the moderator to open the presentation, and then each student takes turns reading the results of the discussion so that all group members contribute to this activity. This process is also called sharing.

After all stages of the Think, Pair, and Share Learning Model were completed, the educator evaluated the entire series of learning activities, and then the researcher closed the first meeting by inviting all students in class VII.2 to recite alhamdalah. The researcher then said goodbye and left the classroom.

2. Results of the Implementation of the Think Pair Share Cooperative Learning Model on Improving Student Learning Comprehension at SMP Negeri 1 Airgegas.

Description of the results of research conducted by researchers at SMP Negeri 1 Airgegas related to improving student understanding in Islamic Religious Education using the Think Pair Share Cooperative Learning Model in Class VII at SMP Negeri 1 Airgegas. This research was conducted from April 24, 2025, to early July. The samples in this study were class VII.2 as the experimental class and class VII.5 as the control class. This study will analyze various findings obtained at the research location, which include a description of the data collected through tests in the section below. The findings of this study are to find out the answers to the research questions in the previous chapter. In this study, the researcher applied two types of tests, namely a pretest and a posttest, where the pretest was given to students in the experimental class and the control class before applying the learning model.

Next, both classes were given treatment, where the experimental class used the Think Pair Share Cooperative Learning Model and the control class used conventional learning. After the treatment, the experimental and control classes were given a final test or posttest. Data collection was carried out by distributing instruments in the form of multiple-choice questions to 64 students, consisting of 32 students for the experimental class and 32 students for the control class.

The results of this posttest can answer the researcher's question, which aims to determine the level of understanding of students in Islamic Religious Education using the Think Pair Share Cooperative

Learning Model in class VII of SMP Negeri 1 Airgegas.

Student learning outcome data were obtained from tests conducted on students in the experimental and control classes. Before conducting the test, the instrument containing 20 multiple-choice questions was first tested on a population outside the research sample. The learning outcome test was conducted on April 25, 2025, with 35 respondents from class VII.3 at SMP Negeri 1 Airgegas.'

Before discussing the implementation and results of the Think Pair Share Cooperative Learning Model, instrument testing and reliability testing were conducted first. The results of the instrument validity and reliability tests will be used to measure the validity and reliability of the instruments used in the study. From the results of the instrument analysis based on the validity analysis of 20 questions using the "Product Moment Correlation" formula, the analysis results show that all questions are valid.

After all questions have been tested for validity, a reliability test is carried out to see whether the questions meet the requirements to be trusted as a data collection tool in the study. Data with a reliability test value of 0.7 has a high level of reliability and has met the reliability requirements. It can be seen from SPSS version 27 that the value obtained from Cronbach Alpha is 0.794, which is greater than 0.333. Because of the Cronbach Alpha value, it can be concluded that the instrument is reliable or consistent and can be used as a basis for decision making.

The posttest data obtained in the experimental class and the first control class were first tested for normality. The normality test used by the researcher in this study was the Kolmogorov-Smirnov test with the help of the SPSS application. This study used multiple choice questions to measure student learning outcomes. Based on data analysis, the results of the pretest showed an average of 62.34 for the experimental class and 61.25 for the control class. Then, for the post test, the experimental class obtained an average of 80.00, while the control class obtained an average of 71.41. Next, the hypothesis test used the Mann-Whitney test because after conducting normality and homogeneity tests on the posttest results of the experimental class and the control class, it was found that the distribution was not normal but homogeneous. Therefore, the hypothesis test was conducted with a non-parametric statistical test using the Mann-Whitney test because this non-parametric hypothesis test does not require the data to be normally distributed. The Mann-Whitney test using SPSS 27 obtained a sign. (2-tailed) value of 0.016 < 0.05, which was rejected and accepted. This means that there was a significant difference between the experimental group and the control group.

Thus, the use of the Think Pair Share learning model has a significant effect on improving student understanding at SMP Negeri 1 Airgegas. And as seen from the output of SPSS version 27 Wilcoxon test, it can be seen that Asymp, Sig (2-tailed) has a value of 0.000. Because the value of 0.000 is less than 0.05, it is rejected and accepted, which means that there is a difference in the average of the pretest and posttest scores, indicating an increase in understanding from the pretest to the posttest by using the Think Pair Share Cooperative Learning model on the improvement of understanding of Islamic Religious Education at SMP Negeri 1 Airgegas. Thus, it can be concluded that the learning scores in the

experimental class that used the Think Pair Share Cooperative Learning model were higher than those in the control class that used the conventional learning model. From these results, it can be said that the Think Pair Share Cooperative Learning model has an effect on improving understanding of Islamic Religious Education at SMP Negeri 1 Airgegas.

CONCLUSION

Based on the results of research on the implementation of the Think Pair Share Cooperative Learning model on improving student understanding at SMP Negeri 1 Airgegas, the following conclusions were obtained:

1. The Think Pair Share model was implemented through three main stages, namely: Think: Students were given time to think about the tasks or questions given by the educator independently. Pair (pairing): Students discuss with group members to compare their thoughts. Share (sharing): The results of the group discussion are shared with the whole class through a sharing session.
2. The Wilcoxon test results in the experimental group showed a significant increase between the pretest and posttest scores after applying the Think Pair Share cooperative learning model, with an Asymp. Sig. value of 0.000 < 0.05. This means that the Think Pair Share cooperative learning model had a positive impact on the understanding of students in the experimental group. The Mann-Whitney test results show that there is a significant difference between the posttest results of the experimental group and the control group, with an Asymp. Sig. value of 0.016 < 0.05. This indicates that the understanding of students who learn using the think-pair-share cooperative learning model is higher than that of students who use the conventional learning model

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