Advancing Educational Practices: Implementing Think-Pair-Share to Achieve Learning Achievement in Islamic Education

Ramadhani Yoga Pratama[1], Abd Muhith[1], Imam Turmudi[1]
[1]Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
✉yogatavares@gmail.com *

Abstract

The tendency to apply the lecture learning model in Islamic religious education and ethics lessons can affect student learning results, the matter requires innovation and creation of a teacher so as to be able to implement a cooperative learning model and be able to improve learning results. This study aims to determine the occurrence of increased student learning results through the implementation of cooperative learning models of the think-pair-share type. This research implements a qualitative research method with a type of classroom action research with a Kurt Lewin's design that model which consists of planning, implementing, observing and reflecting or drawing conclusions. Observation, documentation and testing (pre-test and post-test) are the data collection techniques used in this study. The research instrument used the results of student learning observation sheets and test questions (pre-test and post-test). The research analysis implemented the classical percentage formula. The results showed that students' learning results improved after implementing the cooperative learning model of think-pair-share type, as evidenced by the acquisition of student learning results in cycle I which was 26% while in cycle II 81%. This indicates an increase of 66%. Cooperative learning can enhance students' learning results in Islamic religious education and ethical courses, it might be inferred.

INTRODUCTION

Education is a structured and conscious effort to create an active learning environment that allows students to explore and develop their latent potential, intellectual intelligence, emotional intelligence, and spiritual intelligence, and to live well in society (Arviansyah & Shagena, 2023; Ladamay & Jabbar, 2024). Education is an effort to learn skills, knowledge, and habits of a group of people so that they can be passed down from generation to generation and thus preserved. Education is often conducted through guidance, but it can also occur through self-learning. Education is a process of carrying out learning activities conducted together with teachers as educators and students as learners as an effort to change knowledge, ways of thinking, and behavior, both individually and in groups (Darmadi, 2019; Murniyetti et al., 2023; Zohriah et al., 2023).

Learning is a series of processes aimed at educating or teaching students so that they can achieve predetermined goals. This can be influenced by various related factors, including facilities and infrastructure, teachers, media, students, and the environment. As initiators and catalysts, teachers need to be motivated and able to develop students' interests and talents so that the learning experience can be carried out effectively and efficiently (Febnasari et al., 2019). Ineffective and inefficient learning indirectly impacts low student learning outcomes, which can be influenced by various factors, including a tendency to apply monotonous learning methods, a decrease in students' interest in the learning process, and factors related to facilities and infrastructure. The effectiveness of implemented learning can be determined by comparing students' learning outcomes with minimum completeness criteria (Subhan & Novianti, 2021; Husni et al., 2024; Susanti & Rahmatika, 2024).

Islamic Education and Ethics is an educational discipline taught to students based on Islamic teachings or Islamic religious guidance in guiding, nurturing, and shaping the personality of Muslims so that they can become obedient servants of Allah SWT, love their parents, fellow human beings, and their homeland as a form of blessing given by Allah SWT to humanity (Engkizar et al., 2022; Sa'diyah, 2022). In this case, Islamic education is guidance carried out to shape the personality of Muslims who love their homeland and fellow living beings. Islamic religious education is a conscious effort to prepare students to believe, understand, appreciate, and practice Islamic values through guidance and teaching or training activities while paying attention to guidance to respect other religions (Faizal, 2022). One figure explains that Islamic religious education is educating youth and adults to become true Muslims, performing good deeds, and having noble character so that children become people who are able to live independently, serve Allah, and be loyal to their nation and homeland, fellow human beings, and fellow human beings (Adnan, 2021).

Islamic education and ethics are subjects included in the education curriculum and must therefore be implemented in educational institutions (Asril et al., 2023). A common issue in the teaching of Islamic religious education and ethics is the tendency of teachers to use the lecture model as a teaching method, which affects students' interest in participating in the learning process due to boredom and drowsiness (Ma'rufah, 2020; Sari et al., 2023). Therefore, teachers must innovate and be creative in determining the appropriate teaching model, including using the cooperative learning model think-pair-share as an alternative to enhance students' learning outcomes.

Cooperative learning is a structured system of group study so that people can work together, interdependence, goals, task structure, group processes, and rewards. Cooperative learning can be used as a philosophy of individual and group responsibility and respect for others so that students can take responsibility for their learning process in seeking information to answer various problems in the learning process (Noor & Munandar, 2019; Pradana, 2021). The think-pair-share cooperative learning model is a very simple learning model but has developmental benefits. When implementing this learning model, students are divided into groups consisting of several students, then group members discuss questions posed by the teacher so that they can answer based on collective thinking, adjust to their partners, and disseminate the information obtained to peers or other groups (Febnasari et al., 2019; Dewi et al., 2021; Udju et al., 2023).

Referring to these various descriptions, researchers are interested in

conducting research as an effort to improve student learning outcomes in Islamic Religious Education and Ethics subjects through the think-pair-share cooperative learning model. This is also an effort to provide alternative learning methods that tend to use lecture methods so that the learning process avoids boredom and fatigue experienced by students.

LITERATURE REVIEW

In general, a teacher must have the competence to perform their duties professionally so that they are able to teach, guide, motivate, mediate, manage the classroom, and facilitate students in the learning process through an appropriate learning model (Alicia & Rani, 2022; Gunadi & Sumarni, 2023; Manafe et al., 2023). This is done as an effort to create a conducive learning environment through cooperative education in order to achieve the set objectives of improving student learning outcomes, as outlined in the learning module, one of which is the cooperative learning model of the think-pair-share type.

Cooperative learning can be defined as a structured group learning system that includes responsibility, positive interdependence, individual interaction, teamwork skills among peers, and group interaction processes (Parnawi & Wahyudi Ramadhan, 2023). Meanwhile, Muhammad et al (2023) state that cooperative learning is a learning behavior through group learning patterns among students, which allows them to build cooperation and positive interdependence in completing tasks, goals, and rewards. The think-pair-share cooperative learning model is one of the learning designs implemented by teachers as an effort to influence student behavior so that they can interact during the learning process with peers in groups (Yani, 2022). Suci & Supardi (2024) explains that the think-pair-share type, as part of the cooperative learning model, is an alternative that is relatively easy to implement to achieve effective and efficient learning outcomes through group discussion-based learning. This is one method that provides students with the opportunity to think individually and collaborate with peers through small-scale discussions, with the hope that they will become accustomed to and capable of engaging in larger-scale discussions.

Learning outcomes are the results obtained by students through learning activities and are a specific interaction of learning actions carried out by teachers (Yandi et al., 2023). This is an effort to determine the level of student success after undergoing a series of learning processes carried out by teachers through formative or summative assessment systems. In this context, learning outcomes are highly dependent on a series of learning processes involving teachers, students, and teaching methods as the medium for knowledge transfer. Based on these various perspectives, it can be seen that the outcomes achieved by students after completing the learning process represent the achievements or abilities they possess in the psychomotor, affective, and cognitive domains, as assessed by teachers as part of the learning evaluation process.

Research related to think-pair-share cooperative learning has been conducted by many researchers previously, such as those conducted by (Febnasari et al., 2019; Noor & Munandar, 2019; Masduki, 2020; Dewi et al., 2021; Habibullah, 2021; Pradana, 2021; Mulyono et al., 2021; Udju et al., 2023; Anuar et al., 2023). However, these studies focused on students' overall learning outcomes and tended to generalize core subjects such as mathematics, science, and social studies. Meanwhile, this study focuses on the application of cooperative learning models to

improve student learning outcomes in Islamic education and ethics subjects, which tend to apply lecture-based learning models and have unstable learning outcomes, with the hope of achieving maximum results after implementing effective and efficient learning.

METHODS

This study employed a qualitative research method in the form of classroom action research as an effort to improve student learning outcomes using Kurt Lewin's model, which consists of planning, implementation, observation, and reflection or conclusion drawing (Moeloeng, 2018; Engkizar et al., 2021; Sugiyono, 2020). The study was conducted at a senior high school in Indonesia. Observation, documentation, and testing (pre-test and post-test) were used as data collection techniques (Sugiyono, 2020; Engkizar, Sarianti, et al., 2022; Murniyetti et al., 2023; Engkizar et al., 2021). Meanwhile, data analysis was carried out through data reduction, data presentation, and verification or conclusion drawing. To determine the accuracy and validity of the data, triangulation was employed (Engkizar et al., 2022).

Fig 1. Research Flow

RESULT AND DISCUSSION

Referring to the results obtained from observations and tests conducted before and after the implementation of the Think-Pair-Share model as part of the cooperative learning method to improve student learning outcomes, it can be concluded that in Cycle I, students' learning outcomes were still below the minimum completeness criteria and had not yet reached the predetermined performance indicators. Therefore, further action was necessary in Cycle II. Although the average student score had not yet met or exceeded the minimum completeness criteria, there were noticeable behavioral changes and some improvement in learning outcomes following the observations and assessments conducted during Cycle I. However, these changes and improvements were not yet significant. Additionally, students showed enthusiasm when working on the Think-Pair-Share tasks provided by the teacher. The reflections from Cycle I served as the basis for planning the learning activities in Cycle II.

Based on the results obtained from observation and test activities in Cycle II, it can be seen that there was a significant improvement in student learning outcomes after participating in the teaching and learning process in the Islamic Religious Education and Moral Education subjects. The implementation of the Think-Pair-

Share cooperative learning model contributed to this improvement, as several positive developments were observed among students. These include increased active participation during the learning process, enhanced ability to learn independently, and greater engagement and confidence in answering test questions in each session. When compared to Cycle I, the results of Cycle II show a marked improvement. In this cycle, the average score achieved was 80%, with 16 out of 20 students meeting or exceeding the minimum completeness criteria, and only 4 students still falling below the expected standard. This means that 80% of the students successfully completed the learning objectives, while 20% did not. Based on the score achievement in Cycle II, it can be concluded that the learning process met the predetermined success criteria and performance indicators. Consequently, the researcher determined that it was not necessary to proceed to a subsequent research cycle.

From the results obtained after carrying out the research, it is strengthened by the theory which states that there are advantages in the cooperative learning model with the think-pair-share type, including that students can directly participate actively during the implementation of learning, being able to increase students' independence in learning, motivate students to learn, shape students' mindset, and students can effectively consider their ideas (Lestari, 2023). This can be seen through the graph below after implementing learning in cycle I and cycle II.
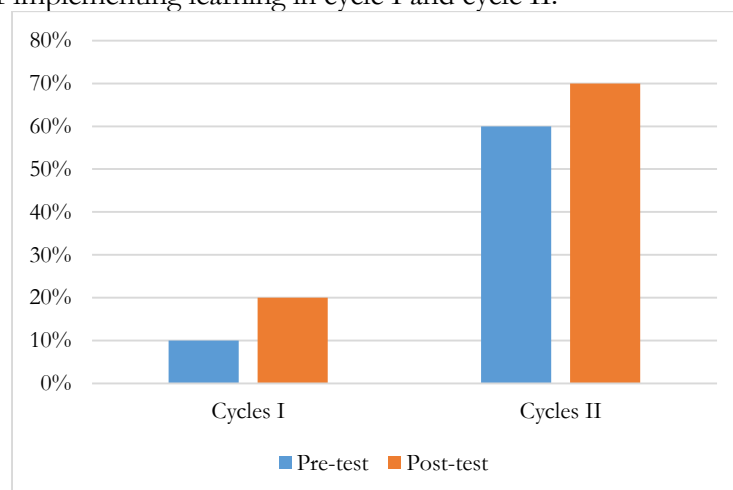

Fig 2. Average student's learning results

The Think-Pair-Share model, as a type of cooperative learning, is highly effective when applied as a teaching method aimed at improving student learning outcomes, particularly in Islamic Religious Education and Ethics subjects, which often rely on monotonous observational methods. This model encourages active student participation and fosters enthusiasm and motivation to learn, helping students better understand the material delivered by the teacher during the learning process. Furthermore, the Think-Pair-Share approach minimizes student boredom and drowsiness during lessons, allowing teaching and learning activities to run more effectively and efficiently. Improvements in student learning outcomes in Social Studies can be observed through the percentage data in each cycle. These percentages indicate that the use of the Think-Pair-Share model leads to measurable improvements in student achievement.

The results from Cycle I indicate that the average score obtained by students

was 70, with only 5 students (25%) achieving the minimum completeness criteria, while the remaining 15 students (75%) had not yet met the standard. In Cycle II, the average score increased to 83, with 16 students (80%) meeting the criteria. However, 4 students (20%) still did not achieve the minimum required score. On the other hand, students who succeeded were those who met the standardized minimum completeness score of 71, as outlined in the teaching module.

The results of this study are supported by the theory proposed by Yani (2022), who stated that the Think-Pair-Share model, as part of the cooperative learning approach, offers several benefits. It helps develop students' courage and self-confidence to present discussion results, which improve with each round, as the teacher provides equal guidance to all discussion groups. This model also allows students more opportunities to interact in pairs encouraging individual thinking and reflection, responding to peers' ideas, offering mutual support, and sharing knowledge among classmates (Mulyono et al., 2021; Yani, 2022; Megawati, 2023; Suci & Supardi, 2024).

The acquisition of student learning outcomes can be observed starting from the learning process through to the implementation of post-learning evaluations. It is not uncommon to hear about or even personally experience the difficulty of recalling previously acquired learning outcomes. Learning outcomes play a crucial role after a series of learning processes; through the assessment of these outcomes, teachers can gather valuable information to monitor student progress. Based on this information, teachers can design and adjust student activities, both at the classroom level and individually (MS, 2023; Ainullatiffah & Mulyono, 2024).

CONCLUSION

Based on the research findings described earlier, it can be concluded that students' learning outcomes in Islamic Religious Education and Ethics subjects improved following the implementation of the Think-Pair-Share type of cooperative learning model at Senior High School Indonesia. This was demonstrated by the learning outcomes in Cycle I, where only 25% of students met the minimum criteria. However, after applying the Think-Pair-Share approach in Cycle II, the percentage increased significantly to 80%. These results indicate a 66% improvement in student achievement. It can therefore be inferred that cooperative learning specifically the Think-Pair-Share model can effectively enhance students' learning outcomes in Islamic Religious Education and Ethics.

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