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Improving Student Learning Outcomes in Islamic Education Learning Using the Think Pair Share Type Cooperative Model at SD Negeri No. 10 in 2013 Sialang Buah

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Abstract: This classroom action research was driven by the low learning outcomes of fifth-grade students at SD Negeri No. 102013 Sialang Buah in the subject of Islamic Religious Education and Ethics, particularly on the topic of Faith in the Book of Allah. Initial observations revealed that most students struggled to understand the basic concepts and demonstrated low participation during lessons. To address this issue, the study aimed to improve student learning outcomes by applying the Think Pair Share (TPS) cooperative learning model, which emphasizes student engagement through individual thinking, paired discussions, and group sharing. The research was conducted in two cycles, each comprising planning, action, observation, and reflection phases. A total of 24 students participated in the study. Data were collected through learning outcome tests, teacher and student observation sheets, and documentation, and were analyzed both qualitatively and quantitatively. The results showed that the implementation of the TPS model led to a notable improvement in student learning outcomes, evidenced by increased average test scores and a higher percentage of students achieving mastery from cycle I to cycle II. Additionally, student activity during lessons improved significantly, particularly in cognitive engagement and collaborative participation. These findings indicate that the TPS model is effective in enhancing understanding and fostering a more interactive and enjoyable learning environment. Consequently, it is recommended that the Think Pair Share model be adopted as an innovative and participatory approach in teaching Islamic Religious Education at the elementary level, especially for conceptual topics such as Faith in the Book of Allah.

Keywords: Learning outcomes, think pair share, Islamic education, cooperative learning.

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INTRODUCTION

Education is a vital aspect of shaping the character and intelligence of students. In Indonesia, religious education is an integral part of the curriculum aimed at developing students' moral and spiritual values. One of the core topics in Islamic Religious Education is faith in the Books of Allah, which holds significant importance in shaping students' belief systems. However, in practice, delivering this material in a meaningful and engaging way remains a challenge. Teachers often rely on lecture methods that lead to passive learning

and low student participation. This approach makes it difficult for students to internalize the material and apply it to daily life. As a result, students tend to forget the concepts quickly and struggle to relate them to their beliefs. There is a need for innovative teaching strategies to address this issue.

At SD Negeri No. 102013 Sialang Buah, similar challenges have been observed. Many students show a lack of enthusiasm when learning religious subjects, particularly the topic of faith in the Books of Allah. The teacher often becomes the center of the learning process, while students listen without much interaction. This one-way communication limits students' opportunity to reflect, discuss, and ask questions. Moreover, assessments show that learning outcomes in this subject are below the expected minimum mastery level. Interviews with teachers reveal that classroom engagement is low, and students often appear confused or bored. This situation underscores the urgency of improving the teaching method used. Students need more interactive, student-centered learning experiences to fully grasp the values and messages of the topic. Think Pair Share (TPS) is one of the cooperative learning models that has gained attention for its potential to promote student engagement and deeper understanding. In the TPS model, students are given time to think individually, then discuss with a partner, and finally share their ideas with the larger group. This sequence supports active learning and allows all students to participate meaningfully. The method also fosters critical thinking, verbal communication, and cooperation among students. By encouraging peer discussion, TPS helps clarify concepts and correct misconceptions. It is particularly useful for abstract or value-laden subjects like religious education. TPS has been shown in various studies to improve students' retention and engagement across different subjects and levls.

The implementation of TPS is especially relevant for topics that require reflection and interpretation, such as faith in the Books of Allah. This topic involves understanding the nature, function, and significance of the holy books in Islam. Students are expected not only to recall the names of the books but also to appreciate their messages and relate them to daily behavior. By using TPS, teachers can stimulate discussion and invite students to share personal insights or questions about the topic. This process helps develop a deeper and more personal understanding of faith. Furthermore, working in pairs reduces the fear of being wrong or judged, making it easier for students to express their thoughts.

The National Curriculum emphasizes the importance of student-centered learning and character development. In this context, TPS supports both academic and affective learning goals. It aligns with the broader objective of building students who are not only knowledgeable but also capable of respectful dialogue and collaboration. Applying TPS in Islamic Religious Education allows students to explore spiritual concepts in a safe and supportive environment. They learn to listen to others, respect different perspectives, and reflect on their beliefs. These are key competencies in both religious and civic life. TPS also encourages teachers to act as facilitators, guiding discussions rather than delivering monologues. The low student achievement in religious subjects at SD Negeri No. 102013 Sialang Buah is a concern that must be addressed. Test results and teacher observations confirm that many students fail to reach the expected standards, especially in understanding the essence of faith-related topics. This gap may be due to teaching methods that do not engage students actively or emotionally. The traditional methods currently used do not encourage meaningful interaction or deeper thinking. Students memorize facts without understanding their significance. Therefore, a change in instructional strategy is needed to improve both student motivation and learning outcomes.

Previous research indicates that the TPS model improves academic performance and student engagement. In similar classroom action research studies, the TPS model led to higher student participation and better understanding of complex topics. These improvements were consistent across different subject areas and grade levels. Given this evidence, there is a strong rationale to apply TPS in the context of Islamic Religious Education. It is expected that by using this model, students at SD Negeri No. 102013

Sialang Buah will become more engaged and achieve better learning outcomes. It will also provide teachers with a new perspective on managing classroom interactions and student collaboration. Another reason to implement TPS is its ability to address diverse learning styles. Not all students learn effectively through listening alone. Some prefer discussing ideas, while others need time to process information before responding. TPS accommodates these differences by giving students time to think, then share in a smaller, less intimidating setting. It allows more reserved students to participate without fear. In contrast to group discussions that can be dominated by a few, TPS gives everyone a chance to contribute. This inclusivity leads to a more equitable learning environment where every voice matters. As a result, all students have an opportunity to succeed.

The topic of faith in the Books of Allah offers many opportunities for meaningful discussion. Through the TPS model, students can explore questions like why Muslims believe in previous scriptures, how these books guide moral behavior, and what lessons can be drawn from each book. These discussions help students build a strong foundation in their faith while practicing communication skills. By engaging with real-life applications of religious teachings, students develop a personal connection with the subject matter. They also become more aware of how religious values shape their daily choices and interactions. This holistic understanding is essential in religious education. At the primary school level, students are still developing their reasoning and interpersonal skills. The TPS model supports this development by fostering active participation and respectful dialogue. It teaches students how to think independently, listen carefully, and speak thoughtfully. These are skills that extend beyond the classroom and benefit students throughout life. When students feel that their opinions are valued, they are more likely to engage with the content and retain what they learn. The TPS model cultivates a classroom culture where students feel safe to explore, question, and express their thoughts freely.

Effective learning in religious education should not be limited to cognitive outcomes. It should also aim to instill values and attitudes that reflect the teachings of Islam. Faith in the Books of Allah is not merely about remembering the names of scriptures but about understanding their role in guiding behavior. The TPS model allows for the integration of cognitive, affective, and social dimensions of learning. It helps students understand that religious knowledge is meaningful when it is applied with sincerity, respect, and cooperation. These are the values that can be nurtured through collaborative and reflective learning environments. The success of TPS also depends on how well it is planned and implemented. Teachers must prepare clear guiding questions, monitor student discussions, and ensure that each student has the opportunity to share. It requires thoughtful structuring of time and tasks within the lesson. In this research, the implementation will be conducted through classroom action research cycles. This approach allows for continuous observation, reflection, and improvement of teaching practices. It provides a structured method for introducing TPS and evaluating its impact on student learning outcomes. The research also supports professional growth for teachers involved in the process.

The selection of TPS as a learning model is based on its compatibility with the material and the needs of the students. It is particularly suitable for values-based education where reflection and dialogue are central. The religious education curriculum aims to promote understanding, tolerance, and ethical behavior. TPS supports these goals by encouraging students to think deeply, interact respectfully, and articulate their beliefs. These learning processes help shape not just knowledgeable students, but also morally responsible individuals. By embedding these values in daily lessons, TPS contributes to long-term character development. In the current educational landscape, there is a growing call for innovation in pedagogy. Teachers are encouraged to move beyond traditional methods and experiment with active, student-centered models. TPS fits this trend and offers a practical framework for enhancing religious education. It is simple to implement, yet powerful in its impact. By shifting the focus from teacher-talk to student-thought, it transforms the classroom into a space of shared inquiry. This transformation aligns with

national and global efforts to make education more inclusive, meaningful, and future-oriented.

One of the anticipated outcomes of using TPS is an increase in student motivation. When students are actively involved in learning, they tend to be more enthusiastic and curious. Motivation is a key factor in academic success, especially in subjects that involve belief systems and values. TPS helps create a sense of ownership over the learning process, where students feel their voice matters. This can lead to a more positive attitude toward the subject and improved performance. It also fosters a sense of community and mutual respect among students. The research aims to provide empirical evidence on the effectiveness of the TPS model in improving learning outcomes. By documenting each cycle of implementation, observation, and reflection, the study will offer insights into what works and what challenges arise. These findings will be valuable for other teachers, schools, and education stakeholders looking to improve religious education. It will also contribute to the literature on cooperative learning and its application in primary schools. Ultimately, the goal is to enhance the quality of learning experiences for students in meaningful and sustainable ways.

This study is expected to demonstrate how cooperative learning models like TPS can transform classroom dynamics. It can shift the classroom from a passive to an active learning space, where students feel empowered to share and grow. The impact of this shift can be seen not only in academic achievement but also in behavior, communication, and confidence. As students become more engaged and reflective, they also become more responsible learners. This is a critical step in preparing students for the challenges and responsibilities of the modern world. Implementing TPS in the context of faith in the Books of Allah allows students to experience religion as a living, dynamic part of their lives. They begin to understand how divine messages are relevant to current issues and everyday decisions. This relevance deepens their understanding and appreciation of their faith. It also encourages them to live out the values taught in religious lessons. Such outcomes represent the true success of religious education, where knowledge leads to character and faith translates into action. In conclusion, the low learning outcomes and limited engagement in religious education at SD Negeri No. 102013 Sialang Buah present an urgent challenge. By implementing the Think Pair Share model, this research seeks to address these issues through cooperative, reflective, and inclusive learning. It is hoped that the results of this study will provide a replicable model for other classrooms and contribute to improving the quality of Islamic Religious Education in Indonesia. Through this approach, students can become more engaged, thoughtful, and spiritually grounded learners.

METHODS

This research adopts a Classroom Action Research (CAR) design to investigate the effectiveness of the Think Pair Share (TPS) cooperative learning model in enhancing students' learning outcomes. The CAR model was chosen because it provides a structured and reflective approach for teachers to improve instructional practices within their own classrooms. It allows for real-time identification of problems and testing of solutions in an authentic educational setting. Through cyclical stages of planning, action, observation, and reflection, the researcher can monitor the process of change. This methodology promotes teacher-researcher collaboration and provides space for continuous professional development. It also ensures that the findings are relevant and applicable to the immediate teaching context. Therefore, CAR is ideal for educational innovation aimed at classroom improvement. The study was conducted at SD Negeri No. 102013 Sialang Buah, focusing on a fifth-grade class during the Islamic Religious Education subject. The selected topic was "Faith in the Books of Allah," which is part of the core competencies of the national curriculum. The class consisted of 30 students with varying levels of academic ability and participation. The researcher worked collaboratively with the classroom

teacher throughout the study. This cooperation was important for planning lessons, gathering data, and reflecting on the outcomes of each teaching cycle. The study took place over a series of lessons spanning approximately four weeks. Each lesson was designed to apply the TPS model step by step. Observations and assessments were carried out in each cycle.

The Classroom Action Research process consisted of two cycles, each including the four main stages: planning, acting, observing, and reflecting. In the planning stage, the researcher and teacher prepared lesson plans that incorporated the TPS model. These plans included clear learning objectives, materials, student worksheets, and assessment tools. During the acting stage, the TPS lessons were delivered as planned, with the teacher facilitating the learning while the researcher observed. The observation stage involved documenting student participation, engagement, and performance using checklists and field notes. In the reflection stage, both teacher and researcher evaluated the results and made adjustments to improve the next cycle. This iterative approach ensured continuous improvement and learning.

The Think Pair Share model was implemented by dividing each lesson into three phases. In the "Think" phase, students were given a question or problem and time to think individually about their responses. This allowed them to process the information independently and build confidence in their ideas. In the "Pair" phase, students discussed their responses with a partner, sharing perspectives and clarifying misunderstandings. This step encouraged peer learning and cooperation. Finally, in the "Share" phase, selected pairs or individuals presented their ideas to the class. This allowed students to practice communication skills and reflect on diverse viewpoints. The structure ensured that all students were actively engaged throughout the lesson. Data collection methods used in this research included observation, interviews, documentation, and tests. Observations were made during the learning process using structured observation sheets to record students' behavior, participation, and interaction during TPS activities. These sheets provided quantitative and qualitative data on how students responded to the model. Interviews were conducted with both the teacher and several students to gather their feedback on the learning process. This qualitative data helped to understand students' perceptions and motivation. Documentation included lesson plans, student worksheets, and teaching materials. These were analyzed to ensure alignment with the research goals and effectiveness of the implementation.

Student learning outcomes were measured through pre-tests and post-tests conducted before and after each cycle. The tests consisted of multiple-choice and short-answer questions designed to assess students' understanding of the topic "Faith in the Books of Allah." The results were analyzed to determine improvements in cognitive achievement. Students who reached the minimum completeness criteria (KKM) were considered to have mastered the material. In addition to academic scores, participation in class discussions and group activities was also considered in the overall evaluation. The comparison between pre-test and post-test results helped measure the effectiveness of the TPS model. These data formed the basis of analysis for each cycle. In the first cycle, the TPS model was applied with the goal of increasing student involvement and understanding. The lesson focused on introducing the concept of holy books in Islam and their characteristics. Students were guided through the TPS process using structured questions and prompts. Although some students were initially hesitant to speak during the sharing phase, most responded positively to the pair discussions. Observations indicated a moderate increase in participation and enthusiasm. However, some challenges were identified, such as time management and the need for clearer instructions. These issues were addressed in the planning of the second cycle to improve implementation.

Based on the reflection from the first cycle, adjustments were made to improve lesson delivery in the second cycle. The teacher introduced more engaging materials, including visual aids and real-life examples related to the topic. Students were also given clearer guidance on the expected steps during each phase of the TPS model. In this cycle,

students showed increased confidence and fluency in discussion. Participation in class discussions rose significantly, and students appeared more motivated to express their thoughts. The improved classroom atmosphere contributed to better learning outcomes as measured by post-test scores. The reflection stage confirmed the model's positive impact.

The role of the teacher during the implementation of TPS was crucial to the success of the model. The teacher served as a facilitator who guided students through the learning process without dominating the conversation. Clear instructions and encouragement were essential, especially during the sharing phase. The teacher also helped students who had difficulty forming ideas or expressing them. Regular feedback and praise helped build a supportive classroom environment. By creating a non-threatening space, students were more willing to participate and take academic risks. This shift in the teacher's role aligned with the principles of student-centered learning promoted by cooperative learning models. One of the key strengths of the TPS model is its inclusiveness. Students who were usually quiet or struggled with verbal expression were more likely to participate during the pair phase. The structure allowed them to first formulate ideas privately and then rehearse them with a peer. This reduced the anxiety often associated with public speaking and allowed more students to contribute during the sharing phase. The model also helped students practice listening and respectful conversation. These social skills are vital for classroom learning and beyond. As a result, TPS proved to be not only academically effective but also socially beneficial.

The data collected from both cycles were analyzed using descriptive statistical methods. The percentage of students who met or exceeded the KKM was calculated and compared between the pre-test, post-test cycle 1, and post-test cycle 2. The analysis showed a consistent improvement in students' scores, indicating that the TPS model positively impacted learning outcomes. Observation data were summarized to identify trends in student participation and engagement. Interview transcripts were reviewed to capture student and teacher perceptions. This comprehensive analysis helped provide a complete picture of the model's effectiveness in the classroom context. To ensure the validity of the findings, the research used triangulation of data sources. By combining test results, observation notes, interview responses, and documentation, the researcher was able to cross-verify the results. This strengthened the credibility of the research and minimized the risk of bias. In addition, member checking was conducted by sharing reflections with the classroom teacher to confirm interpretations. These steps helped maintain the rigor and reliability of the research process. Ethical considerations were also addressed by obtaining consent and ensuring confidentiality of participants.

The timeline of the research was organized to allow sufficient time for each phase of the CAR cycle. Planning was conducted over one week, followed by two weeks of classroom implementation, and one week of data analysis and reflection. Flexibility was built into the schedule to accommodate unexpected events or delays. The collaboration between researcher and teacher was key to maintaining the flow and ensuring quality throughout the process. Regular communication helped align expectations and manage classroom dynamics. This timeline provided a practical and effective structure for conducting research within the constraints of the school calendar. Limitations of the research included the relatively small sample size and the short duration of the study. Since the research focused on a single class at one school, generalizability of the findings may be limited. Additionally, factors such as student mood, classroom conditions, and prior knowledge could have influenced the outcomes. However, the research still offers valuable insights into how TPS can be applied effectively in a real classroom. The findings can serve as a starting point for further studies involving more participants or different educational contexts. Continued application and evaluation of TPS will help refine its use.

In summary, this methodology was designed to explore how the Think Pair Share model can improve students' understanding of faith in the Books of Allah. Through Classroom Action Research, the study provided a systematic way to test, observe, and refine teaching practices in a collaborative setting. The use of mixed data collection

methods allowed for a detailed and nuanced analysis. The results of this research can inform future instructional strategies and support the use of cooperative learning in religious education. It demonstrates how active, student-centered methods can enhance both academic and character development in young learners.

RESULTS

The research began with an initial observation of student behavior and learning outcomes in the subject of Islamic Religious Education, particularly in the topic of faith in the Books of Allah. Before the Think Pair Share (TPS) model was implemented, it was observed that most students showed low engagement during lessons. The majority relied solely on teacher explanations and rarely participated in discussions. During the initial assessment, only 40% of students reached the minimum mastery criteria (KKM). This indicated that a significant number of students had difficulty understanding the core material. Their low motivation and passive learning habits contributed to unsatisfactory academic performance. These observations confirmed the need for a new instructional approach. The TPS model was introduced to address this issue. In the first cycle, the TPS model was implemented according to the planned lesson design. The topic was presented using visual aids and guiding questions. Students were given time to think individually about a key question before discussing it with a partner. Although the pair discussions were initially awkward, most students gradually became more comfortable. In the sharing stage, only a few pairs were willing to present their ideas to the class. Despite the limited participation during this phase, the overall classroom atmosphere began to improve. Teachers noted increased eye contact, body language, and attentiveness. Students showed more interest and confidence compared to previous lessons.

The results of the first post-test in cycle one showed a notable improvement in learning outcomes. A total of 19 out of 30 students, or approximately 63%, achieved scores above the KKM. This marked a 23% increase from the pre-test results. The improvement indicated that the TPS model had a positive initial effect on students' comprehension. However, some students were still hesitant to participate in the sharing phase, which impacted their verbal expression. Reflection discussions revealed that students needed more practice and encouragement. The teacher and researcher agreed to make specific adjustments in the second cycle. These included clearer instructions, more engaging materials, and additional time for pair discussions. During the second cycle, the implementation of TPS was more refined and structured. Students were assigned rotating partners to ensure they worked with different classmates. This encouraged inclusivity and reduced dependency on specific peers. More interactive and multimedia learning tools were also used, including a short video explaining the significance of holy books in Islam. This helped students connect abstract concepts with real-life relevance. In the think phase, students were now more capable of formulating ideas independently. In the pair phase, the conversations became more dynamic and focused. By the time they reached the sharing phase, a larger number of students volunteered to speak in front of the class.

Observations in the second cycle showed a significant increase in student participation. The classroom became more vibrant, with students actively asking and answering questions. Group dynamics improved, as students supported one another during discussions. Students with previously low confidence showed noticeable progress in expressing their ideas. Teachers also adapted better to their role as facilitators, guiding learning rather than directing it. Positive reinforcement played a key role in building a constructive learning environment. The use of praise and encouragement motivated students to be more involved. These behavioral changes complemented the cognitive gains observed through test scores.

The post-test results from cycle two revealed a further improvement in academic performance. This time, 26 out of 30 students achieved scores above the KKM, or approximately 87%. The remaining 4 students showed score increases, although they did

not fully meet the KKM. This result confirmed that the TPS model was effective in boosting students' learning outcomes. In addition to numerical scores, the quality of students' answers improved significantly. Their responses showed a deeper understanding of the material and the ability to articulate key concepts. These achievements reflected both individual growth and the success of the collaborative learning process.

The comparison between the pre-test and the two post-tests highlighted a consistent upward trend. The average class score increased from 62.4 in the pre-test to 74.1 in the first post-test and reached 84.7 in the second post-test. These gains suggest that TPS not only helped students grasp the material but also improved their ability to retain and apply knowledge. The structure of the model, which promotes active engagement, seemed to be well-suited for the learning style of the class. The repeated exposure and discussion allowed students to process information more effectively. This was particularly helpful for abstract topics such as faith and belief. Interviews conducted with several students after the second cycle provided valuable insights into their learning experience. Most students reported feeling more confident in participating during class. They appreciated the opportunity to share their ideas with peers before speaking in front of the class. Students mentioned that the pair discussions helped clarify their understanding and made the material more relatable. One student stated that talking to a classmate made learning feel less intimidating and more enjoyable. These reflections reinforced the positive emotional and social impact of the TPS model. It created a supportive atmosphere where students were not afraid to make mistakes.

The teacher also shared positive feedback about the TPS model. She observed that students who previously remained silent were now actively contributing to discussions. She noticed a stronger sense of cooperation and mutual respect among classmates. The teacher appreciated the clear structure of the model, which helped manage the flow of the lesson effectively. She also valued the flexibility of TPS, which could be adapted to different content and student needs. Through this experience, the teacher gained new insights into facilitating active learning. She expressed a willingness to continue using TPS in future lessons to maintain the momentum of student progress.

Documentation collected during the research process supported the observation findings. Photos of classroom activities showed students collaborating, smiling, and engaged in their tasks. Samples of student worksheets reflected improved writing and comprehension skills. Lesson plans were annotated with notes about student responses and teaching adjustments. These records helped provide a comprehensive picture of the implementation process. They served as evidence of both the academic and affective growth experienced by the students. The documentation also aided in the reflective process between the teacher and researcher. This continuous documentation ensured accountability and helped track progress. The cooperative structure of the TPS model played a critical role in the overall success of the research. It provided students with consistent opportunities to think critically and communicate ideas. Working in pairs allowed students to learn from one another and develop interpersonal skills. The sharing phase reinforced public speaking and active listening. Over time, these processes contributed to a more balanced classroom where all students had a voice. Students became more open to feedback and less reliant on the teacher for answers. This shift toward learner autonomy marked an important milestone in their educational development.

Another key observation was the reduction of academic anxiety among students. Before the intervention, many students were afraid of giving incorrect answers. However, the think and pair stages created a low-risk environment for them to express initial thoughts. They could confirm or revise their ideas with a partner before presenting them. This helped minimize the fear of embarrassment and increased students' willingness to participate. As students experienced success, their self-confidence grew. This emotional development was just as important as their cognitive gains. It contributed to a healthier and more enthusiastic learning culture within the classroom.

The effectiveness of TPS was particularly visible in students who typically struggled with religious subjects. These students benefited from hearing peer explanations in a language they understood. Peer teaching became a powerful tool for reinforcing concepts. When students explained material to each other, they often used relatable examples and simplified terminology. This peer interaction supplemented teacher instruction and created multiple learning pathways. The model was especially beneficial for visual and interpersonal learners. Students who had previously failed to meet learning objectives showed substantial progress when engaged in the TPS process. Throughout the research, it was noted that students became more reflective and thoughtful in their responses. During the think phase, they took time to organize their ideas and anticipate possible answers. This habit of mental preparation contributed to the quality of pair and class discussions. Students became more accustomed to considering different perspectives before forming conclusions. This type of reflective learning supports critical thinking development. Over time, students were able to draw connections between their lessons and real-life applications. This deeper understanding added meaning to their studies and made the subject of faith more relevant.

Time management was one of the challenges identified during the implementation of TPS. Some lessons ran longer than expected due to the rich discussions that emerged. In response, the teacher adjusted the lesson duration and pacing to maintain efficiency. While time constraints occasionally limited the sharing phase, the overall quality of learning remained high. Teachers found that with more experience, the model could be executed more smoothly. As students became familiar with the process, transitions between phases improved. The investment of time was ultimately worthwhile, considering the significant gains in understanding and engagement. In conclusion, the application of the Think Pair Share model resulted in marked improvements in student learning outcomes, engagement, and classroom interaction. Students demonstrated better understanding of the content, higher test scores, and more active participation. The structured yet flexible nature of the model allowed students to build confidence and collaborate effectively. Teachers observed a positive shift in student behavior and attitude toward learning. The evidence gathered from observations, tests, interviews, and documentation confirmed the success of the intervention. These findings support the continued use and development of cooperative learning strategies in religious education.

DISCUSSION

The findings of this research indicate that the implementation of the Think Pair Share (TPS) model significantly improved students' learning outcomes on the topic of Faith in the Books of Allah. This improvement was seen through the increased average scores in the post-tests and greater student participation during the lessons. The structured stages of TPS encouraged students to become more involved and take responsibility for their own learning. Compared to traditional learning methods, the TPS model allowed for deeper engagement and higher retention of knowledge. Students were no longer passive recipients of information but became active contributors in the learning process. This aligns with modern pedagogical principles that emphasize student-centered learning. The positive academic results are proof of TPS's relevance and applicability in religious education settings.

One of the most evident improvements observed during this research was the change in classroom dynamics. Before TPS was introduced, students were hesitant to express opinions and mostly relied on the teacher for answers. After the TPS model was applied, students began to show confidence in discussing ideas with peers. The pair interaction phase played a key role in fostering this confidence, allowing students to test and refine their understanding in a low-pressure setting. Over time, this practice helped students develop public speaking skills and feel more comfortable in classroom discussions. These soft skills are vital for their overall educational journey. The

collaborative nature of TPS helped nurture a sense of community and mutual support among students.

The increase in test scores from the pre-test to the second post-test further supports the effectiveness of TPS. The data show a consistent upward trend in student achievement, with most students meeting or exceeding the minimum mastery criteria. This indicates that the cooperative learning model did not just boost motivation but also had a substantial impact on comprehension. The repeated cycles of thinking, discussing, and sharing helped reinforce knowledge in a way that traditional lecturing did not. By processing information multiple times through different modes of interaction, students were able to construct stronger mental connections. This form of active learning is known to promote better memory retention and critical thinking. The Think Pair Share model also demonstrated its ability to accommodate diverse learning styles. Some students responded better to individual reflection, while others thrived in peer discussions. The multi-step structure of TPS allowed each student to engage in a way that suited them. This adaptability is especially beneficial in classrooms where students vary in ability and learning preferences. Visual, auditory, and kinesthetic learners all found something to connect with during the process. Additionally, students who usually performed below average began to catch up academically. The inclusive nature of TPS ensured that no student was left behind, creating an equitable learning environment.

The emotional and psychological benefits of TPS cannot be overlooked. Students who were once shy or disengaged gradually became more involved and expressive. The safe space provided by pair discussions helped reduce fear of judgment, which is often a barrier to participation. As students shared ideas and received validation from peers, their self-esteem grew. This emotional boost translated into greater academic effort and classroom presence. It also fostered mutual respect and empathy, as students listened to and valued each other's opinions. These interpersonal gains are crucial for character development, especially in religious and moral education contexts. Teacher involvement and adaptability were critical to the success of this learning model. The teacher had to shift roles from being a sole information provider to becoming a facilitator and guide. This required careful planning, observation, and flexibility during lessons. The teacher's ability to ask guiding questions, provide timely support, and encourage collaboration made the implementation more effective. Continuous reflection and adjustment after each cycle improved the overall quality of instruction. The collaboration between the researcher and teacher also contributed to this process, ensuring that the model was applied with fidelity while being responsive to classroom needs.

Another important element in the success of TPS was the use of diverse and engaging learning materials. Visual aids, real-life examples, and multimedia content made the abstract concept of faith more concrete and relatable. These materials captured students' attention and sparked curiosity, providing meaningful content for discussions. The relevance of the materials also helped students see the importance of religious knowledge in their daily lives. When students connect lessons to their personal experiences, learning becomes more authentic. The integration of these resources into TPS enhanced the quality of each phase, particularly during the think and pair stages.

The implementation of TPS not only improved students' cognitive outcomes but also fostered collaboration and mutual support. Students were observed helping one another understand concepts and find the correct answers. This peer teaching approach strengthened the understanding of both partners. Explaining content to a classmate required students to organize their thoughts and articulate them clearly, deepening their own comprehension. Meanwhile, the student receiving help benefited from explanations delivered in a familiar tone and vocabulary. This mutual benefit is one of the greatest strengths of cooperative learning. It promotes collective growth rather than individual competition.

Despite the successes, the implementation of TPS was not without challenges. Time management was one of the primary issues, especially in the initial stages. Discussions

often extended beyond the planned time due to the high level of student engagement. Teachers had to learn how to manage the duration of each phase without sacrificing quality. Another challenge was encouraging full participation during the share phase. Some students still hesitated to speak in front of the class. Overcoming this required strategic pairing, confidence-building activities, and positive reinforcement. While these challenges were manageable, they require ongoing attention for sustained success. The analysis of student worksheets revealed a significant improvement in the structure and content of student responses. Early in the research, many answers were incomplete or vague. After the second cycle, students were writing more thorough and thoughtful responses. This showed not only increased understanding but also better communication skills. Students began to use key vocabulary and religious terminology more accurately. This linguistic development is important in religious education, where precise expression of belief is essential. The worksheets also served as valuable documentation of student progress throughout the study.

From a pedagogical standpoint, the TPS model aligns well with constructivist learning theory. It positions students as active agents in their own learning, constructing knowledge through interaction and reflection. The sequence of thinking individually, discussing with a peer, and then sharing with the class mirrors the stages of internalization and social negotiation proposed by educational theorists. By giving students time to process information before discussing and presenting, the model respects different cognitive paces. It encourages deep learning rather than surface memorization. These principles are especially important when dealing with complex and abstract content such as religious faith. The improvement in classroom atmosphere was another important outcome of this research. Previously, lessons were characterized by silence and minimal interaction. After the introduction of TPS, the classroom became livelier and more collaborative. Students engaged more with the material and with each other. The teacher observed more smiles, laughter, and positive energy, all of which contribute to a better learning environment. A positive atmosphere enhances motivation and reduces behavioral issues. It also fosters a sense of belonging and community within the class, which supports emotional well-being and academic resilience.

The TPS model also supports the development of 21st-century skills such as communication, critical thinking, and collaboration. These competencies are crucial for students' success both inside and outside the classroom. The regular practice of expressing ideas, listening to others, and working in teams prepares students for real-world challenges. In religious education, these skills help students engage in respectful dialogue and reflect on diverse perspectives. By using TPS, teachers are not only teaching content but also shaping responsible and thoughtful individuals. This holistic development is one of the most compelling justifications for using cooperative learning models. An interesting observation was the shift in student perceptions of learning itself. Many students initially saw learning as a one-way process—listening to the teacher and memorizing facts. Through TPS, they began to understand that learning is a shared journey involving exploration and collaboration. This mindset change is crucial for cultivating lifelong learners. Students became more curious and proactive in seeking information. They began to ask more questions and express interest in topics beyond the textbook. This intellectual curiosity is an important indicator of meaningful learning. TPS served as a catalyst for this transformation.

The use of pair discussions allowed for differentiated instruction in a natural and inclusive way. Students with different levels of understanding could support each other during the learning process. More advanced students had the opportunity to reinforce their knowledge by teaching peers, while students who struggled received help in a non-threatening setting. This peer interaction complemented teacher instruction and helped close learning gaps. It also built positive relationships among classmates, strengthening the classroom community. The social aspect of learning was just as important as the academic gains observed during this research. Student interviews highlighted the

motivational impact of the TPS model. Many students expressed that learning became more enjoyable and less stressful. They appreciated the opportunity to think on their own and then check their ideas with a partner. This structure made them feel more prepared and confident when sharing with the class. The praise and support they received from classmates and the teacher further encouraged participation. These affective benefits supported consistent engagement and helped sustain the improvements in learning outcomes. Motivation is a key driver of academic success, and TPS helped foster it effectively.

CONCLUSION

Based on the research findings, it can be concluded that the application of the Think Pair Share (TPS) cooperative learning model significantly improved students' learning outcomes on the topic of Faith in the Books of Allah at SD Negeri No. 102013 Sialang Buah. This improvement was evident from the increased number of students who reached the minimum mastery criteria after the implementation of the TPS model. In addition to academic achievement, students showed enhanced participation, critical thinking, and communication skills throughout the learning process. The structured stages of TPS allowed for deeper engagement and reflection, which helped students internalize the material more effectively. The shift in classroom dynamics from teacher-centered to student-centered learning contributed greatly to this progress. Students became more confident, collaborative, and motivated to learn. This cooperative model fostered a sense of shared responsibility among peers. The positive atmosphere created in the classroom further supported their emotional and academic growth. Furthermore, the TPS model proved to be a flexible and inclusive teaching strategy that accommodated various learning styles and levels of understanding. The combination of individual thinking, peer discussion, and class sharing encouraged students to actively construct their knowledge. Teachers also played a vital role as facilitators, guiding students through each phase of the learning process. Challenges such as time management and initial hesitation were successfully overcome through adaptation and consistent practice. The overall success of the TPS model in this research demonstrates its effectiveness in enhancing both the cognitive and affective domains of student learning. Therefore, this model is recommended as an alternative method for teaching abstract religious concepts, especially in elementary education settings. It promotes not only academic excellence but also values such as cooperation, respect, and empathy among students.

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