Implementation Of Think Pair Share Learning Method In Class Viii Creed And Morals Lessons At Private Mts Darul Ulum Budi Agung Medan

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Article Info	ABSTRACT
	This study aims to apply the think pair share learning method in learning Akidah Morals for class VIII at MTs Swasta Darul Ulum Budi Agung Medan. This study uses a qualitative research method, with data collection techniques in the form of observation, interviews and documentation used to collect and strengthen research data. The subjects of the study were students of class VIII-2 MTs S Darul Ulum Budi Agung. With data validity techniques in the form of prolonged and lengthy, and triangulation. The results of the study showed that the implementation of the think pair share method in learning Akidah Morals in class VIII MTs Darul Ulum Budi Agung can increase students' interest in learning in class with a fairly enjoyable strategy. This learning method is believed to be able to improve student understanding, encourage active participation, and develop collaborative skills. By encouraging reflection, discussion, and presentation of understanding, the TPS method has been shown to improve student learning outcomes. Although the implementation of TPS requires the willingness, ability, and creativity of teachers in managing the classroom environment, this method is relevant in teaching values such as cooperation, respect, and responsibility. By fostering active engagement and critical thinking, the TPS method encourages a communicative learning environment that encourages students to work together to deepen understanding and build confidence in sharing ideas.
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INTRODUCTION

Learning aqidah and akhlak is very important in shaping students' personalities and characters that are in line with Islamic teachings. Through this learning, students are expected to be able to understand and apply religious values in everyday life, which include ethics, morality, and attitudes based on Islamic aqidah. However, in practice, learning aqidah and akhlak is often less popular with students because the teaching methods are less interactive. This can lead to low levels of student understanding and interest in the material.

One method that is considered effective in increasing student interaction and involvement in learning is *Think Pair Share* (TPS). This method involves three stages: first, students are given time to think individually (*think*); second, students pair up to exchange

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ideas (*pair*); and third, they share the results of their discussions with the whole class (*share*). This method is believed to improve student understanding, encourage active participation, and train collaboration skills. Previous studies have shown that the TPS method can improve student learning outcomes because it gives them the opportunity to reflect, discuss, and present their understanding. In implementing the *think pair share* (TPS) method, the willingness, ability and creativity of teachers are needed in managing the classroom environment. So by using this method, teachers are not more passive, but must be more active, especially when preparing a mature learning plan, class arrangement during implementation, and creating assignments for students to work on in groups. (Rukmini, 2020)

In the context of learning aqidah and akhlak, the TPS method is considered relevant because it not only encourages individual understanding of concepts but also teaches social values such as cooperation, mutual respect, and responsibility. At MTs Swasta Darul Ulum Budi Agung Medan, the TPS method is implemented in learning aqidah and akhlak for grade VIII students. Based on the description above, the author hopes that with this research, it can be known to what extent the implementation of the *Think Pair Share method* can improve students' understanding. in learning about faith and morals in class VIII of MTs Swasta Darul Ulum Budi Agung Medan.

Theoritical Review

Think Pair Share Learning Method

Think Pair Share (TPS) or thinking in pairs sharing is a type of cooperative learning designed in learning with the aim of influencing student interaction patterns. Lie (2008) in Simamora (2024) said that TPS is a learning model that optimizes student participation. In learning with the TPS method, it is developed from the concept of " wait time ", namely in finding answers to questions, students are given time to reason. (Simamora et al., 2024) The implementation of this TPS type cooperative learning model requires sufficient classroom management skills. An educator must be able to organize the class so that the learning process can be carried out optimally. There will be several groups that report to the educator regarding learning materials and there is no mediator if there is a debate which is an obstacle in this learning model. The educator as a facilitator is the key and also time management and supervision in learning. The three main characteristics in the cooperative learning process of the TPS type are (1) Think (assuming individually; (2) pair (partnering with the person next to you; (3) share (sharing responses with other students or the whole class. (Trianto, 2007)

The cooperative learning model of the think pair share (TPS) type or thinking in pairs is categorized as a type of cooperative learning designed to influence student interaction patterns. The teaching and learning technique of thinking in pairs (think pair share) as a structure for cooperative learning activities . This technique gives students the opportunity to work together with others. With this TPS method, it means giving students time to think about answers to questions or problems that will be given by the teacher. Students help each other in solving the problem with their respective abilities. After that, it is explained in the classroom. (Sulistio & Haryanti, 2022)

Think Pair Share (TPS) cooperative learning method , students are trained to work synergistically, integrated, and collaboratively with their classmates. They are encouraged to

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avoid selfish attitudes and unhealthy competition, and to prioritize group interests over personal interests. (Dewi et al., 2020) This learning approach emphasizes the importance of group cooperation, where students with greater abilities can share knowledge with students who need additional assistance. All students are valued equally without arrogance, because each individual contributes to achieving common goals to achieve a bright future. (Ferdianto, 2024)

Think Pair Share Method Steps

According to Kunandar in (Abidin, 2017) the steps of the *think pair share* (TPS) method include:

1. Thinking , namely the teacher asks questions or issues related to the lesson and students are given one minute to think for themselves about the answer or issue. Students write down their answers. This is done because the teacher cannot monitor all student answers one by one , so with the notes written by students, the teacher can monitor all answers and then improvements can be made to concepts or thoughts that are not quite right. At this stage, the teacher can reduce the problem of students chatting because at this *Think stage* students work alone.

2. Pairing , at this stage the teacher asks students to pair up with a friend next to them. This is done so that students can exchange information with each other and complement each other's ideas or *answers* that have not been thought of at the think stage. At this stage, two students are in each pair. This step can be developed by accepting other pairs to form groups of four with the aim of enriching their thinking before sharing with other larger groups. The consideration at this stage is that sometimes large groups will be less effective because they will reduce the space and opportunity for each individual to think and express their ideas. (Abidin, 2017)

3. Sharing , at this stage the teacher asks the pairs to share or work together with the class as a whole about what they have talked about. This step will be effective if the teacher goes around the class from one pair to another so that a quarter *or* half of the pairs get the opportunity to report or can be done with a presentation to the front of the class for each pair to convey the results of their discussion. (Putra Praditya & Haryana, 2020) This step is a refinement of the previous steps, in the sense that this step helps all groups discuss the most appropriate answer. Pairs or groups whose thinking is still imperfect or who have not solved their problems are expected to better understand the solution to the problem given based on the explanations of other groups who have the opportunity to express their thoughts. (Simamora et al., 2024)

Advantages and Disadvantages of the *Think Pair Share Method*

In a method or strategy there must be advantages and disadvantages of each. The advantages of the cooperative learning method type *Think Pair Share* (TPS) are:

1. Allows students to formulate and ask questions about the material being taught because they indirectly get examples of questions asked by the teacher, and get the opportunity to think about the material being taught. (Yanti, 2017)

2. Building a communicative learning atmosphere between students where students share information with other students who are still in their group.

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3. Providing opportunities for students to develop their thinking processes and share their ideas in solving problems. (Sadipun, 2020)
4. Easier teacher supervision, by forming small groups (2 people), teachers can monitor and help students during learning activities.

Think Pair Share (TPS) learning method include:

1. Many groups report and need to be monitored. And fewer ideas emerge.
2. If the number of students is very large, the teacher will have difficulty in guiding students who need more attention. (Simamora et al., 2024)
3. The differences in understanding between couples can vary, so additional time is needed for the teacher to straighten out the concepts.
4. Long presentation time, many pairs can take a long time when presenting the results of the discussion. (Ferdianto, 2024)

RESEARCH METHODS

This study uses a qualitative research method, the author applies one of the learning methods, namely *Think Pair Share.* This qualitative method is used because it is very effective in the research process and understanding based on the methodology to see the effectiveness of the application of learning methods in schools. The reason researchers use this type of qualitative research is to observe and obtain accurate data through data collection regarding the implementation of the think pair share method in learning aqidah akhlak class VIII at MTs Swasta Darul Ulum Budi Agung Medan through accurate observation.

This research was conducted in one of the madrasahs in Medan, namely MTs Swasta Darul Ulum Budi Agung Medan. The subjects of the study were students of class VIII-2 with a total of 33 students. The research was conducted during the learning hours of aqidah akhlak. The data collection techniques used in this study were observation, interviews and documentation. Observations were carried out by directly applying the TPS learning method in learning aqidah akhlak to see how effective the method was in the learning process from beginning to end. Interviews were conducted by asking several respondents, namely students in class VIII-2 to get their responses regarding the extent of their understanding of the material that had been taught. The author also included documentation as a data reinforcement, the author attached photos of learning activities in class VIII-2 to strengthen the evidence of the research report data.

The data validity technique used in this study is long and lengthy, the author applies this *think pair share method* by observing the class from the beginning to the end of learning to see the effectiveness of the method used. Furthermore, triangulation is obtained from interview data from several students in class VIII-2, there are more than 3 students that the author interviewed to obtain the information and data that the author needs after applying the *think pair share method* in the class.

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RESULTS AND DISCUSSION

Findings

The first thing the author did when entering the class was to greet the students because greeting is the sunnah of the apostle and the greeting said by the researcher was answered by the students because answering the greeting is obligatory. And as in the verse of the Qur'an it is clear about the verse of answering the greeting. The verse about answering the greeting is in the An-Nisa verse 86:

وَإِذَا حُيِّيتُم بِتَحِيَّةٍ فَحَيُّواْ بِأَحْسَنَ مِنْهَآ God willing حَسِيبًا

Meaning: "And if you are honored with a (greeting) respect, then repay that respect with something better, or repay (that respect, which is commensurate) with it. Indeed, Allah takes everything into account."

Then after the author said greetings, the author invited the students to read the study prayer and the students also read the study prayer and then read the Qur'an. Then after reading the prayer and reading the Qur'an, the author took attendance of the students to find out the number that could present in the class.

Then The author also ordered students in the class to open the book of creed and morals about manners to their parents and teachers, then the author explained the material related to the material. After the author explained the material, the author gave a video that would be watched together by students that was still related to manners to parents and teachers. Then the researcher asked students to take wisdom and lessons from the video.

Figure 1. The photo above shows that students are thinking *about* what they have seen in the learning video.

During the learning process, the teacher observed the difficulties faced by students in using the think pair share (TPS) method. Students seemed very enthusiastic about following the learning, then the teacher gave an assessment that could be used as a measure in seeing student development.

At the think stage , students are invited to think according to their respective abilities, with the teacher initially preparing the main issue of the material, the researcher also guides and pays attention to their activities so that they remain focused so that they can answer within the specified time.

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Figure 2. The photo above is after watching the learning video.

The next stage carried out by the educator is to form groups consisting of two students per group, which are called *pairs*. In this picture 2, the activities carried out by these students are seen, namely discussing the material that has been given, then students share their answers and opinions with their partners or group members. This aims to complement each other so that they can compare or improve each other's answers that have been given. With this discussion, students can deepen their understanding and build self-confidence, then the results of the discussion will be presented in the future.

Figure 3. The next stage carried out in this method is *sharing*.

Share cooperative learning methods that involve students to think, pair up, and share learning by students learning from each other and finding a way out of their ideas after discussing and making their ideas to be discussed in the whole class. After students have finished discussing, each group will be asked to come forward to present the results of their discussions and also there is an exchange of ideas, namely questions and answers where each question asked to those who appear is expected to be able to answer each question from other groups. This share is a fairly simple method because it does not burden students and educators because they do not have to prepare complicated learning media, namely only by relying on books or modules and materials that have been provided.

In this case, it will be seen that students are trying to present the results of their discussions and are active in class so that learning runs smoothly with learning activities like this, it can allow students to focus and prepare themselves to perform better than other groups, after holding a presentation, of course, the educator provides direction on how to answer questions from other friends if there are obstacles that make the speaker unable to

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answer the question, it can also be answered by other groups and of course the group can get additional points because they can answer questions from the group that asks, of course this is very helpful to deepen knowledge in learning. After that, the learning activity is closed by reading a prayer after studying.

Based on the learning activities that have been carried out, several student responses were obtained from the interview results, including:

1. The material is easy to understand, this is reinforced by an interview with one of the informants, namely M. Daffa Nur Hanif, who said "According to Daffa, the learning was fun because we could watch videos together, and the material became easier for Daffa to understand, and the material is also very good for applying in life…"

2. Making students think critically through discussion activities, this is reinforced by an interview with one of the informants, namely Sulha Amwal, who said "According to Sulha, the learning was fun, Ummi, because we also discussed it with our deskmate, so we could think together to find the wisdom, Mi, if we were alone, it would be uncomfortable to do it, Mi, and the video was also fun because it was in the form of a cartoon, Mi."

3. Making students more courageous and confident in expressing their opinions related to the material being discussed, this can be seen from the author's observations when students convey the results of their discussions.

4. There were also student responses stating that they were quite bored with the learning process, this was reinforced by the results of an interview with one of the informants, namely Hafiz Alfarizki, who said, "Hafiz feels a bit bored, I don't know, maybe because my deskmate didn't want to be invited to discuss it earlier, so Hafiz did it alone, that's why Hafiz didn't want to come forward to present."

Discussion

Based on the findings above, it states that learning with the *Think Pair Share method* includes: First, making students more active by using the TPS model as part of cooperative learning is designed to influence student interaction patterns. The *Think Pair Share learning model* is a learning model that makes students more active and involved in group learning, namely by the teacher giving questions to students, then students think in pairs and share opinions with other partners. (Nurhasanah et al., 2019)

Second, make students help each other with *cooperative learning* type *think pair share*, namely as part of the teaching strategy used by students to help each other in learning something and this learning is also called peer learning. Therefore, by using the *cooperative learning model* type *think pair share* is expected to increase student motivation. Indicators of learning motivation can be classified as follows: a) the desire and desire to succeed. b) the drive and need in learning. c) the existence of hopes and ideals for the future, d) the existence of appreciation in learning, e) the existence of interesting activities in learning, f) the existence of a conducive learning environment so that students can learn well. (Sukatin et al., 2022)

Third, it makes students able to improve their ability to remember information. *Think pair share* can improve students' ability to remember information and a student can also learn from other students and share their ideas to be discussed before being presented in front of

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the class. In addition, think pair share can also improve self-confidence and all students are given the opportunity to participate in class. (Salim & Haidir, 2014)

Learning should be able to improve students' ability to remember information, convey their ideas in front of other students, *think pair share* can also build a student's self-confidence. The advantage of the *think pair share model* is that it can build a communicative learning atmosphere between students where students share information with other students who are still in their group. (Rianingsih et al., 2019) According to Gunter in Mutatik (2018) *Think Pair Share* learning by students learning from each other and finding a way out of their ideas after discussing and making their ideas to be discussed in the whole class. (Mutatik, 2018)

CONCLUSION

Based on the discussion above, it can be concluded that the *Think Pair Share method* can be implemented using various appropriate learning materials. The method used is very influential on the activeness of students in learning in the classroom, students are not only good listeners when the teacher is explaining in front of the class. Of course, by using the *Think Pair Share method*, a student can become a teacher for his discussion friends by conveying an opinion on a problem given by the teacher, then the opinion is conveyed to other students so that it increases the knowledge of each student in the class. However, the role of the teacher so that the *Think Pair Share method* can take place effectively through guidance and direction that is in accordance with the understanding of students in the class so that there is no confusion in implementing this learning method.

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