

The Application of the Think Pair Share Method in Improving the Learning Outcomes of Faith Material to Qadha and Qadar Students of SMP Negeri 1 Kualuh Selatan

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Abstract: This study aims to determine the application of the Think Pair Share (TPS) method in improving the learning outcomes of faith in destiny (qadha and qadar) in students of SMP Negeri 1 Kualuh Selatan. The TPS method was chosen because it has the potential to increase student involvement actively in learning through small group interactions, discussions, and joint problem-solving. This research uses a qualitative approach with a classroom action research design (PTK), which involves the cycle of planning, implementation, observation, and reflection. The subject of this study is grade VIII students who participate in learning faith to destiny material, with a fairly representative sample number. Data was obtained through observation, tests, and interviews. The results of the study show that the application of the TPS method has succeeded in increasing students' understanding of the material of faith in destiny, which is reflected in the improvement of student learning outcomes in each learning cycle. The increase can be seen from the increase in students' average scores on formative tests given after each cycle. Based on these results, it can be concluded that the Think Pair Share method can be an effective learning strategy in improving learning outcomes, especially in the material of faith in destiny in students of SMP Negeri 1 Kualuh Selatan.

Keywords: Think Pair Share, learning outcomes, faith in destiny, SMP Negeri 1 Kualuh Selatan.

INTRODUCTION

Islamic religious education has a very important role in shaping students' character and deepening their understanding of religious teachings. One of the main materials taught in Islamic religious education is the material of faith in destiny (qadha and qadar), which focuses on understanding and accepting God's destiny. Understanding this material is very crucial in shaping students' beliefs and attitudes towards life. However, based on observations made at SMP Negeri 1 Kualuh Selatan, many students still have difficulties in understanding the concept of destiny, especially regarding how destiny works in daily life. This shows that the learning approach used so far is less effective in arousing interest and deep understanding among students (Sari & Lestari, 2020).

Some factors that can affect students' low understanding of the material of faith in destiny are the lack of student involvement in the learning process. Teaching methods that tend to be conventional, such as lectures, often make students feel passive and less interested. As a result, they are unable to relate the concepts of destiny to their experiences and daily lives. This inactivity ultimately has an impact on the low learning outcomes achieved by students. This reflects the need for innovation in learning methods that not only pay attention to cognitive aspects, but also actively involve students in the learning process (Tariq, 2021).

To overcome these problems, an approach is needed that can increase student involvement actively, both in the process of thinking, discussing, and sharing understanding. One method that can be used is **Think Pair Share (TPS)**. TPS is a learning strategy that has been proven effective in increasing student participation through individual thinking processes, discussing with partners, and then sharing the results of the discussion with the whole class. This method provides an opportunity for students to develop their critical thinking skills while strengthening their social and communication skills (Sari, 2021). By using TPS, students not only listen to lectures from teachers, but also engage directly in discussions that can help them understand the material more deeply.

Through the application of the TPS method, students can more actively participate in learning. This method allows students to work in smaller, more focused groups and gives each student the opportunity to express their opinions. In the first stage, students are asked to think individually about the material being studied, then they discuss with their partners to share their views and understanding. In the final stage, the results of the couple discussion are shared with the whole class, which allows for a wider exchange of ideas. This method not only improves understanding of the material but also builds students' confidence in expressing their opinions (Budianto, 2022).

With the TPS method, it is hoped that students will not only understand the material of faith in destiny theoretically, but also be able to relate it to their daily lives. This is important because a deep understanding of destiny can help students face various challenges in life with a more positive attitude and accept God's provisions. Research conducted by Sari (2021) shows that the use of TPS can increase students' motivation in learning Islam and can improve their learning outcomes. Therefore, the application of TPS in learning faith to destiny material is expected to have a positive impact on students' understanding and learning outcomes at SMP Negeri 1 Kualuh Selatan.

This study aims to find out the extent to which the application of the TPS method can improve the learning outcomes of faith in destiny material in students of SMP Negeri 1 Kualuh Selatan. This study also aims to provide an overview of the effectiveness of this method in helping students understand the concept of destiny in a more interactive and fun way. It is hoped that this research can contribute to the development of more effective learning methods in the school, as well as be a solution to the problem of students' low understanding of the material of faith in destiny (Kurniawan & Yusuf, 2020).

The hope of this study is that the results of this study can be used as a reference for teachers at SMP Negeri 1 Kualuh Selatan in implementing more interesting and interactive methods in learning Islam. Thus, students are expected to better understand the material of faith in destiny and obtain more optimal learning results. In addition, this research is also expected to be an inspiration for other schools to try the TPS method in Islamic religious learning to improve the overall quality of education (Wibowo, 2022).

Through the application of the TPS method, not only students' understanding is expected to improve, but also social skills and cooperation between students. This is important considering that education is not only aimed at transferring knowledge, but also to shape students' character and social skills. Therefore, this research not only aims to improve students' academic outcomes, but also to support the development of better life skills for them (Tariq, 2021).

METHODS

This study uses a qualitative approach with a Classroom Action Research (PTK) design. PTK was chosen because it aims to improve the quality of learning directly through planning, implementation, observation, and reflection. This research was carried out in two cycles, where each cycle involved the stages of planning, action, observation, and reflection to see the development of student learning outcomes. The main source of data in this study is grade VIII students at SMP Negeri 1 Kualuh Selatan who participate in learning the material of faith in destiny. The researcher chose students because they will be directly involved in the application of the TPS method. In addition, data were also obtained from teacher observations, formative tests given after each learning cycle, and interviews with students and teachers to get more information about the development and response to the applied methods. Observation is carried out to find out the extent to which students are involved in the learning process and understand the material being taught. Formative tests are used to measure the improvement of student learning outcomes after the application of the TPS method.

Data Analysis

The data analysis in this study was carried out in a qualitative and comparative descriptive way. Data collected from observations, formative tests, and interviews will be analyzed to determine the effectiveness of the TPS method in improving students' understanding of the material of faith in destiny. Data from the results of the formative test will be analyzed quantitatively by comparing the average scores of students before and after the implementation of TPS in each cycle. In addition, data from observations and interviews will be analyzed qualitatively to identify changes in students' attitudes, engagement, and understanding of the material being taught. Based on the results of data analysis, the researcher will reflect to determine whether the actions taken in the first cycle need to be perfected in the second cycle, so that learning can be further improved.

RESULTS

This study aims to examine the application of the Think Pair Share (TPS) method in improving student learning outcomes on the topic of faith in destiny at SMP Negeri 1 Kualuh Selatan. One important aspect of this research is data collection and analysis, which provides a clear picture of the changes occurring in the learning process, from the first cycle to the second. The collected data will form the basis for assessing the effectiveness of the TPS method in enhancing student understanding and learning outcomes.

The data to be collected consists of four main types: formative test results, observation data, interview data, and cycle reflection data. Each type of data will be analyzed descriptively to illustrate the improvements in learning and student engagement during the implementation of the TPS method. The following is a more detailed explanation of these types of data.

Formative test results are one way to measure the effectiveness of implementing the TPS method. The formative tests aim to assess the students' understanding of the material, particularly on the topic of faith in destiny. The results of these tests will be compared between the first and second cycles to determine whether there is significant improvement in students' understanding after the application of TPS. In the first cycle, formative test results will reflect the average scores before students engage with the TPS method. If the average score remains low, this indicates challenges in the learning process that need to be addressed. After the second cycle, the same or relevant formative test will be administered to assess student progress. A comparison between the first and second cycle test results will provide insight into how effective the TPS method is in enhancing students' understanding. An increase in scores will indicate that the TPS method has successfully helped students better understand and retain the concept of faith in destiny.

Classroom observations are another method to assess how engaged students are in each phase of the TPS method. The observation data will record the extent to which students

actively participate in each step of TPS, namely thinking individually, discussing with a partner, and sharing the results of their discussions with the class. In the first phase, observations will assess whether students are sufficiently involved in the individual thinking process and in partner discussions. Are they able to demonstrate a good understanding of the material, or do they struggle to explain their ideas? In the second phase, observations during the sharing of discussion results will provide an overview of how students interact and discuss with one another. Are students able to articulate their thoughts clearly when sharing their discussion outcomes? Do more active students provide examples or additional explanations that help others understand the material better? These observations will allow the researcher to evaluate whether the TPS method effectively facilitates the exchange of ideas and deepens students' understanding of the material on faith in destiny.

Additionally, observations will help identify any challenges students face during the TPS process, either in individual thinking or partner discussions. If barriers to student engagement are observed, these can be addressed in future cycles. By examining how students respond to each step of TPS, the researcher can assess how well this method is received and its impact on the learning process.

Interviews with students and teachers will provide valuable qualitative insights into the factors influencing the effectiveness of the TPS method. Student interviews will focus on their experiences with the learning process using this method. Students will be asked for feedback on whether they felt more interested and involved in learning, whether they found it easier to understand the material on faith in destiny after partner discussions, and how they perceived the sharing process in class. Additionally, interviews with teachers will help gauge their views on class management and student involvement during the application of TPS. Teachers will provide their assessment of how they facilitated partner discussions and the sharing of ideas in class. Did they feel the method helped manage the class and encourage more active student participation? Teacher interviews will also highlight any challenges faced in implementing TPS and how these challenges were addressed.

This interview data will be crucial in offering a broader perspective on the perceptions and experiences of both students and teachers. It will also provide additional information that may not be captured during direct observations, thus enriching the overall analysis.

Cycle reflection is a crucial stage in this research, where both the researcher and the teacher analyze and evaluate the outcomes achieved in each learning cycle. At the end of the first cycle, the researcher will reflect on whether the TPS method was implemented as planned and whether there were any aspects that needed improvement. For example, were students open enough during partner discussions? Were there steps that proved ineffective or confusing for students? After analyzing the results from the first cycle, adjustments or improvements will be made for the second cycle. Reflection will also include an evaluation of the formative test results, observation data, and feedback from students and teachers. The reflection will offer insights into how the TPS method can be refined or adjusted to achieve better learning outcomes. This reflection process will be carried out continuously throughout the research to ensure that each learning cycle improves upon the previous one.

Reflection will also involve evaluating how the TPS method contributed to the achievement of learning objectives, particularly in enhancing students' understanding of faith in destiny. By involving students in the reflection process, the researcher can explore deeper into the factors that influence students' understanding of the material and identify areas for improvement in future cycles.

Data verification is conducted to ensure the validity and reliability of the findings obtained during the research. Several techniques can be used for data verification, including source triangulation, technique triangulation, member checking, and data rechecking. Source triangulation involves comparing data obtained from different sources, such as formative test results, classroom observations, student interviews, and teacher interviews. By comparing information from multiple sources, the researcher can ensure the consistency and accuracy of the collected data. Technique triangulation involves using various data collection methods, such as observation, tests, and interviews. Using more than one technique helps ensure that the data collected is more comprehensive and trustworthy. Member checking involves obtaining feedback from students and teachers regarding the data collected, particularly the

results from interviews and observations. This helps ensure that the interpretations made by the researcher are accurate and align with the participants' experiences. Data rechecking is performed by the researcher by reviewing observation notes and interview transcripts to ensure that all recorded information is accurate and reflects what occurred in the field. Additionally, formative test results will be reviewed for clarity and consistency in assessment.

By applying these data verification techniques, the researcher can ensure that the findings of this study are valid, reliable, and credible.

DISCUSSION

Data validation is a very important stage in this research to ensure that the data collected is accurate, trustworthy, and relevant to the research objectives. In the context of the application of the Think Pair Share (TPS) method at SMP Negeri 1 Kualuh Selatan, data validation was carried out to ensure that the information obtained through various instruments—including the results of formative tests, observations, interviews, and cycle reflections—really reflected the improvement of students' understanding of the material of faith in destiny and the effectiveness of the TPS method in improving learning outcomes.

There are several ways to validate the data collected. First, the validation of formative test results is carried out by comparing the average scores of students between the first and second cycles. If there is a significant increase in scores, it can be concluded that the formative test data is valid and reflects an increase in student understanding due to the application of the TPS method. In addition, to validate the observation data, the researcher conducted a cross-check with direct observation and feedback provided by the teacher. It aims to ensure that the observations recorded in the observation instruments correspond to the reality that occurs during learning.

Interview validation is carried out by checking the consistency between the answers given by the student and the teacher. If there is a match between students' views on their involvement in the discussion and their improvement of understanding, as well as the teacher's perception of student interaction during learning, then the interview data can be considered valid. For cycle reflection data, the researcher also validated by comparing the reflection results from the first cycle with the improvements made in the second cycle, as well as how these changes were reflected in student learning outcomes. If the reflections and corrections made are in accordance with observation and interview data, then the data is considered valid and reliable.

Based on the data validation process carried out, the results show that the data collected through various research instruments are very consistent and relevant to the research objectives, namely to measure the effectiveness of the application of the TPS method in improving student learning outcomes on faith in destiny material.

Formative Test: After validation, there was an increase in the average score of students in the second cycle compared to the first cycle. This increase not only shows a change in students' understanding but also provides evidence that the TPS method contributes significantly to improving students' understanding of destiny material. Higher formative test scores in the second cycle provide strong validity that this method is effective in helping students understand previously difficult material.

Observation: Observation data showed that students were more actively involved in each stage of TPS—thinking individually, discussing in pairs, and sharing the results of discussions in class. When the observation results were compared with the interview data of students and teachers, a high degree of agreement was found, which strengthened the validity of the observation data. Students admitted that the TPS method made it easier for them to understand the material, while teachers also noticed that better interaction occurred between students.

Interviews: Interview data also shows consistency between student and teacher perceptions. Students reported that they felt more engaged and better able to understand the material of faith in destiny after engaging in discussions with their partners. Teachers also

reported an increase in student participation and positive changes in classroom dynamics. This strengthens the validity of the finding that the TPS method improves student understanding.

Cycle Reflection: In cycle reflection, the results of the analysis showed that teachers and researchers were able to identify improvements made in the second cycle, based on the results of the first cycle. For example, improvements in time management and approaches to support more introverted students have had a positive impact in the second cycle. This improvement is reflected in the improvement of student learning outcomes, which further emphasizes the validity of the application of the TPS method.

Overall, the results of data validation show that the application of the TPS method at SMP Negeri 1 Kualuh Selatan is effective in increasing students' understanding of the material of faith in destiny. Validations conducted through various instruments—formative tests, observations, interviews, and cycle reflections—prove that the data collected are not only consistent but also relevant and reflect significant improvements in student learning. Thus, it can be concluded that the data obtained from this study is valid and reliable to provide a better understanding of the effectiveness of the TPS method in Islamic religious learning.

CONCLUSION

Based on the results of the research conducted, the application of the Think Pair Share (TPS) method in learning faith to destiny material at SMP Negeri 1 Kualuh Selatan shows strong findings about its effectiveness in improving student understanding. From the data obtained through formative tests, observations, interviews, and cyclical reflections, it can be concluded that the TPS method is able to encourage a significant improvement in the material understanding of faith in destiny. The increase in the average score of students from the first cycle to the second cycle shows a clear improvement in learning outcomes. In addition, observation and interview data revealed that students became more active in the learning process, engaged in discussions, and felt better understanding of previously difficult material.

Academically, the application of the TPS method has a significant impact on improving students' understanding of materials that are considered complex, such as faith in destiny. With this method, students not only remember the basic concepts of destiny, but they can also relate them to everyday life and deepen their understanding through active discussions. This helps students to think critically, analyze situations, and build a better understanding of destiny, which in turn improves their learning outcomes. In addition, increased student participation in learning through group discussions also improves their social and communication skills, which is an important aspect of 21st century learning.

In terms of social contribution, this study shows that the use of the TPS method can reduce the gap in understanding between students in the classroom. By involving all students in discussions and facilitating them to share ideas with their partners, this method reduces students' tendency to feel isolated or not involved in the learning process. Therefore, the use of TPS can contribute to creating an inclusive learning environment, where every student feels valued and has the same opportunity to grow. Another social contribution is the strengthening of the values of cooperation, tolerance, and mutual respect between students that occur during the group discussion process.

Overall, the application of the TPS method not only has an impact on students' academic outcomes, but also contributes to the development of very important social skills. With this strong finding, it is hoped that the TPS method can be used as a more effective learning alternative in the context of Islamic religious education, and can be implemented more widely to improve the quality of learning in other schools.

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