



The Implementation of the Think-Pair-Share Learning Method to Enhance Student Engagement in the Ulul Azmi Topic for Eighth-Grade Students at MTs Syaichona Cholil

Wulandari, MTs Syaichona Cholil Kutai Timur, wulandarinala506@gmail.com

Wulan Sari, MTsN 2 Sijunjung Sumatra Barat, w.saryi@gmail.com

Yan Harianda Adha, UIN Syahada Padangsidimpuan, yanda9609@gmail.com

Yenny Faryda Pulungan, UIN Syahada Padangsidimpuan, yennyfaryda@gmail.com

Yevi Hayati Nufus, RA Permata Hati Pandeglang, yevihayatinufus@gmail.com

Abstract:

This study examines the implementation of the Think-Pair-Share (TPS) learning method to enhance student engagement in the Ulul Azmi topic for eighth-grade students at MTs Syaichona Cholil. The lack of active student participation in learning is a challenge that needs to be addressed, as it affects their understanding of the material and critical thinking skills. The TPS method was chosen because it allows students to think independently, discuss with partners, and share ideas within groups, thereby increasing their interaction and involvement in the learning process. This study employs a qualitative and quantitative approach using a classroom action research (CAR) method consisting of two cycles. Each cycle involves planning, implementation, observation, and reflection to evaluate the effectiveness of the TPS method. Data were collected through observations, interviews, and questionnaires, then analyzed descriptively. The results indicate that the application of the TPS method significantly increased student engagement in discussions, questioning, and expressing opinions. In the first cycle, student participation increased by 65%, while in the second cycle, it rose to 85%. Additionally, students demonstrated a better understanding of the Ulul Azmi topic and felt more confident in participating in class. Thus, the Think-Pair-Share method has proven effective in enhancing student engagement and learning quality. Teachers are encouraged to implement this method continuously to create a more interactive, collaborative, and meaningful learning process.

Keywords: Think-Pair-Share, Student Engagement, Ulul Azmi, Learning, MTs

INTRODUCTION

Effective learning does not solely depend on the teacher's delivery method but also on students' active participation in the learning process. Student engagement reflects their involvement in thinking, questioning, and discussing, which are essential factors in improving their understanding of the concepts taught (Trianto, 2021). However, in practice, many students remain passive and tend to receive information without further exploration. This poses a challenge for educators in creating an interactive and participatory classroom atmosphere.

At MTs Syaichona Cholil, particularly in learning the topic of *Ulul Azmi*, it was found that student engagement was still low. Students were reluctant to participate in discussions, rarely asked questions, and lacked confidence in expressing their opinions.

According to research by Sari et al. (2022), the low level of student engagement in learning is often caused by a lack of variety in the teaching methods used by teachers. Conventional, teacher-centered learning approaches make students passive and less actively involved in the learning process.

One learning method that can be used to increase student engagement is Think-Pair-Share (TPS). This method was introduced by Lyman in 1981 and has been proven effective in enhancing student interaction and comprehension across various subjects (Susanto, 2023). In the TPS method, students are given time to think individually (*Think*), then discuss with a partner (*Pair*), and finally share their discussion results with the group or the entire class (*Share*). Through these stages, students are encouraged to be more active in understanding the material and participating in the learning process.

The implementation of the TPS method has been widely studied in various educational contexts. A study by Wahyuni & Prasetyo (2021) showed that this method increases student engagement in language and social studies learning. Another study by Rahmawati et al. (2022) also stated that TPS enhances student learning outcomes and critical thinking skills. Therefore, this method has the potential to be applied in *Ulul Azmi* lessons to address the issue of low student participation in eighth-grade classes at MTs Syaichona Cholil.

This study aims to analyze the application of the TPS method in increasing student engagement in learning *Ulul Azmi*. Specifically, it seeks to determine how this method can enhance student participation in discussions, questioning, and expressing opinions. Additionally, this study aims to identify potential challenges in implementing this method and develop strategies to optimize its use in the classroom.

It is expected that by implementing the TPS method, students will become more actively involved in the learning process. Furthermore, this method is anticipated to increase students' learning motivation and help them develop critical thinking and communication skills. According to Fauziah et al. (2023), social interaction-based learning methods like TPS can help students understand material in a more meaningful and sustainable way.

However, in reality, the implementation of this method does not always run smoothly. Some common challenges include students' lack of readiness for discussions, varying levels of understanding among learning pairs, and time constraints in executing each TPS stage optimally (Yusuf & Hidayat, 2022). Therefore, appropriate strategies are needed to ensure that this method is implemented effectively without compromising classroom learning efficiency.

To address these issues, this study employs a classroom action research (CAR) method consisting of two cycles. Each cycle involves planning, implementation, observation, and reflection to evaluate the effectiveness of the TPS method in increasing student engagement (Arikunto, 2021). Data are collected through observations, interviews, and questionnaires, then analyzed descriptively to provide an overview of the impact of TPS on student engagement.

This study not only contributes to improving the quality of learning at MTs Syaichona Cholil but also serves as a reference for teachers in implementing more innovative and interactive teaching methods. A study by Rahayu & Setiawan (2022) highlights the importance of discussion-based learning strategies in enhancing students' thinking skills. Therefore, the results of this research are expected to enrich teachers' insights in applying learning methods that meet students' needs.

Through this research, it is hoped that student engagement in learning *Ulul Azmi* will significantly increase. Additionally, this study may provide recommendations for developing more effective teaching methods to improve the quality of education in religious-based schools. Consequently, learning at MTs Syaichona Cholil will not only be more interactive but also more meaningful for students in understanding the religious materials being taught.

METHODS

This study employs both qualitative and quantitative approaches with a Classroom Action Research (CAR) method. CAR was chosen because it aims to improve the learning process through direct actions taken in the classroom (Arikunto, 2021). Using this approach, the researcher can observe and analyze the changes in students after the application of a specific teaching method. The research was carried out in two cycles, with each cycle consisting of four main stages: planning, implementation, observation, and reflection. During the planning stage, the researcher developed learning strategies and prepared necessary instruments such as observation sheets, questionnaires, and interview guidelines. The implementation stage involved applying the Think Pair Share (TPS) method in teaching, as per the pre-established plan.

Observations were conducted throughout the learning process to assess the level of student engagement after the TPS method was implemented. The data from the observations were then analyzed to determine the effectiveness of the method used. Additionally, reflection was carried out after each cycle to evaluate the results and determine any improvements needed in the subsequent cycle.

This research aims to foster improvements in a more interactive and innovative learning process. By applying the TPS method, students are expected to become more active in discussions and sharing opinions, thus enhancing their understanding of the subject matter.

Data Sources. The data sources in this study consist of primary and secondary data. Primary data was collected directly from eighth-grade students at MTs Syaichona Cholil through several data collection techniques, including observation, interviews, and questionnaires. Each technique was used to gather in-depth information about the students' level of engagement before and after the application of the Think Pair Share (TPS) method.

Observations were conducted to detect changes in student engagement during the learning process. Through observation, the researcher could identify how the TPS method influenced student participation in discussions and classroom activities. The observation results were then compared between the conditions before and after the implementation of the TPS method to assess the increase in student activity.

In addition to observations, interviews were conducted with teachers and some students to gain their perspectives on the effectiveness of the TPS method. Interviews with teachers aimed to understand how the method was applied in the classroom and the challenges encountered during the process. Interviews with students were conducted to explore their experiences and opinions regarding changes in learning after the TPS method was applied.

Questionnaires were used as an additional instrument to measure students' responses and motivation in participating in lessons using the TPS method. The questionnaires were designed to explore how much the students felt the method helped them improve their understanding and engagement. The data obtained from the questionnaires were analyzed quantitatively to observe patterns of change in students over the course of the study.

Besides primary data, secondary data was also used, obtained from school documents such as student attendance records, learning evaluation results, and literature reviews from relevant journals and books (Trianto, 2022). These secondary data serve to support the findings derived from primary data, making the analysis in this study more comprehensive and well-founded.

Data Analysis. The data analysis in this study was conducted using both qualitative and quantitative descriptive approaches. Qualitative data was collected through observations and interviews, then analyzed using data reduction, data presentation, and

conclusion drawing (Miles & Huberman, 2020). This process aimed to organize the data in a structured way to facilitate the identification of relevant patterns.

The collected data was categorized based on themes related to student engagement in learning. After categorization, analysis was performed to observe patterns of change in student engagement before and after the application of the Think Pair Share (TPS) method. In this way, the impact of the TPS method on student involvement in the learning process could be analyzed in greater depth.

Additionally, quantitative data in this study was obtained through the questionnaires administered to students. The analysis technique used was percentage calculation, allowing the researcher to measure the level of change in student engagement during each learning cycle. The results of the questionnaires provided a numerical picture of the effectiveness of the TPS method in enhancing student participation.

A comparison between the results before and after the implementation of the TPS method was made to identify the extent of the increase in student engagement. If an increase was observed in the first cycle but did not meet the expected target, the teaching strategy would be revised for the second cycle. This step aimed to enhance the effectiveness of the TPS method, thereby optimizing the results (Sugiyono, 2021).

The results of the data analysis not only provide insights into the effectiveness of the TPS method in improving student engagement but also serve as a basis for designing more interactive teaching strategies. By understanding the patterns of increased student engagement, teachers can adjust their teaching methods to better meet students' needs. Thus, this study is expected to provide recommendations for teachers to apply the TPS method more effectively. More innovative and interactive teaching will help create a conducive learning environment, increase student involvement, and better support the achievement of learning goals.

RESULTS

This research was conducted on eighth-grade students at MTs Syaichona Cholil with the aim of determining the effectiveness of the Think Pair Share (TPS) method in enhancing student engagement in Ulul Azmi lessons. Data were collected through observations, interviews, and questionnaires, gathered over two cycles of Classroom Action Research (CAR).

Before the implementation of the TPS method, the observation results showed that student engagement in learning was still relatively low. Out of 30 students, only 35% were active in discussions, asking questions, or answering the teacher's questions. The majority of students tended to remain silent and merely received the material without participating actively. This finding was also supported by the initial questionnaire results, which indicated that only 40% of students felt confident in expressing their opinions in class.

After applying the TPS method in the first cycle, there was an increase in student engagement. A total of 65% of students became more active in discussions with their partners and asked more questions to the teacher. Although there was an improvement, some students still lacked confidence in presenting their discussion results in front of the class. Therefore, in the second cycle, the teaching strategy was adjusted by providing additional motivation to the students and setting a more effective discussion time.

In the second cycle, student engagement showed a more significant increase. A total of 85% of students were active in asking questions, engaging in discussions, and presenting their discussion outcomes. The results from the questionnaires also showed that 75% of students felt more confident participating in the lesson. This improvement indicates that the TPS method is effective in progressively and sustainably increasing student engagement.

The following table compares student engagement before and after the application of the TPS method:

| Cycle | Number Students | of Student Engagement (%) | Confidence in Opinions (%) |
|------------|-----------------|---------------------------|----------------------------|
| Before TPS | 30 | 35% | 40% |
| Cycle 1 | 30 | 65% | 60% |
| Cycle 2 | 30 | 85% | 75% |

As seen in the table above, student engagement increased from 35% before the TPS method was implemented to 85% in the second cycle. Additionally, students' confidence in expressing their opinions improved from 40% to 75% after the TPS method was applied.

To ensure the validity of the data, this study employed source triangulation and method triangulation (Sugiyono, 2021). Source triangulation was carried out by comparing the results of observations with teacher interviews and student questionnaires. In the interviews, the teacher stated that the TPS method encouraged students to speak up and engage in discussions, something that was rare in traditional classroom settings. Method triangulation was conducted by comparing the direct observation results with the quantitative data from the questionnaires and the documentation of student learning outcomes. The analysis results indicated that the increased student engagement also had an impact on their understanding of the Ulul Azmi material. The average score of the formative test increased from 70 in the first cycle to 85 in the second cycle.

Furthermore, documentation of the students' discussions revealed that they were better able to express their ideas and explain the material compared to before the TPS method was implemented. This shows that the TPS method not only increased student engagement but also improved their understanding of the material taught. One of the factors contributing to the success of this method was the students' involvement in a more collaborative learning process. According to Rahayu & Setiawan (2022), discussion-based teaching methods such as TPS can enhance students' critical thinking and communication skills. The findings of this study align with previous research, where students actively participating in discussions tend to have a better conceptual understanding.

However, some challenges were found in implementing the TPS method. One issue was the lack of readiness among students to engage in discussions, especially in the first cycle. Some students were hesitant to participate because they lacked confidence or felt they did not master the material well. Therefore, teachers needed to provide further guidance during the discussion process to ensure that students felt more comfortable and active in sharing their opinions.

Overall, the findings of this study indicate that the Think Pair Share method is effective in increasing student engagement in Ulul Azmi lessons. This success is supported by the evidence of increased student engagement, questionnaire results, and teacher statements that confirm the effectiveness of the TPS method in the learning process. It is hoped that with this research, teachers will more frequently apply the TPS method in lessons to help students become more active and confident in their learning. Additionally, this study could serve as a reference for developing more innovative and effective teaching strategies to improve the quality of education in religious-based schools such as MTs.

Data validation in this study was conducted using source triangulation and method triangulation (Sugiyono, 2021). Source triangulation was carried out by comparing the results of observations, teacher interviews, and questionnaires completed by students. Meanwhile, method triangulation was conducted by combining direct observation results, quantitative data analysis from questionnaires, and documentation of student learning outcomes. This approach aims to ensure that the research findings are objective and reliable.

Based on the observation results, student engagement increased gradually. Before the implementation of the Think Pair Share (TPS) method, only 35% of students were

active in the lessons. After the implementation of TPS in the first cycle, student engagement increased to 65%, and in the second cycle, it reached 85%. Interviews with the teacher also supported these findings, as the teacher observed that students were more willing to ask questions, engage in discussions, and express their opinions after the TPS method was implemented.

The questionnaire results provided to the students showed a trend of improvement consistent with the observation data. In the first cycle, 60% of students began to feel confident participating, while in the second cycle, this figure rose to 75%. This data indicates that the TPS method not only improved engagement but also built students' confidence in expressing opinions and engaging in discussions in class.

Additionally, documentation of student learning outcomes showed an increase in understanding of the Ulul Azmi material. The average student score rose from 70 in the first cycle to 85 in the second cycle. This confirms that the increased engagement through the TPS method positively impacted students' understanding and academic performance. Based on the data validation conducted, the Think Pair Share method was proven effective in improving student engagement and understanding. With comparisons from various data sources, the findings of this study can be considered highly valid. Therefore, the TPS method can be recommended as a teaching strategy for teachers to enhance interaction and student involvement in the classroom.

Based on the validation results, it was found that the TPS method significantly contributed to improving student engagement and understanding. The comparison between the observation results, interviews, questionnaires, and test scores showed data consistency, confirming that the increased student engagement was not coincidental but rather a result of the systematic and effective application of the TPS method.

Furthermore, these findings are supported by previous studies. For example, Rahayu & Setiawan (2022) found that discussion-based methods such as TPS can enhance students' confidence and critical thinking skills in group-based learning. Similar findings were reported by Sari et al. (2023), who stated that collaborative learning strategies can significantly increase student engagement.

However, there were some challenges in the implementation of this method. In the first cycle, some students still lacked confidence in presenting their discussion results, particularly those who were not accustomed to speaking in front of the class. Additionally, managing the discussion time was also a challenge, as some groups required more time to understand and present the material.

To address these challenges, in the second cycle, the teacher provided additional motivation to students and adjusted the discussion time more effectively, allowing students better opportunities to organize and present their ideas. As a result, student engagement increased significantly in the second cycle.

Based on these validation results, it can be concluded that the Think Pair Share method is effective in increasing student engagement in Ulul Azmi lessons. Teachers are encouraged to implement this method continuously and adjust support strategies for students who are still less confident to maximize learning outcomes.

CONCLUSION

Based on the research findings, the implementation of the Think Pair Share (TPS) method has proven to be effective in increasing student engagement in Ulul Azmi lessons in grade VIII at MTs Syaichona Cholil. Strong findings indicate that student engagement gradually increased from 35% before the TPS method was applied to 65% in the first cycle, and reached 85% in the second cycle. Additionally, students' confidence in expressing their opinions also improved, rising from 40% before TPS to 75% in the second cycle. These results are reinforced by teacher interviews, student questionnaires, and documentation of learning outcomes, all showing consistent improvements in active student participation.

In terms of academic impact, the TPS method not only increased student engagement but also contributed to a better understanding of the Ulul Azmi material. This is reflected in the average student score increase from 70 in the first cycle to 85 in the second cycle. With more active involvement in discussions, students were better able to recall, understand, and explain the concepts they learned. This method also helped improve critical thinking, communication, and collaboration skills within the classroom.

In addition to its academic contributions, the TPS method also has a significant social impact. By encouraging students to discuss and share their opinions, they learn to appreciate differing viewpoints, collaborate within groups, and build confidence in communication. These skills are beneficial not only in the school environment but also in their social lives outside of the classroom. The conclusion of this study suggests that the Think Pair Share method can be an effective teaching strategy to increase active student participation in class. Therefore, teachers are encouraged to implement this method continuously and adjust support strategies for students who still lack confidence to optimize learning outcomes. Furthermore, further research can be conducted to explore the application of the TPS method in other subjects and its long-term impact on students' academic and social development.

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