

## Implementation of Think Pair and Share (TPS) Learning Method to Improve *Muṭ āla'ah* Learning Outcomes at Junior High School Institute of Darul Istiqomah Balong

### Penerapan Metode Pembelajaran *Think Pair and Share* (TPS) untuk Meningkatkan Hasil Belajar *Muṭ āla'ah* di SMP Darul Istiqomah Balong

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#### **Abstract**

*Junior High School Institute of Darul Istiqomah is one of the schools in Balong Ponorogo and uses the Darussalam Gontor Modern Islamic Boarding School and the general curriculum. Because of the large amount of material that must be studied in the learning process, the teacher should already have a fixed learning method in school. Also, due to the lack of variety in teaching, some students got low marks after exams. Thus, there must be a change in learning methods; one of the learning methods to increase student learning activities and outcomes is the Think Pair and Share (TPS) learning method. The objectives of this research are: To explain and improve the learning activities of class 2B students in the mutolaah subject by applying the Think Pair and Share method and to describe and improve the learning outcomes of class 2B students in the muṭ āla'ah subject using the Think Pair and Share method. This study uses Classroom Action Research (CAR). This research was conducted at SMP Darul Istiqomah Balong Ponorogo, and samples were taken from 14 students of class 2B. The results of this study indicate that (1) the application of the Think Pair and Share method can increase activeness and (2) student learning outcomes in the learning process. The first cycle of student activity reached 50%, then increased in the second cycle to 92.85%. Student learning outcomes in cycle I reached 71.42% and increased in cycle II by 100%. Thus, the researcher hopes that all teachers will apply appropriate learning methods in the learning process.*

**Keywords:** Learning Activeness, Learning Outcomes, Think Pair and Share Learning

## Abstrak

SMP Darul Istiqomah merupakan salah satu sekolah yang berada di Balong Ponorogo dan menggunakan kurikulum Pondok Modern Darussalam Gontor dan umum. Karena banyaknya materi yang harus dipelajari maka dalam proses pembelajaran guru seharusnya memiliki metode belajar yang tetap dan telah ada di sekolah. Selain itu karena kurangnya variasi dalam mengajar, beberapa siswa mendapat nilai rendah setelah ujian. Dengan demikian, harus ada perubahan metode pembelajaran, salah satu metode pembelajaran untuk meningkatkan aktivitas dan hasil belajar siswa yaitu dengan menerapkan metode pembelajaran Think Pair and Share (TPS). Adapun tujuan penelitian ini adalah: Untuk menjelaskan dan meningkatkan aktivitas belajar siswa kelas 2B pada mata pelajaran *muṭ āla'ah* dengan menerapkan metode Think Pair and Share, dan untuk menjabarkan serta meningkatkan hasil belajar siswa kelas 2B pada mata pelajaran *muṭ āla'ah* dengan metode Think Pair and Share. Penelitian ini menggunakan Penelitian Tindakan Kelas (CAR). Penelitian ini dilakukan di SMP Darul Istiqomah Balong Ponorogo, dan sampel diambil sebanyak 14 siswa yang merupakan siswa kelas 2B. Hasil penelitian ini menunjukkan bahwa dengan (1) penerapan metode Think Pair and Share dapat meningkatkan keaktifan dan (2) hasil belajar siswa dalam proses pembelajaran. Pada siklus I aktivitas siswa mencapai 50% kemudian meningkat pada siklus II sebesar 92,85%. Hasil belajar siswa pada siklus I mencapai 71,42% dan meningkat pada siklus II sebesar 100%. Dengan demikian, peneliti berharap kepada semua guru untuk menerapkan metode pembelajaran yang tepat dalam proses pembelajaran.

**Kata Kunci:** Keaktifan Belajar, Hasil Belajar, Pembelajaran *Think Pair and Share*

## Introduction

It is an established fact that language alone is the greatest tool that man uses to achieve cooperation and communication with his fellow human beings. Human history began because of the emergence of a language, whether spoken or written and culture and civilization began with it, distinguishing man, this single being, from other creatures of God.<sup>1</sup> And professionalism in teaching (Professionalism) is important,<sup>2</sup> Professional teachers are those who have special skills in the field of training so that they can carry out their duties and responsibilities,<sup>3</sup> The task of the teacher as a profession requires teachers to develop their professionalism for the development of science and technology, such as learning, curricula and educational method, because now many Many schools have teachers. Still, they need the

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<sup>1</sup>Hizbullah Hatta, "Tathwiir Al Tadribat Min Kitab Ta'lim Al Lughah Al Arabiyah" Al'Ashriy" Fi Al Fashl Al Dirasiy Al Tsaniy Litanmiyah Maharah Al Kalam Li Thulab Al Fashl Al Sabi'Bi Al Madrasah Al Mutawasithah Al Ula Muhammadiyah 5 Tulangan-Sidoarjo" (UIN Sunan Ampel Surabaya, 2016).

<sup>2</sup>Syahraini Tambak, M Yusuf Ahmad, dan Desi Sukenti, "Strengthening Emotional Intelligence in Developing the Madrasah Teacher'Professionalism (Penguatan Kecerdasan Emosional dalam Mengembangkan Profesionalisme Guru Madrasah)," *Akademika* 2, no. 90 (2020): 27–38.

<sup>3</sup>M Syahrul Anwar, Riski Janu Saputra, dan Umi Machmudah, "Implementation of Sorogan Method Based Java Pegon in Learning of Kutub At-Turats," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 7, no. 2 (2022): 91–102.

ability or professional competence in the teaching process and thus do not agree with the current curriculum.<sup>4</sup>

Darul Istiqomah Islamic Institute in Balong Ponorogo is competent in teaching Arabic and has a curriculum in teaching Arabic.<sup>5</sup> This institute uses the institute's syllabus and the government's syllabus, and this institute uses a critical system for using Arabic and English. The researcher took the researcher's place because this institute has a system and curriculum like the Darussalam Gontor Institute, so *muṭ āla'ah* was studied as a principle to teach the students to understand and speak the correct Arabic language.<sup>6</sup> Given the results of the observation at the Darul Istiqomah Islamic Institute, especially for the second grade B, that the students could not answer the questions on the exam because they did not understand the Arabic language,<sup>7</sup> The researcher found that the test results of the students for second grade B are below the minimum standard for *muṭ āla'ah* learning, which is 60, and the percentage of students who have achieved the minimum standard is only 9 out of 14 students. And five students need treatment.

The researcher also wants, through the interview, that the methods and strategies in Arabic lessons, especially in the *muṭ āla'ah* learning, still need to be more exciting because the teacher explains the learning while teaching the Indonesian language. He did not fully use the means of illustration, and while teaching the students, the teacher used the old method or method, which is the lecture method. Therefore, the researcher presents the use (think pair and share) of the learning method to create an effective and pleasant learning climate for the students. Training the Think Pair and Share method for students to share ideas and value their friends' opinions also gives them time to think and react and help each other share their opinions and understand what's happening. It makes it easier for students to understand their lessons and make them more active in learning.<sup>8</sup>

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<sup>4</sup>Bin Nurhamim dan Ahmad Khairunni'am, "Konsep pendidikan akhlak menurut kitab Adab Ad-Dunya wa Ad-Din karangan Imam Hasan Ali Bin Muhammad Bin Habib Al-Bashari Al-Mawardi" (Universitas Islam Negeri Maulana Malik Ibrahim, 2015).

<sup>5</sup>Amrul Kanifah, Happy Susanto, dan Anip Dwi Saputra, "Pengaruh Pemberian Hadiah Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMK Darul Istiqomah Ngumpul Balong ponorogo," *TARBAWI: Journal on Islamic Education* 1, no. 1 (2020): 1-12.

<sup>6</sup>Rahmat Safii, "Peran hubungan masyarakat dalam meningkatkan mutu lulusan di madrasah aliyah darul istiqomah ngumpul balong ponorogo" (IAIN PONOROGO, 2019).

<sup>7</sup>Mujiatun Ni'mah, "Musykilatu At-tarokibu fii ta'limi Al-Lughohh al-'arobiyah li thullabi ashoffi ar-robi'I" Jim" bi Ma'hadi Darul Istiqomah Ngumpul Balong Ponorogo asnah adirosiyah 2016/2017." (IAIN Ponorogo, 2017).

<sup>8</sup>M Syahrul Anwar dkk., "The Effect Of Hots-based Qira'ah Learning Evaluation with Quizizz Application on Students' Learning Outcomes (Experimental Research at Markaz Arabiyah Course Institutions)," *Al-Fusha: Arabic Language Education Journal* 5, no. 1 (2023): 1-9.

When we illuminate the concept of the example of the method, we must present the origin of the linguist,<sup>9</sup> The word method is derived from the Greek word strategic, meaning: the art of leadership. Therefore, the method has long been as close as possible to the Ability. Ability (closed) practised by high-ranking leaders and its use was limited to military principles, and linking its concept to the development of wars, since its definition varies from the leader of the other, in this regard, it is necessary to consider the dynamics of the method, as it does not limit the definition of a collector. Method or method is particularly important for learning a second language, and it means the methods, procedures, and mental and practical activities that students use to use students to memorize and verify linguistic information and to move from its benefit to facilitate the educational process or make it more independent, lively and enjoyable.<sup>10</sup>

The current era is characterized by cognitive growth, technological revolution and major changes at all levels in all areas of contemporary life,<sup>11</sup> And in the face of all these changes, the role of the teacher is no longer to impart knowledge to the students but to train them in it how to attain it to guide them towards learning and self-growth and to help them learn actively in their learning and to reflect on what works for their life. The question of the learner's active participation in the learning process is one of the things advocated by several educational thinkers decades ago. The most prominent thinkers are Jean Dewey, Jean Piaget and Jerome Brunner, all of whom emphasize the importance of the learner's mental effort in the learning process through learning activities.<sup>12</sup>

Based on the research presented by Masruri Juningsi,<sup>13</sup> The application of the think pair and share (TPS) method has a positive impact on students and is effective in improving learning outcomes. In addition to the research put forward by Ni Made Ayu,<sup>14</sup> Usdin

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<sup>9</sup>Zamri Arifin dkk., "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2021).

<sup>10</sup>Sahkholid Nasution, "Ithqan Maharat al-Lughah al-'Arabiyah Min Khilal Tadris al-Nahw," *Arabi: Journal of Arabic Studies* 1, no. 2 (2016): 102-14.

<sup>11</sup>Anouk S Donker dkk., "Effectiveness of learning strategy instruction on academic performance: A meta-analysis," *Educational Research Review* 11 (2014): 1-26.

<sup>12</sup>Zainal Rafli, Muhammad Kamal bin Abdul Hakim, dan others, "Tarqiyatu Natijah Ta'alum Al-lugah Al-Arabiyah Min Khilali Istirotijiyah Firoqu Tahsil Athulabiyah Lada Thulab Shofil-Asyir Fil Madrasah Atsanawiyah Assyafi'iyah 02," dalam *Journal International Seminar on Languages, Literature, Arts, and Education (ISLLAE)*, vol. 2, 2020, 1-16.

<sup>13</sup>Marsuri Juningsi Moningka dan Meilane Sahetapy, "Penerapan Metode Think Pair Share Untuk Meningkatkan Kerja Sama Siswa Kelas Vii Pada Mata Implementation Think Pair Share Method To Increase Grade Vii Students ' Cooperation in Learning Integrated," *Bio-Pedagogi: Jurnal Pembelajaran Biologi* 8, no. 2 (2019): 72-76.

<sup>14</sup>Ni Made Ayu Suryanita, "Penerapan Model Pembelajaran Kooperatif Tipe *Think-Pair-Share* (TPS) Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa pada Mata Pelajaran Geografi Kelas X A

Simbolon,<sup>15</sup> and Sri Puspitasari,<sup>16</sup> The TPS cooperative learning model has proven effective in improving student learning outcomes and fostering student enthusiasm for learning. Therefore, this study aims to determine the application of the Think Pair and Share (TPS) Learning Method to *muṭ āla'ah* subjects and to determine the increase in *muṭ āla'ah* learning outcomes through the Think Pair and Share (TPS) learning method in Class 2 of SMP Darul Istiqomah.

### Think Pair and Share (TPS) Learning Method

The current era is characterized by cognitive growth, technological revolution and major changes at all levels in all areas of contemporary life. In the face of all these changes, the role of the teacher is no longer just to impart knowledge to the students but to train them in it how to attain it to guide them towards learning and self-growth and to help them learn actively in their learning and to reflect on what works for their life. The issue of the learner's active participation in the learning process is one of the things that several pedagogical thinkers have advocated for decades, the most prominent of these thinkers being Jean Dewey, Jean Piaget and Jérôme Brunner, all of whom emphasize the importance of the learner moving through mentally strenuous learning activities.<sup>17</sup>

### Think Pair and Share (TPS) Learning Steps and Advantages

According to Huda,<sup>18</sup> The Think Pair and Share method consists of the following steps:

1. Think for yourself: The teacher provokes their students' thinking by asking a question, remembering a specific thing or a note, and this question must be challenging or open-ended, and then the teacher gives each student a few moments, not minutes, to think about the answer.<sup>19</sup>
2. Partner: couple: Each student shares with one of their classmates and tells them about their answer, and each of them compares their ideas and determines which answer

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SMS Negeri 1 Bebandem, Kecamatan Bebandem, Kabupaten Karangasem Tahun Pelajaran 2012/2013," *Jurnal Universitas Pendidikan Ganesha* 123, no. 10 (2013): 2176–81.

<sup>15</sup>Usdin Simbolon, "Penerapan Metode Think Pair Share Dalam Meningkatkan Hasil Belajar Siswa Mata Pelajaran Bahasa Indonesia Kelas Vi Sd Negeri 168060 Tebing Tinggi," *School Education Journal Pgsd Fip Unimed* 8, no. 4 (2018): 394–403, <https://doi.org/10.24114/sejpgsd.v8i4.11469>.

<sup>16</sup>Sri Puspitasari, "Upaya Meningkatkan Hasil Belajar Ipa Dengan Menggunakan Model Pembelajaran Think Pair Share," *Jurnal Global Edukasi* 3, no. 1 (2019): 55–60.

<sup>17</sup>Oki Ribut, "Pengaruh Model Pembelajaran Kooperatif Think Pair Share (TPS) Pada Prestasi matematika Siswa Sekolah Menengah Pertama," *Jurnal Jendela Pendidikan* 1, no. 1 (2021): 1–6.

<sup>18</sup>Miftahul Huda, "Model-model pengajaran dan pembelajaran: Isu-isu metodis dan paradigmatis," 2013.

<sup>19</sup>Tati Sumiati dkk., "The Application of Cooperative Learning Model Think Pair Share (TPS) Type to Improve The Ability of Understanding Science Concepts in Primary School," dalam *International Conference on Elementary Education*, vol. 2, 2020, 1177–89.

they think is the best, most compelling, and creative, and there are also several moments to share ideas.

3. Publish - Share: In this step, the teacher invites each student to spread their ideas with the whole class, and this can be done regularly or by having each spouse or whoever raises their hand and ask (the word) for a response. Here the teacher can record the student's responses on the monitor.

Nurlaila,<sup>20</sup> Also explained in her research that this method was used after the teacher explained and conveyed information or skills to students. This method included the following steps: (i) Thinking about the question or problem she was thinking about to the teacher. (2) Pairs: The teacher asks students to pair up and discuss the question. (3) Participation: The teacher asks the band pairs to show the solutions and ideas they have found for the question.

And the advantages of this method are that it provides a forum for students to ask questions, discuss and exchange ideas, offer and receive help, explore situations, look for patterns and relationships in a dataset, and formulate and select assumptions.<sup>21</sup> Promotes personal contact and understanding through discussions among students. It allows students to learn different ways and methods to solve the same problem. Create a healthy atmosphere full of activity and effectiveness that will help make studying science enjoyable. It provides students with an opportunity to learn from their mistakes. This method gets students to work, think and discuss their studies. This discussion takes root and better establish coherent and stable scientific content in their minds and develops their Ability to reason.

### Learning Outcomes

Subrata generally defines learning as "making a change, or change is achieved primarily with new skills, or change is due to conscious effort". The learning outcome is the Ability of the individual, after completing the learning process,<sup>22</sup> With it, the behaviour of both the knowledge, understanding, attitude and skills of the learners can be changed to be better than before, and of course, this learning outcome is one of the indicators of the learning process; if you want to see how the learning process is achieved according to the created goal, what is done is to see the learning outcomes of the learners. The learning outcome is the

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<sup>20</sup>Fani Nurlaila dan I G P A Buditjahjanto, "Pengaruh model pembelajaran kooperatif tipe think pair share dengan kecerdasan logis matematis terhadap hasil belajar siswa di SMK Negeri 3 Surabaya," *Jurnal Pendidikan Teknik elektro* 2, no. 2 (2013).

<sup>21</sup>Nurlaila Tuanany, "The Advantages and Disadvantages of Think-Pair Share and Jigsaw in Teaching Writing Skill," *Tangkoleh Putai* 16, no. 1 (2019): 73-86.

<sup>22</sup>N M Dwijayani, "Development of circle learning media to improve student learning outcomes," dalam *Journal of Physics: Conference Series*, vol. 1321, 2019, 22099.

Ability of the individual, after completing the learning process, to which he can change the behaviour of both the knowledge, understanding, attitude and skills of the learners so that they are better than before, and of course, this learning outcome is one of the indicators of the learning process,<sup>23</sup> If you want to see how the learning process is achieved according to the created goal, what is done is to see the learning outcomes of the learners.

The learning process is the basis for changing student learning, and student learning activity is evidence of the success of the learning process.<sup>24</sup> According to Nuryanto,<sup>25</sup> Learning activities are the activities of the students in the teaching and learning process that involve emotional skills, improving their skills from the minimum and getting innovative students and the Ability to acquire the idea. In addition, on the extent of student learning activity, the researcher concludes that student learning activity should participate in the learning process to change the personality of their students, which involves changing behaviour, attitudes, skills and knowledge from cognitive and emotional and includes motor aspects.

Student learning outcomes can be identified from Attitude Competence, Intellectual Competence, and Skills Competence. From some of the opinions above, it is known that one of the functions of student learning outcomes is that students can know changes in knowledge and understanding, attitudes and skills and can overcome existing learning difficulties.

### Learning *Muṭ āla'ah*

*Muṭ āla'ah* is part of *muṭ āla'ah*, and it is *muṭ āla'ah* aloud. *Muṭ āla'ah* learnings contain four important elements: correct pronunciation and accuracy, *muṭ āla'ah* fluency with the speed estimator, correct diction, and comprehension.<sup>26</sup> These four elements are important aspects that teachers need to pay attention to and pay attention to when teaching *muṭ āla'ah*. *Muṭ āla'ah* is also the first means to teach the Arabic language, and *muṭ āla'ah* includes three elements:

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<sup>23</sup>Aleksandrs Gorbunovs, Atis Kapenieks, dan Sarma Cakula, "Self-discipline as a key indicator to improve learning outcomes in e-learning environment," *Procedia-Social and Behavioral Sciences* 231 (2016): 256–62.

<sup>24</sup>Chrysi Rapanta dkk., "Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity," *Postdigital science and education* 2 (2020): 923–45.

<sup>25</sup>A H Nuryanto, "Pengaruh Strategi Think Pair Share pada Pembelajaran Guided Inquiry terhadap Kemampuan Berpikir Kritis," *Jurnal Riset Pendidikan Fisika* 5, no. 2 (2020): 76–82.

<sup>26</sup>Yoke Suryadarma dan Lutfia Hanif Anadhofi, "'Alâqatu isti'âbu mufrodâti mâdatu al muthâla'ati 'alâ al insyâi al 'arabi li thâlibâti al fashli al khâmisi bikuliyyati al mu 'allimât al islâmiyyah dârussalâm gontor li al banât," *At-Ta'dib* 13, no. 2 (2018): 115–31.



Picture I. Three Element *Muṭ āla'ah* Learning

From Picture 1, it can be seen, To read: *Muṭ āla'ah* is the linguistic art considered productive given the seventh concept, and from this derives its elements from the rest of the other arts.<sup>27</sup> Understanding: *Muṭ āla'ah* is a *muṭ āla'ah* method with a loud voice in the form of symbols written in the form of words or sentences to be read so that students can understand them based on what they read.<sup>28</sup> Oral and written expression: By this *muṭ āla'ah* mapping, the main goal is for students to pronounce sentences properly in Arabic according to the sound system both orally and in writing into sentences that can be understood.<sup>29</sup>

One of the main goals is to extract as much scientific knowledge as possible from scientific texts. One of the most important information-gathering activities is *muṭ āla'ah*.<sup>30</sup> The ideal purpose of teaching *muṭ āla'ah* is to educate the brightest students and the speed of thought ineffective *muṭ āla'ah*.<sup>31</sup> And understanding of linguistics because *muṭ āla'ah* is a means of acquiring written and oral expression. The primary goal of *muṭ āla'ah* is to develop students' Ability to read, understand, and respond to written language. Purposes offered by silent *muṭ āla'ah* include: *First*: Increase the learner's *muṭ āla'ah* speed with their awareness of the meanings being read. *Second*: Extreme attention to meaning, considering the

<sup>27</sup>Mandrasi Amira Saidah, Heru Saiful Anwar, dan Fairuz Subakir, "The Implementation of selective method of Mutholaah lesson at Darussalam Gontor.," *Jurnal At-Ta'dib* Vol 15, no. 1 (2020).

<sup>28</sup>Nurul Izzah, Lailatul Mauludiyah, dan Muhammad Ainur Roziqi, "Quiz and Vocab Arabic (Q&V Arabic) As Media for Mutholaah Arabic Vocabulary," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 2 (2021): 173–86.

<sup>29</sup>Nur Hidayatun Na'imah dan others, "Munāsabat al-Nuṣuṣ baina Kitāb al-Muṭāla'ah al-Juz al-Awwal wa kitāb al-Lughah al-'Arabiyyah li al-Mustawa al-Muḥtadī'i Taḥta Nazariyyah Rushdi Aḥmad Tu'aimah," *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban* 6, no. 1 (2021): 70–84.

<sup>30</sup>Wahyuni Simarmata, "Tahlil Thariqah At-Tadris Almustakhdamah fii Maddatil Muthalaah," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 4, no. 1 (2023): 11–19.

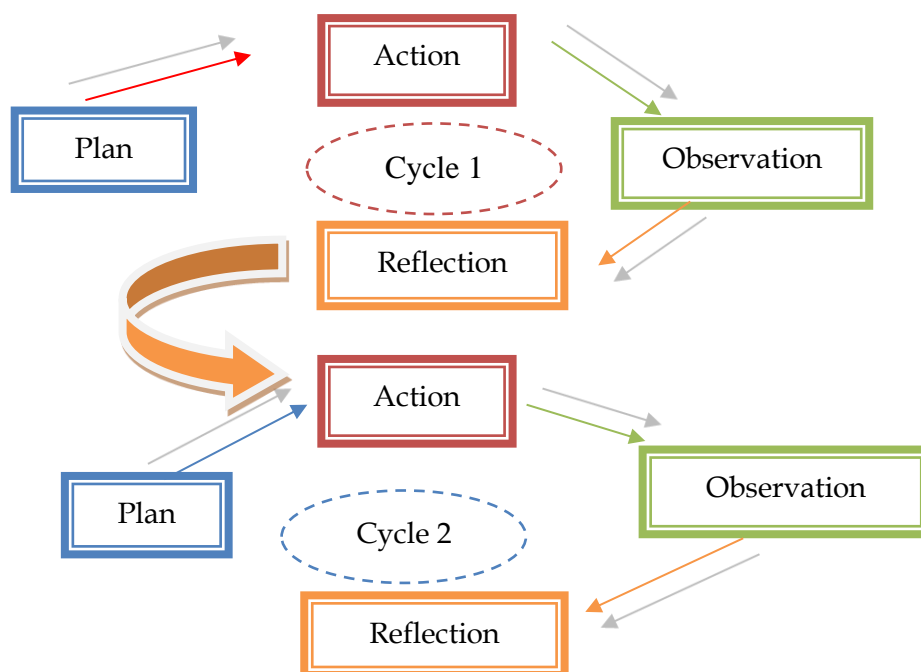
<sup>31</sup>Yoke Suryadarma dan Aries Fauzan Najib, "Fa 'āliyatu Tanfīz Istirātījiyyah al-Ta'allum al-Jamā 'ī fi Māddah al-Muṭāla 'ah Liro "i Nasyāṭi Ta" allumi al-Ṭalabah wa Natāiji Ta 'allumihim.," *Taqdir* 7, no. 2 (2021): 131–44.



pronunciation element distracting that hinders the speed of focusing on meaning, and paying attention to the technical expertise available for silent *muṭ āla'ah*. *Third*: Improving students' *muṭ āla'ah* and comprehension skills in *muṭ āla'ah* lessons and other learnings helps them analyze and reflect on what they read.

### Method

This research was conducted at SMP Darul Istiqomah Balong, East Java, Indonesia. The research population was grade 2<sup>nd</sup> students of SMP Darul Istiqomah Balong Ponorogo. The sample in this research was class 2B, and the sampling technique used a random sample. The researcher uses the qualitative research methodology, which greatly influences obtaining learning outcomes and the efficiency of students' learning in the *muṭ āla'ah* learning. He also used the scientific research method as a process in the *Classroom Action Research* conducted in the classroom (CAR) to find out the implications of the procedures applied to the subject of classroom research. Hopper briefly explained that quarterly procedural research is a search for changes and improvements made in that chapter. The researcher used quarterly action research using the Kemmis and MC-Taggart model in this research. There are four phases in a role, namely: 1. Planning, 2. Implementation, 3. Observation, 4. Reflection.



**Picture 2.** Kemmis and MC-Taggart Model

Research conducted in the classroom is presented in several cycles to apply learning methods, namely presenting assignments, exercises, summaries and competency tests to

deepen understanding and improve mastery of the material being taught.<sup>32</sup> *Classroom Action Research* (CAR) aims to improve existing learning practices in the classroom.<sup>33</sup> The research data comprised the *Muṭ āla'ah* subject scores and the teacher's observation of student activity in the learning process. Researchers collect data through tests, observations and interviews. Data analysis was performed using descriptive analysis.

## Results and Discussion

### Analyzing Data for Each Role

#### 1. Before the Implementation of the cycle

The researcher took the pre-implementation test result of (Pre-Cycle) in the *muṭ āla'ah* learning from the written documents, which is the result of the exam for the single semester of the second grade B at the Institute of Dar Al-Istiqama Islamic Palalong Phonoroko. Based on the existing evidence of the student's learning outcomes through the pre-examination, the students' results, most of whom did not achieve the desired result, were less than (<60). After the researcher completed the observations of the result before Implementation, the teacher and the researcher discussed, inputted, and solved the problems in the classroom teaching and learning process. This discussion aims to improve the deficits in the teaching and learning process and to use this to plan the first round so that the students achieve the desired result.

#### 2. Cycle I

The first round took place on October 18, 2022 and lasted 45 minutes. The specific topic in this course is "The Lion and the Mouse" (الأسد والفأر).

- a. Planning: In this phase, the researcher has prepared everything required and used things related to the teaching-learning to ensure the teaching is good. The things that are prepared are as follows: that the researcher and the teacher determine the teaching learnings, that the researcher and the teacher determine the teaching means or methods and scholarly sources, that the researcher and the teacher prepare the pedagogical tools, that the researcher and the teacher

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<sup>32</sup>Parinya Meesuk, Banleng Sramoon, dan Angwara Wongrugsa, "Classroom action research-based instruction: The sustainable teacher professional development strategy," *Journal of Teacher Education for Sustainability* 22, no. 1 (2020): 98–110.

<sup>33</sup>Yulia Indahri dan Santri E P Djahimo, "Teaching and Researching: Identifying Problems and Finding Solutions Through Classroom Action Research (CAR)," *Aspirasi: Jurnal Masalah-masalah Sosial* 9, no. 1 (2018): 145–51.

prepare the test questions and answer sheets, the researcher prepares the required observation sheet. The researcher and the teacher must agree to this planning with the prescribed and needed teaching learnings in the teaching and learning process in the classroom to improve the *muṭ āla'ah* learning for class 2B.

- b. Implementation: At this stage, the researcher acted as a teacher in the classroom teaching and learning process, and one of the researcher's companions as the main critic in the classroom teaching and learning process conducted by the researcher implemented the Think Pair and Share Method. The pedagogical steps used are:

1) Opening Activities

The first: throw peace, the second: organize the class, and the third: ask for the topic and the story and then write them on the blackboard with the participation of the students.

2) Core Activities

*First:* Questions or a short statement that reaches the students from the topic's content. *Second:* the teacher explained the difficult vocabulary; *third:* the teacher explained the topic (the lion and the mouse) with the method (think pair and share); *fourth:* dividing the students into three teams, and each team consisted of 5 students. *Fifth:* the teacher ordered the students to understand the learning to work together and gave them in each group the opportunity to ask some things they didn't understand. *Sixth:* He ordered the teacher to meet with the subgroup that the teacher had formed and ordered them to understand each other and ask the teacher if there was anything they needed help understanding about the topic's content. *Seventh:* the teacher allows some teams to speak in front of the class and present what they understand about them. *Al-Sameen:* The teacher reads what he wrote on the blackboard, then the students write what is on the blackboard, and then the teacher notices the students and reads the absentee list.

3) Recent Activities

First, the students read what they had written in their notebooks to prepare for the application, and second, the teacher distributed the test questions to see the students' Ability to understand the topic's content. Third: teachings and sermons, then embrace and peace.

- c. Observation (Analysis of Action Result)

In this phase, the researcher implemented the method (think pair and share) as the teacher on the first floor and the companion of the other researcher as the observer of the activities of the teaching and learning process for the *muṭ āla'ah* lesson. Based on the data the researcher dealt with during his research and the results of the student's learning, through the re-examination (after the first round), the student's results appeared, which included five successful students and nine students who did not modify the result or the desired result. The students obtained the desired percentage score, estimated at sixty out of a hundred (60%). This data can be seen in Table 1, and this data demonstrates the existence of an improvement in students' learning activity in the *muṭ āla'ah* subject for class 2B at the secondary school, Darul Istiqomah Islamic Institute.

**Table 1.** Pre-Implementation

No		Interpretation
I	5	Successful
2	9	Students who did not receive an average score
Average		60%

d. Reflection

After the researcher completed the implementation of the first round, the researcher, as the teacher and the researcher's owner as the main critic, discussed them to plan the classroom teaching and learning process in the next session, and in the presence of many events that will occur after the implementation of the first round took place, including some students who did not carry the full learning tools. Some students did not pay good attention to the teacher when teaching; in addition, the researcher and the researcher's owner analyzed and reflected on what had been implemented such that the results of the discussions and input between the researcher and the owner of The researcher aims to improve the teaching and learning process and learning outcomes in the second round.

From the written documents associated with the activity and the test result in the *muṭ āla'ah* subject, the lowest class is still in the first round. The reform is carried out by implementing the teaching method (Think Pair and Share) with the theme "The Lion and the Mouse" performed while the associated result.

- 1) The result of the activity of students
  - a) The activity level of the students in the learning process is 21
  - b) Students' activity completion in learning the *muṭ āla'ah* learning is 50%
- 2) Student learning outcomes
  - a) The student levels in the learning test for *muṭ āla'ah* are 66.78
  - b) Completing learning of *muṭ āla'ah* learning 71.42%

From the result of the first round, the researcher wanted to reform to develop a result in the *muṭ āla'ah* learning with a role after it.

**Table 2.** After Implementation Cycle I

No	Name	Value	KKM	Interpretation
1	A.U	55	60	Fail
2	A.D	65	60	Success
3	A.L	80	60	Success
4	A.N	55	60	Fail
5	A.S	75	60	Success
6	A.B	70	60	Success
7	B.N	75	60	Success
8	C.N	50	60	Fail
9	D.G	65	60	Success
10	D.N	50	60	Fail
II	F.A	75	60	Success
I2	F.W	80	60	Success
I3	R.N	80	60	Success
I4	W.N	60	60	Success
Score total		935		Success: 10
Highest score		80		
Lowest score		50		Fail: 4
Score rate		66,78		

After the implementation of Cycle I. 10, students scored 60 and above. That means students can achieve a much better passing mark. Table 2 shows that student activity in learning has increased by using the Think Pair and Share (TPS) method in *muṭ āla'ah* learning.

**Table 3.** Student Activities in Learning Cycle I

No	Observation Aspect	Category
1	<i>Discipline</i>	C
2	<i>Motivation</i>	B
3	<i>Interest</i>	C
4	<i>Learning Activities</i>	B

- a. Category B: Good
- b. Category C: Enough

Table 3 shows students' activities in cycle 1. The motivation and learning activities are in the B category. It is different when we compare the result of the discipline and interest aspects in the C category. Using the Think Pair and Share (TPS) method in *muṭ āla'ah* learning, student activities in learning have increased even though some aspects have yet to reach the good category.

## B. Cycle II

The result of the first round did not reach the minimum result; the second round was reform. Reform by implementing the teaching method Think Pair and Share (TPS) with a new theme, "The Child and the Bee" (الطفل والنحلة). The result:

### a. Planning

In this phase, the researcher has prepared all the required and used things related to the teaching learnings to make the teaching good. The things that are prepared are as follows: that the researcher and the teacher determine the teaching learnings, that the researcher and the teacher determine the teaching means or methods and scholarly sources, that the researcher and the teacher prepare the pedagogical tools, that the researcher and the teacher prepare the test questions and answer sheets, the researcher prepares the required observation sheet. The researcher and the teacher must agree to this planning with the prescribed and needed teaching learnings in the teaching and learning process in the classroom to improve the *muṭ āla'ah* learning for class 2B.

### b. Implementation

At this stage, the researcher acted as a teacher in the classroom teaching and learning process, and one of the researcher's companions as the main critic in the classroom teaching and learning process conducted by the researcher implemented the Think Pair And Share (TPS) method. The pedagogical steps used are:

1) Opening Activities

The first: throw peace, the second: organize the class, and the third: ask for the topic and the story and then write them on the blackboard with the participation of the students.

2) Core Activities

*First:* Questions or a short statement that reaches the students from the topic's content. *Second:* the teacher explained the difficult vocabulary; *third:* the teacher explained the topic (The Child and the Bee) with the method (think pair and share); *fourth:* dividing the students into three teams, and each team consists of 4 students. *Fifth:* the teacher ordered the students to understand the learning to work together and gave them in each group the opportunity to ask some things they didn't understand. *Sixth:* He ordered the teacher to meet with the subgroup that the teacher had formed and ordered them to understand each other and ask the teacher if there was anything they needed help understanding about the content of the topic. *Seventh:* the teacher allows some teams to speak in front of the class and present what they understand about them. *Al-Sameen:* The teacher reads what he wrote on the blackboard, then the students write what is on the blackboard, and then the teacher notices the students and reads the absentee list.

3) Recent Activities

First, the students read what they had written in their notebooks to prepare for the application, and second, the teacher distributed the test questions to see the students' ability to understand the topic's content. Third: teachings and sermons, then embrace and peace.

c. Observation (Analysis of Action Result)

In this phase, the researcher implemented the method (Think Pair and Share) as the teacher on the first floor and the companion of the other researcher as the observer of the activities of the teaching and learning process for the *muṭ āla'ah* lesson. Based on the data the researcher dealt with during his research and the results of the student's learning, Pre-CAR has increased. All students scored 60 and above. That means students can reach the graduation mark much better. Table 3 shows that student activity in learning has increased by using the Think Pair And Share (TPS) method in *muṭ āla'ah* learning, and this data demonstrates

the existence of an improvement in students' learning activity in the *muṭ āla'ah* subject for class 2B at the secondary school, Darul Istiqomah Islamic Institute.

- 1) The result of the activity of students
  - a) The activity level of the students in the learning process is 28
  - b) Students' activity completion in learning the *muṭ āla'ah* learning is 92,85%
- 2) Student learning outcomes
  - a) The student levels in the learning test for *muṭ āla'ah* are 87,85
  - b) Completing learning of *muṭ āla'ah* learning 100%

**Table 4.** After Implementation Cycle II

No	Name	Value	KKM	Interpretation
1	A.U	95	60	Success
2	A.D	90	60	Success
3	A.L	95	60	Success
4	A.N	85	60	Success
5	A.S	90	60	Success
6	A.B	80	60	Success
7	B.N	80	60	Success
8	C.N	95	60	Success
9	D.G	90	60	Success
10	D.N	80	60	Success
11	F.A	85	60	Success
12	F.W	95	60	Success
13	R.N	90	60	Success
14	W.N	80	60	Success
Score total		1230		Success: 14
Highest score		95		
Lowest score		80		Fail: -
Score rate		87,85		

Table 4 shows that learning in cycle two is compared with Cycle one has increased. That means the average value of student learning outcomes and the overall value has increased. The table above shows that using the Think Pair and Share (TPS) method in *muṭ āla'ah* learning has increased the value of learning outcomes and student activities in learning.

d. Reflection

Based on the results of the learning analysis in cycle II, there is an increase in the average value of cycle I. The average value obtained is 66,78, and the average after CAR in cycle II is 87,85.



**Table 5.** Student Activities in Learning Cycle II

No	Observation Aspect	Category
1	<i>Discipline</i>	B
2	<i>Motivation</i>	B
3	<i>Interest</i>	B
4	<i>Learning Activities</i>	B

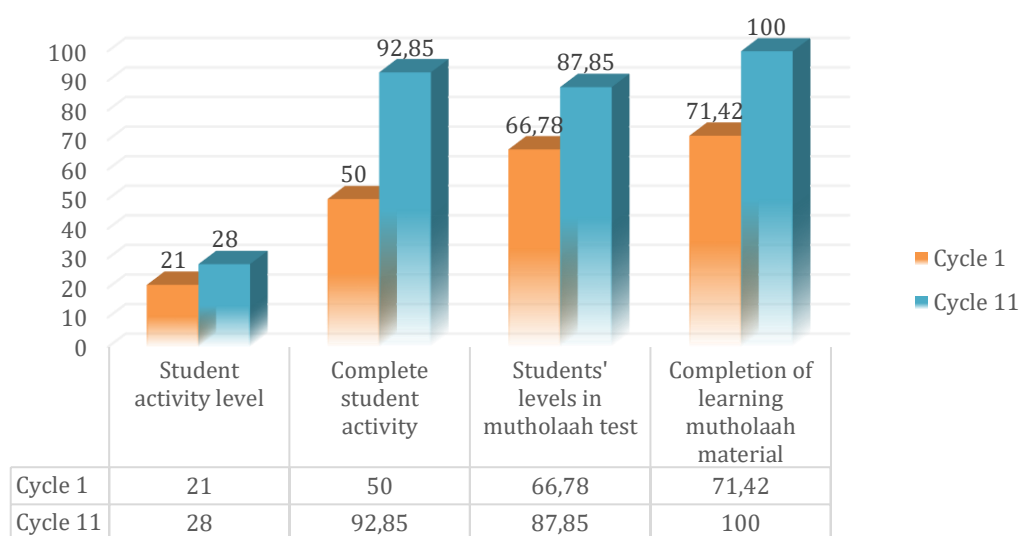
- a. Category B: Good
- b. Category C: Enough

Table 5 shows students' activities in cycle II. The discipline, motivation, interest, and learning activities are in the B category. It is different when we compare with the result of activities student learning cycle I in Table 3, discipline and interest aspects in the C category. Using the Think Pair and Share (TPS) method in *muṭ āla'ah* learning, student activities in learning have increased by good category.

**Table 6.** Comparison of The Results of The Analysis of Student Learning Outcomes of Cycles I and II

No	Interpretation	Value	Cycle I		Cycle II	
			Student	Percentage	Student	Percentage
1	Success	60-100	9	82,26%	14	100%
2	Fail	0-59	5	71,53	-	-
	Result		14	100%	14	100%

**Diagram 1.** Percentage of Comparison Result Analysis



The results of this study are almost the same as those of Kurnasari, Elisabet Febrian and Eunice Widyanti,<sup>34</sup> Who conducted a study to determine the increase in students' learning outcomes through the Think Pair and Share (TPS) learning method at SD Kristen 04 Eben Haezer. Tingkir district, Salatiga town. This study uses a quantitative approach with Classroom Action Research (CAR). The research shows an increase in students' learning outcomes after going through cycle 2. In the first cycle, the average class V social studies (IPS) learning outcomes for students are 74.2, and the average social studies (IPS) outcomes for fifth-grade students are 82.6. From the results of this study, cooperative learning of the TPS type can improve students' learning outcomes to meet the minimum completeness criteria (KKM).

### Conclusion

Based on the results and discussion, this study concluded that the Think Pair And Share (TPS) method could effectively improve student learning outcomes. The learning outcomes of class 2B in the *muṭ āla'ah* subject increased significantly after using the think pair and share (TPS) method. Implementing the instructional method (Think Pair and Share) increases the students' learning activity for 2B in the *muṭ āla'ah* subject at Darul Istiqomah Islamic Institute in Balong Ponorogo, being in cycle I. It was proved that the result of the activity of the students reached 50%, and the average result was 2I out of I4 students. In cycle II, the activity of the students received 92.85%, and the result of the activity was 28 out of I4 students. The teaching method Think Pair And Share (TPS) greatly influences the conditions of the institute and the psychology of 2B students, especially in the subject of *muṭ āla'ah*. In terms of psychology, students are active in all daily activities and learning processes with the teaching method (Think Pair and Share), and evidence of this is that they rejoice and accept something new. Implementation of the instructional method Think Pair and Share (TPS) increases the learning outcomes of 2B students in *muṭ āla'ah* at school Darul Istiqomah Islamic Institute in Balong Ponorogo, with evidence in the cycle I, the results of the students received 71.42%, and the average score was 66.78 out of I4 students. In cycle II, the students' results reached I00%, and the average grade was 87.85 out of I4 students. Based on the study's results, the researchers provide the following suggestions: Applying the TPS-type cooperative model can improve

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<sup>34</sup>Elisabet Febrian Kurniasari dan Eunice Widyanti Setyaningtyas, "Peningkatan hasil belajar IPS melalui penerapan model pembelajaran kooperatif tipe think pair and share (TPS) dengan teknik gallery walk," *Journal of Education Research and Evaluation* 1, no. 2 (2017): 120–27.

student learning outcomes so that the cooperative model can be applied to physics lessons, especially in *muṭ āla'ah* material. And for future researchers, it is hoped that the results of this study can be used as a reference in applying the TPS-type cooperative learning model.

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