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The Implementation of the Think Pair Share Learning Model to Improve Students' Cognitive Abilities in Islamic Religious Education at SDIT Al-Hikmah Depok

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Abstract

This research is based on the low level of students' cognitive abilities in the Islamic Religious Education subject. This is evident from observations at SDIT Al-Hikmah Depok, which revealed that during the learning activities: 1) Students had difficulty understanding the lesson material; 2) Students' cognitive abilities in the Islamic Religious Education subject had not improved. The purpose of this research is to examine the implementation of the Think Pair Share model, to assess students' cognitive abilities in the Islamic Religious Education subject, and to determine the percentage increase in students' cognitive abilities after the implementation of the Think Pair Share learning model in the Islamic Religious Education subject. The research method used is Classroom Action Research (CAR) with a qualitative descriptive approach. This method is supported by data collection techniques including observation and interviews. The results of this research include: 1) Students' cognitive ability scores in Cycle I were 51%; 2) Students' cognitive ability scores in Cycle II were 88%; 3) The percentage increase in students' cognitive abilities between Cycle I and Cycle II was 37%. Thus, this research is considered successful.

Keywords: *Think Pair Share; Cognitive Ability; Islamic Religious Education.*

Introduction

Law Number 20 of 2003 on the National Education System explains that the purpose of national education is to develop students' potential so that they become individuals who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1], [2], [3]. This national education goal aligns with the purpose of human creation, which is to worship and increase faith and devotion to Allah SWT, as stated in the Qur'an, Surah Adh-Dhariyat, verse 56:

وَمَا خَلَقْتُ الْجِنَّ وَالْاِنْسَ اِلَّا لِيَعْبُدُوْنِ

And I did not create the jinn and mankind except to worship Me". (Q.S Adz-Dzariyat 51: 56)

To achieve the goals of national education, proper planning and development of educational components are essential. One of the key components supporting the attainment of national education objectives is the curriculum.

The Merdeka Curriculum is a policy introduced by the government, in this case by the Ministry of Education, Culture, Research, and Technology, as an effort to address the educational challenges that emerged, particularly after the COVID-19 pandemic in Indonesia. The implementation of the Merdeka Curriculum is expected to shape students' character in terms of collaboration, instilling motivation, comprehension, and knowledge [4], [5].

The Merdeka Curriculum does not focus solely on students' cognitive knowledge, but also emphasizes character development. These character aspects include faith and devotion to God Almighty, noble character, global diversity, collaboration, independence, critical thinking, and creativity. Assessment in the Merdeka Curriculum uses authentic and holistic evaluation methods, covering three domains: cognitive, affective, and psychomotor [6], [7]. The cognitive domain is related to thinking abilities, including the capacity to understand, memorize, apply, analyze, synthesize, and evaluate. According to Bloom et al., the cognitive domain consists of six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation [8].

The knowledge process refers to recalling information previously delivered by the teacher. For example, the teacher asks a prompting question and students are able to answer it. The comprehension process is the ability to absorb detailed information from the learning material, such as classifying, summarizing, and concluding. The next process is application, which refers to practicing what has been learned in specific contexts, for example, applying the etiquette of eating and drinking according to the Prophet's Sunnah. The analysis process involves breaking down knowledge into parts and identifying how these parts relate to the overall structure—for instance, analyzing the parts of a flower and explaining their functions. The synthesis process refers to the ability or effort to create new knowledge, such as crafting a handmade product to be used as a learning aid. Finally, the evaluation process is the ability to assess and reflect on the processes that have been carried out [9].

According to Bloom's theory, each phase of knowledge acquisition is closely tied to levels of cognitive processes, enabling students to recall factual or procedural knowledge, comprehend conceptual knowledge, and analyze both factual and conceptual knowledge. However, students with lower cognitive

abilities often struggle with remembering, understanding, and analyzing, which can hinder their academic achievement [10].

Based on the results of observations conducted by the researcher on fifth-grade students of Bilal bin Rabbah class at SDIT Al-Hikmah Depok, it was found that students experienced difficulties in understanding the subject matter. This condition may affect their cognitive achievement. Therefore, teachers must apply creative, innovative, and enjoyable learning models to help students better comprehend the lessons delivered by the teacher .

One of the learning models that can be implemented to improve students' cognitive abilities is the Think-Pair-Share (TPS) model. The Think Pair Share (TPS) model is capable of directly addressing creativity-related issues and offering practical suggestions to achieve integration, including cognitive and affective skills at all levels [11].

According to a study conducted by Rukiah Lubis et al., titled The Effect of the Think Pair Share Learning Model Using Mind Mapping Media on Student Activity and Cognitive Learning Outcomes, it was concluded that the scores from student activity observation sheets in the experimental class were higher than those in the control class, with averages of 58.56 and 53.97 respectively. The post-test average in the experimental class was 85.69, while the control class scored 63.03. The t-test results for student activity showed a significance value of 0.000 < 0.05, and for cognitive learning outcomes, a p-value of 0.000 < 0.05, indicating a significant difference in students' activity and cognitive achievement before and after the implementation of the Think Pair Share learning model using Mind Mapping media [11], [12].

Another study by Yulita Nurbaiti titled The Effectiveness of Implementing the Cooperative Learning Model Type Think Pair Share on Students' Cognitive Learning Outcomes and Social Skills in High School concluded that the n-gain scores for cognitive learning outcomes in the experimental and control classes were 0.605 and 0.518, both categorized as moderate. The analysis of social skill questionnaire data revealed n-gain scores of 0.669 and 0.541 for the experimental and control classes, respectively, also in the moderate category. Descriptive analysis from social skill observation sheets showed that the average social skill ability of students in the experimental class was 84.86% (very good), compared to 69.67% (good) in the control class. It was concluded that the cooperative learning model type Think Pair Share was quite effective in improving cognitive learning outcomes and social skills of tenth-grade high school students on the topic of work and energy [13].

In addition, a study by Neni Murniati et al., titled Critical Thinking Ability and Cognitive Learning Outcomes of Students Using the Cooperative Learning

Model Type Think Pair Share (TPS) at MAN 2 Kota Bengkulu, found that there was a significant difference in students' critical thinking and cognitive learning outcomes when using the cooperative learning model type Think Pair Share. The average score of critical thinking ability in the experimental class was 88.9, while the average cognitive learning outcome was 85.9 [14]. From these studies, the author found similarities in the use of the Think Pair Share learning model as the research object. However, there were differences in the subjects, timing, and locations of previous studies compared to the present research.

The reason the author chose the Think Pair Share model for this study is to align with the developmental characteristics of fifth-grade students, who are at the concrete operational stage. This model encourages students to think critically and enhances their cognitive abilities during Islamic Religious Education (IRE) learning activities in class. Moreover, the cooperative learning model type Think Pair Share is well-suited to IRE instruction, as it promotes active participation, critical thinking, collaboration, and cognitive development.

One of the main advantages of this learning model is the optimization of student participation it provides up to eight times more opportunities for each student to engage compared to traditional methods. Furthermore, the Think Pair Share cooperative learning model aims to enhance students' cognitive abilities through group or paired discussions. Students become accustomed to finding answers to questions, understanding concepts, learning independently and collaboratively, and sharing with classmates [15], [16].

Based on the explanation above, the author chose to conduct a study titled The Implementation of the Think Pair Share (TPS) Learning Model to Improve Students' Cognitive Abilities in Islamic Religious Education at SDIT Al-Hikmah Depok.

Method

The type of research used in this study is Classroom Action Research (CAR). According to Hopkins, classroom action research is a type of research that integrates the research process with substantive actions—actions carried out within the framework of research or as an effort to understand what is happening while also participating in the process of improvement and change [17].

In this Classroom Action Research (CAR), the researcher collected data from the subjects and their surrounding environment using observation, interviews, and documentation techniques. The research was conducted at SDIT Al-Hikmah Depok. The subjects and objects of this study were the fifth-grade students of the Bilal bin Rabbah class, aiming to explore the implementation of

the Think Pair Share learning model in improving students' cognitive abilities in Islamic Religious Education at SDIT Al-Hikmah Depok.

Result and Discussion

The Implementation of the Think Pair Share Learning Model in Enhancing Fifth-Grade Students' Cognitive Abilities in Islamic Religious Education (PAI)

The continuous implementation of the Think Pair Share learning model in the Islamic Religious Education subject for the fifth-grade students of the Bilal bin Rabbah class, carried out in two cycles, has proven to be highly effective in improving students' cognitive abilities. The Think Pair Share model consists of three phases: Think, Pair, and Share.

a. Think: Students are presented with problems related to the subject matter, often drawn from real-life situations. They are expected to think independently to find possible solutions.

b. Pair: Students form small groups of 2–3 members. Within these pairs, they engage in discussions to analyze and solve the given problems collaboratively.

c. Share: Each group presents the results of their discussion to the class, followed by a question-and-answer session related to the presentation.

Improvement of Cognitive Abilities in Fifth-Grade Students After the Implementation of the Think Pair Share Learning Model

a. Pre-Cycle

Based on the researcher's observations during the pre-cycle phase in the fourth grade, it was found that students' cognitive abilities were still low, at 36.8%. The researcher then continued with observations in the fifth grade and identified several key issues: Students had difficulty understanding and mastering the Islamic Religious Education material. Students were not yet capable of thinking critically in response to questions related to the subject matter [18].

The cognitive aspects of students had not yet developed due to their lack of active participation in Islamic Religious Education learning activities.

To address these problems, the researcher implemented the Think Pair Share learning model in the fifth-grade Bilal bin Rabbah class at SDIT Al-Hikmah Depok.

b. Cycle I

Based on the observational data with cognitive indicators in Cycle I, it was concluded that students' cognitive abilities in Islamic Religious Education improved by 2%, reaching 51%, after the implementation of the Think Pair Share learning model. However, this result had not yet met the predetermined success criteria, so the research continued to Cycle II.

c. Cycle II

Based on the observational data in Cycle II, it was found that the application of the Think Pair Share model significantly improved the cognitive abilities of the fifth-grade students of the Bilal bin Rabbah class. The data showed an increase in students' cognitive abilities by 88% in Cycle II.

Therefore, the implementation of the Think Pair Share learning model in enhancing the cognitive abilities of fifth-grade students at SDIT Al-Hikmah Depok was declared successful.

Table 1. Observation Improvement Data

Observed Aspect	Pre-Cycle	Cycle I	Cycle II	Percentage Improvement
Cognitive Aspect	36.8%	51%	88%	37%

The table shows the improvement in cognitive aspects observed across three cycles, with a notable 37% increase from Pre-Cycle to Cycle II.

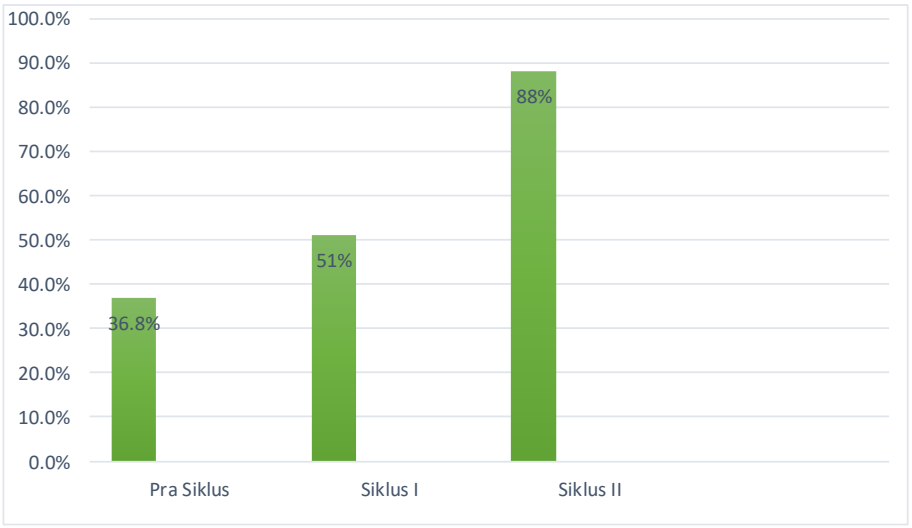

Figure 1. Diagram of Improvement in Observed Aspects During Observation

Conclusion

Based on the discussion above, the author can conclude the following:

1. The implementation of the Think Pair Share learning model in improving the cognitive abilities of fifth-grade students in the Bilal bin Rabbah class for the Islamic Religious Education subject at SDIT Al-Hikmah Depok has been effective. This is because the students were able to understand the learning material, thereby achieving the expected cognitive assessment outcomes.
2. Based on observational data, the cognitive abilities of fifth-grade students in the Bilal bin Rabbah class for the Islamic Religious Education subject at SDIT Al-Hikmah Depok increased after the application of the Think Pair Share learning model. In Cycle I, cognitive achievement reached 51%, and in Cycle II it rose to 88%. This shows a percentage increase of 37% between Cycle I and Cycle II. Therefore, based on these observations, the implementation of the Think Pair Share learning model in enhancing students' cognitive abilities in the Bilal bin Rabbah class for the Islamic Religious Education subject at SDIT Al-Hikmah is considered successful.

Author Contributions

Rahmat Ramdhani: Conceptualization, Methodology, Writing – review & editing, Supervision, Project administration. Methodology, Writing – review & editing, Investigation. **Siskha Putri Sayekti**: Conceptualization, Methodology, Writing – review & editing, Investigation.

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Conflict of Interest

The authors declare no conflicts of interest.

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