

Implementation of the Think-Pair-Share (TPS) Learning Model to Improve Student Learning Achievement in Islamic Religious Education (PAI) at SDN Kaliwlingi 02

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ABSTRACT

Conventional, one-way teaching methods dominated by the teacher have contributed to low academic achievement among students in the Islamic Religious Education (PAI) subject at SD Kaliwlingi 02 Brebes. This situation limits opportunities for students to participate actively and engage deeply in classroom learning activities. This study has two primary objectives: (1) to describe the implementation process of the Think-Pair-Share (TPS) cooperative learning model in PAI lessons at SD Kaliwlingi 02 Brebes, and (2) to evaluate the development of students' PAI learning outcomes before and after the implementation of this teaching model. A case study with a qualitative approach was selected as the methodological design for this research. Data were collected through participant observation, in-depth face-to-face interviews with the PAI teacher and students, and the gathering of relevant documents. Data processing employed an interactive analysis technique, encompassing data sorting, data presentation, and the formulation of final conclusions. The entire research process took place at SD Kaliwlingi 02 Brebes during the second semester of the 2025/2026 academic year. The research findings confirm two key points: (1) The TPS model was implemented through three structured phases: individual reasoning (think), small-group discussion in pairs (pair), and idea presentation (share). The dynamics of these phases successfully fostered a classroom atmosphere that was lively, communicative, and prioritized active student engagement. (2) The application of this teaching strategy had a significant positive impact on student learning outcomes across three main domains. The cognitive domain was marked by improved grades and mastery of the subject matter, while the affective domain was evidenced by growing enthusiasm and interest in learning. Meanwhile, the psychomotor domain is demonstrated through improved socialization and collaboration skills. This research concludes that the Think-Pair-Share (TPS) learning strategy effectively boosts students' academic achievement in Islamic Religious Education (PAI) material in a comprehensive manner.

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Introduction

Humans advance knowledge in part through the conscious effort known as education. This process is not confined to formal schooling institutions; it can also occur through informal channels rooted in the individual learner's life experiences. In principle, both formal and informal pathways share the same fundamental purpose of achieving specific goals. To strengthen the foundation of this educational process, the primary objectives of education have been codified in Law No. 20 of 2003 concerning the national education system (Rukmini, 2020). This regulation affirms that education is a planned and deliberate undertaking designed to create a learning environment and activities that encourage students to actively cultivate their personal potential. Through this process, students are expected to develop spiritual and religious competence, personal maturity, self-regulation, intellectual acuity, and noble morality, alongside practical skills that benefit themselves, their communities, and the nation.

Within the national curriculum, Islamic Religious Education (PAI) is classified as a core subject that fulfills a crucial mission in shaping students' morality, spiritual values, and capacity for critical-reflective reasoning. PAI plays a pivotal role in molding the learner's personality by integrating reasoning competencies (cognitive), value internalization (affective), and motor skills (Sari, 2021).

Learning activities and instructional actions are two interconnected and inseparable elements. Learning is defined as a permanent transformation of behavior resulting from practice or the accumulation of experience. This phenomenon represents a process that triggers a reconstruction of human action in response to specific environmental conditions or internal individual dynamics. Such transformation is not driven by biological heredity or instinctive reactions; rather, it manifests as a shift in understanding, behavioral patterns, perspectives, internal drives, or a combination of these aspects (Sulardi, 2020).

High academic achievement is a normative goal desired by all stakeholders, including educational institutions and families (Kim & Park, 2021). Such achievement serves as an indicator of the effectiveness of classroom teaching and learning activities. Educators, as the frontline of the learning process, must identify the various variables that influence these outcomes. Periodic evaluations of teaching strategies, instructional media, and student motivation are crucial for enhancing the quality of education. Furthermore, schools bear the responsibility of facilitating academic needs to ensure an optimal learning environment.

Cooperative learning systems encompass various models, one of which is the Think-Pair-Share (TPS) approach. This cooperative format is designed to stimulate independent reasoning among students before they discuss and share their understanding with peers. Utilizing the TPS framework can enhance the depth of student understanding following instruction, as it requires active thinking throughout the session. The systematic stages of TPS offer distinct advantages that ultimately lead to superior academic outcomes by the end of the program. Implementing the Think-Pair-Share strategy has the potential to strengthen students' mastery of theoretical material, thereby automatically boosting their learning performance. Given this significance, the educator plays a pivotal role in guiding the class and fostering a

learning ecosystem that encourages active student engagement an objective that can be achieved through the application of the TPS model (Lestari, 2023).

Therefore, the cooperative approach known as Think-Pair-Share (TPS) offers a promising solution to the problem of low learning outcomes. As a popular form of group learning, the TPS model encourages students to analyze problems individually, discuss their thoughts with a partner, and present their ideas to the class. Empirical evidence confirms that this method not only develops students' communication skills but also fosters a spirit of partnership and group cohesion among classmates. Numerous prior studies examining the effectiveness of cooperative models on academic performance consistently demonstrate positive results in boosting student achievement (Arini, 2024).

Although numerous studies have examined the effectiveness of the "Think-Pair-Share" (TPS) cooperative learning model across various academic settings, there remains a significant need for further in-depth research into its contribution to enhancing student learning outcomes in Islamic Religious Education (PAI) at specific school levels (Arini, 2024). In practice, the implementation of the TPS model at the elementary school level specifically within the teaching environment of SD Kaliwlingi 02 Brebes has not yet reached its full potential. Educators continue to prioritize conventional teaching approaches that tend to be unidirectional and lack innovation. These challenges are believed to stem from teachers' limited understanding of innovative learning models and/or a lack of classroom management skills. Given these issues, there is an urgent need to integrate the TPS method into PAI instruction as a solution to boost students' academic achievement. By employing this strategy, students are expected to become more participatory, demonstrate stronger learning motivation, and gain a deeper mastery of the subject matter.

The primary advantage of the TPS (Think-Pair-Share) model lies in its ability to maximize active student engagement whether working independently or collaborating in groups thereby making the information absorption process more effective. Furthermore, this framework encourages students to sharpen their critical thinking, formulate arguments, and educate one another within small, heterogeneous groups. This peer-partnership dynamic facilitates the dissection and mastery of the subject matter, ultimately leading to improved academic performance. The reciprocal communication established during class sessions has also been shown to boost student learning outcomes. These findings align with scientific evidence confirming that the TPS cooperative teaching model is highly effective in helping students achieve superior learning results and yields a more significant positive impact compared to traditional lecture-based methods.

Based on the outlined rationale, this research is specifically designed to achieve two primary objectives: (1) to provide a comprehensive overview of the implementation procedures for the TPS teaching model in Islamic Religious Education (PAI) classes at SD Kaliwlingi 02 Brebes, and (2) to measure and analyze fluctuations in students' PAI learning outcomes between the pre-implementation phase and the post-implementation phase of the TPS technique. Accordingly, this study aims to: (1) describe the implementation of the TPS learning model in PAI instruction at SD Kaliwlingi 02 Brebes, and (2) determine student learning achievement before and after the application of the TPS model.

Think-Pair-Share (TPS) Learning Model

The Think-Pair-Share (TPS) framework, initiated by Frank Lyman and his colleagues at the University of Maryland, positions this model as a strategic tool for enriching interaction dynamics within classroom discussions. The approach is grounded in the premise that discussion activities require structured management to maintain a conducive overall classroom environment while simultaneously providing students with adequate time and space to deepen their reasoning, formulate responses, and collaborate with one another. Through this scheme, educators encourage students to reflect on the material previously presented and experienced, enabling a collective comparison of the depth of their responses within the classroom forum (Jaelani, 2021).

In line with this view, Trianto posits that the implementation of Think-Pair-Share (TPS) fosters a participatory discussion environment, thereby making the classroom atmosphere more dynamic. Consequently, the TPS instructional framework affords students ample time to optimize their thinking processes to broaden their knowledge horizons, engage intensively to hone public speaking skills, and build solidarity by educating one another within pre-established small groups (Inayah Rizki Khaesarani, 2021).

Meanwhile, Arends emphasizes that the primary orientation of the Think-Pair-Share (TPS) method is to serve as an effective strategy for fostering diverse interaction patterns during classroom discussions. The underlying rationale suggests that any form of discussion requires robust, comprehensive classroom management; the stages of TPS are proven to provide students with the time needed to refine their thoughts, formulate feedback, and support one another. Similarly, Lie explains that Think-Pair-Share is an instructional system that enables students to balance independent work with the ability to collaborate with others (Huda, 2021).

Think Pair Share (TPS) Model steps :

1. "Think" (Independent Reasoning): This session is initiated by the educator, who poses a problem or a strategic question aligned with the topic of discussion, and then provides time for students to analyze and formulate their own arguments or solutions individually (Achadah, 2025). A key advantage of this phase is the allocation of "think time," which enables students to construct their own understanding before ideas are presented by their peers. Furthermore, this strategy effectively minimizes potential disruptions or off-task interactions in the classroom, as each individual bears full responsibility for completing their own task.
2. In the "Pair" phase following the stage of personal reasoning learners are directed to form partnerships with a seatmate or within small groups. The communication dynamics established during this period are expected to foster collective conceptualization and solutions. Typically, educators limit the duration of this group activity to between four and five minutes. Each pair then compares and discusses the draft answers they had previously prepared; consequently, the resulting final formulation is more refined, benefiting from the accumulation of

new insights and alternative problem-solving approaches contributed by the partner (Sutrisno, 2023).

3. Share: In this final phase, the educator encourages each pair to present their group's ideas to another pair or to the class as a whole. The effectiveness of this stage can be maximized if the educator actively monitors discussions by circulating among the groups, thereby prompting representatives to report their findings. This phase serves to consolidate the preceding stages; the sharing activity stimulates all groups to gain a deeper understanding of problem-solving methods through the presentations given by their peers. This approach also ensures that students grasp the material comprehensively when the educator provides clarification and conceptual reinforcement at the conclusion of the learning session (Majio, 2023).

Student Academic Achievement

Syafi'i et al. cite Wahab, who explains that the concept of "learning achievement" is formed by combining two terms: achievement and learning. According to the *Kamus Ilmiah Populer* (Popular Scientific Dictionary), achievement is defined as a tangible accomplishment attained by an individual. Meanwhile, Noehi Nasution concludes that, in a broad sense, learning is a dynamic process that stimulates the emergence or shift of an individual's behavioral patterns resulting from the formation of primary responses provided that the appearance or alteration of such actions is not merely temporary or the result of chance (Syafi'i, 2020).

In line with this, Gagne and Briggs conceptualize learning as the outcome of an interplay between stimulus and response that is continuously reinforced. The act of learning itself represents an action whether intentional or unintentional undertaken by an individual, triggering a transformation from a state of not knowing to knowing, and from practical inability to capability, much like the developmental dynamics of learning to read or walk. Fundamentally, learning is a phase of personal transformation driven by intensive interaction with the surrounding ecosystem, leading to either positive or negative outcomes (Adam, 2023).

From the perspective of humanistic learning theory, each learner is viewed as an autonomous subject possessing full authority over their life's direction. Throughout the educational process, students retain control over their own personal accountability (Charnofsky, 2020). Through functional and contextual learning frameworks, students are trained to develop both critical and creative thinking skills. This humanistic approach places significant emphasis on personal maturation and the subjective interpretation of each individual's life experiences. When implemented in education, this paradigm effectively fosters social empathy and collaborative skills while allowing students to explore their natural talents. Ultimately, the theory aims to achieve humanistic learning outcomes by prioritizing the fulfillment of students' basic needs throughout the educational process (Putri, 2023).

A fundamental indicator for measuring the success of an education system is reflected in students' learning achievements. In reality, every child demonstrates varying levels of attainment throughout the educational process, with performance determined by the interaction of diverse internal and external variables (Davis, 2023).

Learning achievement itself serves as a quantitative and qualitative reflection of the evaluation of learning activities, expressed through specific numerical scores, letter grades, or symbols within a designated timeframe. These fluctuations in achievement are driven by internal individual factors such as intellectual capacity, intrinsic motivation, attention, and innate potential and are supported by external elements, including family circumstances, the school's academic climate, and the instructional strategies employed by educators in the classroom.

Winkel argues that academic achievement serves as a concrete parameter reflecting an individual's competence or level of success following a series of instructional activities, measured against standardized grades. From this perspective, the focus on learning outcomes emphasizes a general overview of the student's intellectual capacity and competence (Lela Camellia Cynthia, 2021).

A synthesis of the theoretical perspectives of these various experts and figures leads to the conclusion that learning achievement is a tangible representation of a student's success in mastering knowledge, insights, or practical skills. This achievement stems from a series of instructional activities, hard work, structured practice, and accumulated experience, all manifested in the form of symbols, numbers, letters, or descriptive statements that reflect the learner's accomplishments over a specific period.

The attainment of these learning outcomes naturally encompasses specific dimensions that serve as parameters for measuring the success of the educational process. In this regard, there are at least three primary domains of learning achievement, the discussion of which can be explored in depth through various scholarly references:

1. **Cognitive aspect:** This dimension encompasses the part of the instructional system focused on an individual's intellectual capacity to absorb, process, and utilize scientific knowledge. In the realm of education, the cognitive domain is understood as a mental capability comprising a sequence of activities ranging from remembering, understanding, applying, analyzing, and evaluating to creating. Mastering this capacity is fundamental, as it serves as the primary basis for learners to digest academic material and solve various problems encountered during educational activities. In principle, the cognitive domain encompasses students' reasoning skills throughout the educational process; its scope extends beyond mere rote memorization to include how students construct meaning, interpret data, and conceptualize new ideas based on the substance they have internalized (Ahmad Syafi'i, 2021).
2. **Affective:** The affective domain or the attitudinal dimension represents an individual's behavioral tendency to respond to their surrounding environment through specific approaches, methods, techniques, and patterns. According to the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language), the term "affective" refers to matters linked to emotional states such as love or fear that influence one's psychological condition, feelings, and emotional outbursts, while also conveying a character or meaning that reflects the stirring of emotions. An attitude itself constitutes a form of emotional inclination, manifesting as either interest in or disinterest toward a social stimulus. It presents as a mental readiness

to consistently produce a response whether in the form of positive affirmation or negative rejection regarding a specific object or condition (M. Choirul Muzaini, 2023).

3. **Psychomotor aspect:** This domain represents the manifestation of knowledge developed through the synchronization of mental activity and muscular coordination, thereby fostering practical skills in students. The psychomotor realm centers on technical competence or the capacity for tangible action mastered by students following the accumulation of specific instructional experiences. The primary focus of evaluating the psychomotor aspect is not merely to optimize curriculum targets regarding practical skills specifically at the levels of imitation, independent modification, movement precision, movement sequencing, and naturalization but also to enhance motor reaction agility, basic body movements, perceptual proficiency, physical fitness, skilled motor performance, and the learners' non-verbal communication abilities (Nabila Joti Larasati, 2023).

Factors influencing learning achievement:

1. **Internal factors:** This dimension encompasses various variables originating from within the individual, such as the drive to learn, academic interest, intellectual capacity, and the state of physical and mental well-being. Intrinsic drive, for instance, stimulates learners to delve into knowledge, as it is rooted in personal interest and the attainment of inner satisfaction (Sar baitinil et al., 2024). From an affective perspective, learning interest represents the engagement of a student's emotions and feelings regarding instructional activities, manifesting as curiosity, intellectual satisfaction, or the joy of exploring specific subject matter (Alimah, 2022). Consequently, the desire to learn plays a crucial role as an internal element. Motivation itself is defined as an internal psychological stimulus that both directs and drives an individual's behavior toward the achievement of specific goals (Biatun, 2020).
2. **External factors:** This realm encompasses all environmental elements outside the student, such as the family atmosphere, the school ecosystem, the quality of instruction, the availability of learning facilities, and the dynamics of social relationships with peers (Masduqie et al., 2022). Harmonious communication between teachers and students also plays a vital role throughout the educational process. In this context, both parties bear specific responsibilities and functions that must be carried out in alignment to achieve optimal academic outcomes (Laduniyyah & Suyanti, 2022). Household dynamics significantly impact a child's academic achievement, just as the school climate shapes the conditions under which students absorb knowledge in a structured manner. Furthermore, students are susceptible to adopting values from their social environment; consequently, factors such as mass media, peer groups, and neighborhood culture act as intertwined macro-variables influencing student development. This phenomenon underscores the urgent need for a positive ecosystem to support students' academic success.

Method

This research employs a qualitative approach, specifically utilizing a case study design. According to Erni Rosmita (2024), the case study is a variant of qualitative design intended to comprehensively analyze complex phenomena within their natural context. This design is particularly valuable when a researcher seeks to unravel the unique characteristics of a specific case while simultaneously investigating the background elements influencing the phenomenon in question. Consequently, this study focuses on gaining a holistic understanding of an educational event within a real-world social setting. The selection of the case study method aligns with the research's normative objective: to examine in detail the implementation of the Think-Pair-Share (TPS) teaching model as a means to boost students' academic achievement in Islamic Religious Education (PAI) subjects. With this orientation, the study goes beyond merely focusing on student grades; it also examines the instructional process, teacher-student interactions, and student responses to the implementation of the Think-Pair-Share (TPS) model.

The case study in this research focuses on a single location SD Kaliwlingi 02 Brebes with the research subjects being students in a specific class participating in Islamic Religious Education (PAI) lessons. This location was selected because it is considered representative and relevant to the issue under investigation, particularly the need to improve low student academic achievement through the implementation of an innovative learning model. The researcher acted as the key instrument, directly entering the research site to gather all primary data. The data collected were qualitative in nature, comprising field observation notes, interview transcripts, and a collection of relevant documents. Subsequently, the researcher processed the data using descriptive analysis techniques to present a comprehensive description of the implementation of the TPS model in the classroom.

Result

Implementation of the TPS Model in Islamic Religious Education (PAI) Instruction

The "Think" stage the initial or introductory phase begins with the teacher preparing the students' mental readiness and physical alertness for the lesson. Next, the educator connects the current topic to the students' accumulated life experiences. At this point, the teacher poses several guiding questions relevant to the lesson's central theme and encourages students to explore potential solutions based on their prior knowledge or personal experiences (Ramliah, 2023). However, in subsequent sessions, students become increasingly active in writing down their ideas more comprehensively and in greater detail. This indicates that the TPS model gradually fosters the development of students' independent thinking skills. A sixth-grade student remarked: "This 'think' stage makes me pay closer attention to the material because I have to come up with an answer before discussing it with my classmates" (Rahmawati, 2026).

Pair Stage: Once all students have completed the "think" stage and written down their initial answers, the lesson proceeds to the "pair" stage. At this stage, the teacher guides students to formulate alternative solutions to the posed problem by drawing

upon their prior knowledge or personal experiences (Ramliah, 2023). The teacher allocates approximately five to seven minutes for pair discussions. During this time, the classroom atmosphere becomes livelier and filled with the sound of student discussions. The researcher observed diverse interactions during the pair stage; among pairs with mixed ability levels, a natural pattern of peer tutoring emerged, wherein students with a better grasp of the material helped explain concepts to their partners who were struggling to understand.

The pair-work stage has been shown to have a positive impact on students' self-confidence. Students who were typically quiet during conventional instruction appeared more willing to speak up in the context of one-on-one discussions. They reported a better understanding of the material after discussing it with their partners compared to merely listening to the teacher's explanation (Azifatul, 2026).

The "Share" stage represents the culmination of the entire Think-Pair-Share model sequence. At this stage, following the completion of the paired discussions, the teacher facilitates the presentation of the pairs' findings to the class. Subsequently, the teacher invites representatives from other groups to offer responses or input, while managing the flow of interaction among the pairs. At the end of the session, the teacher provides a constructive evaluation of the content discussed by the students. The teacher acts as a moderator, guiding the discussion to ensure it remains focused, offering positive reinforcement to the students who present, and providing corrections and clarifications for any inaccurate answers. Finally, the teacher concludes the session by summarizing all the key points of the discussion (Ramliah, 2023).

Academic Achievement Before and After the Implementation of TPS

This study prioritizes investigating the impact of implementing the Think-Pair-Share (TPS) learning model on students' academic achievement in the Islamic Religious Education (PAI) subject cluster.

1. Students' Academic Achievement Prior to the Implementation of the TPS Model

The state of students' academic achievement in the Islamic Religious Education (PAI) subject at SD Kaliwlingi 02 Brebes prior to the implementation of the Think-Pair-Share model can be described through several indicators gathered via direct observation of teacher activities, teacher interviews, and analysis of student grade records. In general, the existing conditions indicated that student learning achievement was suboptimal across cognitive, affective, and psychomotor domains. Regarding these domains, the students' initial status before the implementation of the Think-Pair-Share (TPS) model showed results that fell short of optimal levels. Cognitively, the majority of students scored below the Minimum Mastery Criteria (KKM) and the class average was low; students also struggled to understand and retain material, particularly conceptual content. From an affective perspective, students' motivation and interest in the PAI subject were low, evidenced by a lack of enthusiasm, easily distracted attention, and a tendency to engage in unrelated activities during lessons. Meanwhile, regarding the psychomotor aspect, students' communication and collaboration skills were underdeveloped, characterized by a lack of confidence in asking or answering questions and minimal interaction among students, as the previous teaching model had not provided sufficient opportunity for structured cooperation.

2. Students' Academic Achievement After the Implementation of the TPS Model

Following the implementation of the Think-Pair-Share (TPS) learning model across several Islamic Religious Education (PAI) sessions, significant and comprehensive changes were observed in student learning achievement. Evaluations conducted after implementing the TPS model revealed substantial improvements across cognitive, affective, and psychomotor domains. Cognitively, students demonstrated marked score improvements, evidenced by a higher number of learners surpassing the Minimum Mastery Criteria (KKM) and an enhanced ability to grasp material deeply and relate it to real-life contexts. In the affective domain, positive shifts occurred in student attitudes and learning motivation, reflected in increased enthusiasm, attentiveness, and curiosity during lessons; students became more active and displayed greater readiness to learn than before. Meanwhile, regarding the psychomotor aspect, students' communication and collaboration skills improved significantly, characterized by greater confidence in asking questions and expressing opinions, an improved ability to articulate ideas verbally, and better group cooperation skills. Overall, the TPS model contributed positively to boosting student learning outcomes across the dimensions of knowledge, attitudes, and skills. These changes were evident in the three aspects of learning achievement that formed the focus of the study and were supported by data gathered through written assessments, field observations, and interactions specifically question-and-answer sessions with both educators and students.

The following table summarizes the comparison of learning achievement conditions before and after the implementation of the TPS model.

Aspect	Before the Implementation of TPS	After the Implementation of TPS
Cognitive	Many students are below the minimum mastery standard (KKM), have weak conceptual understanding, and struggle to recall the material.	The number of students achieving the Minimum Mastery Criteria (KKM) increased significantly; conceptual understanding and analytical skills improved.
Affective	Low motivation and interest in learning; passive attitude and lack of enthusiasm; easily distracted.	Motivation and interest in learning increased; students became more enthusiastic and ready to participate in the TPS stages.

Psychomotor	Rarely speaks up, hesitant to answer, collaboration skills not yet developed.	Confidence in speaking increases, the ability to express opinions develops, and teamwork improves.
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Supporting and Hindering Factors

The implementation of the Think-Pair-Share (TPS) learning model at SDN Kaliwlingi 02 Brebes involved various field-level elements that influenced the research dynamics. These components were classified into two crucial categories: facilitating factors that promoted the smooth and successful adoption of the TPS model, and limiting factors that gave rise to obstacles or challenges during its application. Identifying these variables served as a vital foundation for ensuring that the study's findings provided a comprehensive and factual reflection of the actual situation at the school.

1. There are four key factors supporting the successful implementation of the TPS model in Islamic Religious Education (PAI) instruction. First, the openness and enthusiasm of PAI teachers in adopting the new model, bolstered by harmonious collaboration between teachers and researchers that provided complementary theoretical and contextual perspectives. Second, the social nature of elementary school students who enjoy interacting with peers served as a valuable asset, particularly during the "pair" and "share" stages. Third, the full support of the principal at SDN Kaliwlingi 02, who granted teachers the freedom to innovate without fear of resistance. Fourth, the availability of comprehensive curriculum documents facilitated the design of TPS-based lesson plans, while the nature of PAI content rich in values and narratives made it highly suitable for discussion using this model.
2. There are five factors hindering the implementation of the TPS model. First, students' familiarity with conventional instruction makes it difficult for them to adapt, particularly when required to think independently during the "think" stage. Second, suboptimal time management results in some pairs being unable to present. Third, an imbalance in participation within discussion pairs leads to passive students failing to engage actively. Fourth, limited instructional media reduce the appeal of the material presentation. Fifth, shyness and a lack of self-confidence continue to hinder students during the "share" stage.

Discussion

1. Implementation of the Think-Pair-Share (TPS) Model in Islamic Religious Education (PAI) Instruction

The study findings confirm that the implementation of the Think-Pair-Share (TPS) learning model within the Islamic Religious Education (PAI) curriculum at SD Kaliwlingi 02 Brebes was carried out in a structured manner through three core

phases: independent thinking (think), pair-based interaction (pair), and the dissemination of ideas (share). This practice aligns with Lyman's conceptual pillars of TPS, which emphasize that the interaction scheme aims to provide students with the opportunity to process ideas autonomously before engaging in group collaboration and communicating their conclusions in the classroom.

During the "think" phase, each student is given the space to reflect on and analyze the problem posed by the educator without outside interference. The importance of this phase lies in stimulating the students' critical reasoning developed individually before they absorb the opinions of their peers. Upon entering the "pair" phase, students engage in dialogue with their partners to compare viewpoints and reinforce their grasp of the material. In the final "share" phase, representatives from each pair present their conclusions to the class, thereby enriching the range of perspectives for all students.

2. The Effect of the TPS Model on Student Engagement

The research findings indicate a significant increase in students' learning engagement following the implementation of the TPS model. Students appeared more enthusiastic about the learning process, more confident in expressing their opinions, and more active in discussions with their peers. This supports the findings of Trianto (2021), who stated that cooperative learning models generally stimulate intensive student participation during learning activities.

This increase in engagement is understandable, as the TPS model provides a clear structure for every student to participate. Unlike lecture-based methods, which tend to be passive, TPS encourages every student to make a tangible contribution whether during the independent thinking phase, the paired discussion, or the sharing of results with the class. Consequently, there is no opportunity for learners to merely act as spectators in the learning process.

3. The Effect of the TPS Model on Student Learning Achievement

This study also demonstrates that the implementation of the TPS model has a positive impact on students' academic achievement in the Islamic Religious Education (PAI) subject cluster. A noticeable surge in student learning outcomes was evident from evaluations conducted throughout the research process. This improvement occurred because the TPS model fosters deeper understanding through discussion and collaboration among students.

This phenomenon aligns with Vygotsky's constructivist premise, which asserts that knowledge construction stems from social interactions. Dialogic activities whether in pairs or groups enable learners to support one another in mastering material they do not yet fully understand. This interaction mechanism stimulates the formation of the Zone of Proximal Development (ZPD), a space that allows learners' competence to be accelerated more effectively through peer guidance than through independent study.

This achievement reinforces a body of prior research concluding that the TPS learning scheme is highly effective in boosting student academic performance across various subject areas. The distinctiveness of this study lies in its application

within the context of Islamic Religious Education (PAI), demonstrating that the TPS model is not only relevant for science or mathematics but can also be optimized for religious education.

4. Enhancing Students' Collaboration and Communication Skills

In addition to increased engagement and academic achievement, this study also found improvements in students' collaboration and communication skills. Through the "pair and share" stages, students were trained to respect the opinions of others, negotiate differing viewpoints, and effectively convey their ideas to their peers. These abilities represent essential 21st-century skills needed in real-life situations.

In the context of Islamic Religious Education (PAI), this collaborative capability holds significant added value, as it fosters the development of affective values the core of PAI instruction. Furthermore, this finding reinforces a body of prior research concluding that the Think-Pair-Share (TPS) learning model is highly effective in boosting student academic performance across diverse subject areas.

5. Relevance and Implications of the Research

The findings of this study hold significant practical implications for educators, particularly Islamic Religious Education (PAI) teachers at the elementary school level. The Think-Pair-Share (TPS) model has the potential to be implemented as a viable instructional strategy. This approach not only strengthens students' mastery of the subject matter but also fosters positive character traits, such as the courage to express opinions, an attitude of mutual respect, and collaborative skills. Teachers are advised to prepare questions that stimulate critical thinking to ensure the "think" phase proceeds optimally.

However, it should be noted that the successful implementation of the TPS model relies heavily on effective classroom management, the clarity of teacher instructions, and adequate time allocation for each stage. Further research involving larger sample sizes and utilizing quantitative or mixed-methods research designs could strengthen the generalizability of these findings.

Conclusion

The implementation of the Think-Pair-Share (TPS) learning model in Islamic Religious Education (PAI) classes at SDN Kaliwlingi 02 Brebes proved effective and adhered to the planned stages. This model fosters active, interactive, and student-centered learning through three key phases think, pair, and share which complement one another in building deep understanding. TPS not only enhances students' cognitive abilities through thinking, discussion, and presentation processes but also positively impacts affective aspects such as motivation and self-confidence, as well as psychomotor aspects like communication and collaboration skills. Furthermore, the TPS model is highly relevant for PAI instruction, as it supports the internalization of moral and spiritual values through reflection and social interaction. Consequently, TPS is recommended as an effective learning model for comprehensively improving student achievement across knowledge, attitudes, and skills.

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