



THE INFLUENCE OF THE THINK PAIR SHARE LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION LESSONS TO INCREASE STUDENT LEARNING ACTIVITIES

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Abstract

This research is motivated by the fact that religious education learning is still carried out conventionally, causing less than optimal learning pressure and low learning activity in participating in learning. This research aims to describe the influence of the Think Pair Share learning model in increasing the learning activity of class VII students in Islamic religious education subjects at SMP Negeiri 2 Bengkalis and the supporting or inhibiting factors. This type of research is experimental research with a quantitative approach. Observation, documentation, and tests are used to collect data. The data analysis technique used is descriptive analysis. The results of this research are the first, from the results of hypothesis testing using the Paired Simple T-Test test model, we obtained a significance result of 0.000 which is smaller and <0.05 , so H_a is accepted in this research, meaning H_a is accepted in this research, meaning H_a accepted into this research. that there is a significant influence of the TPS (Think Pair Share) type learning model in increasing the learning activities of class VIII students in Islamic religious education subjects at SMP Negeri 2 Bengkalis. Then it can be seen from the test results that the experimental class obtained an average score of 80.31, which was greater than the control class which obtained an average score of 74.38. others, namely a non-conducive classroom atmosphere, time, and selection of discussion partners.

Keywords: learning model, Islamic religious education, learning activities

Introduction

Learning is a teaching and learning activity carried out in an educational institution, such as a school, characterized by the presence of teaching staff (teachers) and students (students). Educators or teachers act as facilitators or moderators of learning. Teachers present and guide students in studying science with learning objectives that suit the students' needs. Meanwhile, students play a

role in receiving and understanding the knowledge conveyed by the teacher (Rahmat, 2017).

During the learning process, teachers need to be able to create effective and active classes (Jalil & Hidayatullah, 2022). Therefore, teachers not only play a role in conveying lesson material but also in shaping students' learning character, one of which is active learning during the learning process. That way, the class atmosphere can be felt to be more interesting and the learning objectives can be achieved optimally (Kristiawan & Muhaimin, 2019).

Talking about active learning is one of the factors that influences the success of the learning process. Like learning activities, especially Islamic Religious Education subjects at SMP N 2 Bengkalis, teachers try to teach optimally and achieve the expected learning objectives. However, in reality, it can be seen that there are still many problems, one of which is that students are less active in learning. From the results of initial observations carried out by researchers at SMP N 2 Bengkalis, the known problem is that learning is still carried out conventionally, so this causes the learning process to be less than optimal and students' activity in participating in learning to be low. In this learning activity, the teacher explains the material as is and then gives group assignments or independent assignments in the form of exercises that are available in textbooks, while the students just sit quietly and listen to what the teacher says, without any feedback or responses given to the teacher. Apart from that, they also lack the ability to read or study books that are used as learning materials. They will only read books when they have assignments or exercises. This applies at every meeting without any changes to the learning strategies applied, so students tend to be passive when studying. Then the method often used by teachers is the lecture and discussion method, where students listen more.

Therefore, there is a need for varied learning models in order to increase student activity in learning. According to Rusman, a learning model is a design or pattern that can be applied to form a curriculum (long-term learning plan) (Rusman, 2009). plan learning materials, and guide learning in class or elsewhere. One learning model that can be applied is the TPS (Think Pair Share) type of cooperative learning model. TPS encourages student participation and activeness during discussions and encourages the formation of criticism and arguments, both in small and large groups (Ketaren, 2018).

Researchers suggest implementing this learning model in order to provide assistance and support to educators so they can develop teaching abilities while carrying out learning well and in accordance with learning objectives. With this research, it is possible for educators and students to make further progress in

improving the quality of active and effective learning by implementing this TPS-type cooperative learning model.

It can even be seen from research conducted with the title *Increasing Social Studies Learning Activeness through the Implementation of Think Pair Share (TPS) Type Cooperative Learning for Class VII.B Students of SMP Negeri 22 Mataram* (Sakran, 2020). The results of this research were that in the first cycle, a score of 40, or 71.43%, was obtained, while in the second cycle, teacher observation data obtained a score of 48, which was 29, or 85.71%. This indicates that the teacher's level of success in learning is in the very good category. In the results of the evaluation of students' learning in social studies, an increase in the initial data value was obtained on average from 73.33 to 79.44 in cycle I and to 83.32 in cycle II. With learning completeness, the initial data obtained was only 60.00% to 76.00% in cycle I and 88.00% in cycle II.

From the background of the problem above, the researcher will conduct research with the title "The Influence of the TPS (Think Pair Share) Type Learning Model in Increasing the Learning Activeness of Class VIII Students in Islamic Religious Education Subjects at SMP Negeri 2 Bengkalis." This is the focus of this research. is to determine the effect of the TPS (Think Pair Share) type learning model on increasing the learning activity of class VIII students in Islamic religious education subjects at SMP Negeri 2 Bengkalis.

Method

The type of research used is experimental research, h=this research which is aimed at examining cause and effect relationships by manipulating one or more variables in one (or more) experimental groups and comparing the results, with a control group that did not experience manipulation (Payadnya & Jayantika, 2018). This research was carried out for three months, and the location was precisely SMP Negeri 2 Bengkalis. The target chosen for this research is the influence of the TPS (Think Pair Share) type cooperative learning model in increasing the learning activeness of class VIII students in Islamic religious education subjects at SMP Negeri 2 Bengkalis. In comparison, the research subjects are students in classes VIII-B and VIII- C at SMP Negeri 2 Bengkalis. Then, the research design used in this research was Quasi-Experimental (Control Group Pertest and post-test design), namely, there were two groups, each of which was chosen randomly ((R). According to (Sugiyono, 2019), the first group was given treatment (X), or can be called the experimental group, and the other group was not given treatment or can also be called the control group. The data collection techniques used in this research are observation, documentation and tests (Payadnya & Jayantika, 2018). Descriptive

analysis aims to create a systematic picture of factual and accurate data regarding the facts and relationships between the investigated or researched phenomena.

Quasi Experiments (Control Group Pretest and Posttest Design)

R_E	X	O₁
R_K		O₂

Result

This research was conducted right at SMP Negeri 2 Bengkalis. This research aims to determine the influences and factors that support and hinder the implementation of the TPS (Think Pair Share) type cooperative learning model in increasing the learning activity of class VIII students in Islamic religious education subjects at SMP Negeri 2 Bengkalis. Two classes were used as research samples, namely class VIII-B as the control class and class VIII-C as the experimental class, each with 16 students. The data described are the results of a written test distributed to students, namely 20 questions, and an observation sheet during implementing the TPS (Think Pair Share) type cooperative learning model.

1. Research Instrument Test Results

a. Validity test

This validity test is testing question data that will be distributed to students and uses the SPSS version 26.0 application to review the data.

Table 1 Validity Test of Question Items

Question Items	Rcount	Interpretation	Criteria
S1	0,506	Rcount > 0,497	Valid
S2	0,580	Rcount > 0,497	Valid
S3	0,517	Rcount > 0,497	Valid
S4	0,533	Rcount > 0,497	Valid
S5	0,821	Rcount > 0,497	Valid
S6	0,821	Rcount > 0,497	Valid
S7	0,596	Rcount > 0,497	Valid
S8	0,821	Rcount > 0,497	Valid
S9	0,729	Rcount > 0,497	Valid
S10	0,623	Rcount > 0,497	Valid

S11	0,506	Rcount > 0,497	Valid
S12	0,667	Rcount > 0,497	Valid
S13	0,613	Rcount > 0,497	Valid
S14	0,574	Rcount > 0,497	Valid
S15	0,519	Rcount > 0,497	Valid
S16	0,821	Rcount > 0,497	Valid
S17	0,659	Rcount > 0,497	Valid
S18	0,547	Rcount > 0,497	Valid
S19	0,691	Rcount > 0,497	Valid
S20	0,691	Rcount > 0,497	Valid

Source: Data processed with SPSS v. 26.0 (2023)

Based on the validity test results above, it can be seen that all the questions used in the research were declared valid because the value obtained by rcount was greater than or equal to rtable with a total of N=16, which was 0.497 at the 5% level.

b. Reliability Test

Table 2 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.908	20

Source: Data processed with SPSS v. 26.0 (2023)

The results of the reliability test above show that the Cronbach value in the table shown is $0.908 > 0.6$. Thus, all the research instruments are reliable and can be used for further tests. The reliability of the research instruments is classified as very trustworthy based on the values obtained.

c. Difficulty Level Test

According to (Suharsini: 2016), the difficulty level test is used to determine the level of the items in the questions carried out as a research instrument. The following table shows that the difficulty level is grouped into several types, from complex, medium and easy.

Table 3 Results of Difficulty Level Test

Question Items	Difficulty Level	Information
P1	0,63	Currently
P2	0,56	Currently
P3	0,75	Easy

Question Items	Difficulty Level	Information
P4	0,63	Currently
P5	0,94	Easy
P6	0,94	Easy
P7	0,81	Easy
P8	0,94	Easy
P9	0,81	Easy
P10	0,44	Currently
P11	0,63	Currently
P12	0,75	Easy
P13	0,88	Easy
P14	0,88	Easy
P15	0,69	Currently
P16	0,94	Easy
P17	0,69	Currently
P18	0,69	Currently
P19	0,88	Easy
P20	0,88	Easy

Source: Data processed with SPSS v. 26.0 (2023)

The results of the difficulty level test above show that the research instrument used is classified as items with a more easy level of difficulty, and only a few are in the medium category.

2. Statistical Test Results for Control Class and Experimental Class Data

Table 4 Descriptive Statistics Results for Control Class and Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Kontrol	16	20	40	30.31	5.618
Post-test Kontrol	16	45	100	74.38	13.150
Pre-Test Eksperiment	16	20	45	31.88	6.021
Post-test Eksperiment	16	50	100	80.31	15.435
Valid N (listwise)	16				

Source: Data processed with SPSS v. 26.0 (2023)

Based on the table above, it can be seen that in the control class the highest score on the pre-test was 40 and the lowest score was 20, resulting in an average of 30.31 with a standard deviation of 5.61. The highest score on the post-test was 100 and the lowest score was 45, resulting in an average of 74.38 and a standard deviation of 13.15. Meanwhile in the experimental class the highest score on the pre-test was 45 and the lowest score was 20, resulting in an average of 31.88 with a deviation of 6.021. Then the highest score on the post-test was 100 and the lowest score was 50, resulting in an average of 80.31 with a standard deviation of 15.43.

a. Normality Test

The normality test is carried out to see or test whether the research instrument data will be used is usually distributed or not. To test this data requires the help of the SPSS application. Research instrument data is normally distributed if the sig value is used. > 0.05 ; conversely, the data is not normally distributed if the sig value < 0.05 .

Table 5 Normality Test Results

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test Kontrol	.210	16	.058	.927	16	.222
	Post-Test Kontrol	.206	16	.067	.909	16	.112
	Pre-Test Eksperiment	.190	16	.125	.938	16	.331
	Post-Test Eksperiment	.119	16	.200*	.943	16	.388

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Source: Data processed with SPSS v. 26.0 (2023)

The normality test results in Table 4.12 above show that the significance value is more significant than 0.05, meaning that the control and experimental class data are typically distributed.

b. Homogeneity Test

The homogeneity test was conducted to determine that the sample class used in the research came from a homogeneous population. To test this data, use the Levene Statistics test. The sample class is homogeneous if the resulting data gets a significance value > 0.05. Conversely, the sample class is not homogeneous if the significance value is <0.05.

Table 6 Homogeneity Test Results (Levene Statistics)

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.985	1	30	.329
	Based on Median	1.071	1	30	.309
	Based on Median and with adjusted df	1.071	1	29.956	.309
	Based on trimmed mean	1.022	1	30	.320

Source: Data processed with SPSS v. 26.0 (2023)

Based on table 4.13 above, the results of the homogeneity test in the control class and experimental class can be seen as a significance value of 0.329 or more than 0.05. So the sample used for research is declared homogeneous.

c. Hypothesis testing

Hypothesis testing or t-test was carried out to find out how much influence the TPS (Think Pair Share) type learning model has in increasing the learning activity of class VIII students in Islamic Religious Education subjects. This hypothesis test uses (Paired Samples T-Test).

Table 7 Hypothesis Test Results

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Pre-Test Kontrol – Post-Test Kontrol	-44.062	12.938	3.235	-50.957	-37.168	-13.622	15	.000
Pair 2	Pre-Test Eksperimen – Post-Test Eksperimen t	-48.437	13.002	3.251	-55.366	-41.509	-14.901	15	.000

Source: Data processed with SPSS v. 26.0 (2023)

Based on the table above, the results of the hypothesis test show that the significance value is 0.000 (< 0.05), so it can be concluded that there is an influence of the TPS (Think Pair Share) type learning model in increasing the learning activity of class VIII students at SMP Negeri 2 Bengkalis.

Meanwhile, in the results of this observation, the researcher made observations on each experimental class student. This observation was used to make it easier for researchers to find out developments in students' active learning after implementing the TPS (Think Pair Share) type learning model during the learning process.

According to (Kunandar: 2013) to assess student learning activeness through the observation sheet that has been provided, with the formula:

$$\text{Mark: } \frac{\text{Earned Score}}{\text{Maximum Score}} \times 100$$

Mark Description:

A score of 91-100 means very good or SM (Very Cultured)

A mark of 71-90 means good or MB (Starting to Develop)

A mark of 61-70 means sufficient or MT (Starting to Be Visible)

A mark less than 60 means less or BT (Not Yet Seen)

Table 8 Recapitulation of Learning Activity Observation Results
Students in Experimental Class

No	Student's name	Mark of Meeting Observations		
		I	II	III
1	Alya Syafitri	50	66	100
2	Cahaya Berlian	33	66	83

3	Doni Ardian Syah	33	66	100
4	M. Rivandi	33	66	83
5	Muhammad Fiqri	33	50	66
6	Naila Wardani	33	66	83
7	Nurul Hafiza	50	66	100
8	Oesman Jailani	33	50	83
9	Rahmadhani	50	83	83
10	Riska Febriani	33	66	100
11	Syifa Syarafina	50	66	83
12	Tiara Imelia Cinta P.	66	83	100
13	Vera Olivia Syafitri	50	66	83
14	Wahyuni Sandra	33	66	83
15	Zikri Ilham	16	50	83
16	Zuriana Zuber	66	66	100

Based on the values obtained from the first to third observations, it is known that there have been quite significant changes and improvements. This proves that the application of the TPS (Think Pair Share) type cooperative learning model can increase student activity.

Meanwhile, to assess student learning activeness when applying the TPS (Think Pair Share) type learning model in one class, a conference is carried out in the form of a percentage using the following formula:

$$\text{Class percentage: } \Sigma \frac{\text{Total score}}{\text{Indicator} \times \text{number of students}} \times 100$$

**Table 9 Percentage of Observation Results for Learning Activeness Assessment
Experimental Class Students**

No	Student's name	Mark of Meeting Observations		
		I	II	III
1	Alya Syafitri	3	4	6
2	Cahaya Berlian	2	4	5

3	Doni Ardian Syah	2	4	6
4	M. Rivandi	2	4	5
5	Muhammad Fiqri	2	3	4
6	Naila Wardani	2	4	5
7	Nurul Hafiza	3	4	6
8	Oesman Jailani	2	3	5
9	Rahmadhani	3	5	5
10	Riska Febriani	2	4	6
11	Syifa Syarafina	3	4	5
12	Tiara Imelia Cinta P.	4	5	6
13	Vera Olivia Syafitri	3	4	5
14	Wahyuni Sandra	2	4	5
15	Zikri Ilham	1	3	5
16	Zuriana Zuber	4	4	6
Presentation value		42%	66%	88%

From the observations through the first observation, it is known that the percentage value obtained is 40%. It can be concluded that student activity during initial learning still shows relatively low improvement. Then, in the second observation, the percentage value was 66%, meaning that students' learning activity had increased. Meanwhile, in the third observation, the percentage value was 88%, meaning that the researchers could conclude that students' learning activity had increased well.

Discussion

The discussion is a form of evaluation of methodology and research results to help readers understand the research results and how to apply them. The author provides an assessment of the research results related to the research methods used so that the advantages and disadvantages of the results obtained will be seen (Kurjum et al., 2020). Therefore, it is hoped that it can provide readers with an idea of the quality of the results. Based on the results of the research that has been carried out, the researcher will then discuss and elaborate to answer the problem formulation that has been determined. There are two problem formulations, namely:

Firstly, it is about the influence of the learning model of TPS (Think Pair Share) in increasing the learning activities of grade VII students in the Islamic Religion individual learning subject at Neigeirii 2 Beingkaliis Middle School. It was found that the TPS (Think Pair Share) teaching model can increase the learning activity of class VII students in the Islamic Religious Education subject at Neigeirii 2 Beingkaliis Middle School. This can be proven from the hypothesis test results by using the Paired Sample T-Test test model, resulting in a significant result of approximately 0.000. The value is smaller than <0.05 . So that H_a is included in this implementation, which means that there is a considerable influence on the teaching model of TPS (Think Pair Share) in increasing the learning activity of class VII students in Islamic religious education subjects at Neigeirii 2 Beingkaliis Middle School. The results can be seen from the test results, which achieved an average value in the ekspeiimein class of 80.31, more significant than the control class, which achieved an average value of 74.38.

From the description of the results of this study, it can be concluded that this learning model of TPS (Think Pair Share) is suitable for use in Islamic religious education subjects. In the course of the study of Iinii, it is very peintiing to be trimmed by Siwa, especially those who are Islam, Kareina Deingan Beigiitu Meireika can meineirima ilmu who can teach the teachings of Meireika Teintang Akidah Akhlak and Ibadah, Haliinii Therefore, in this subject there are many behaviors or actions that are more than just teaching using lecture methods or using conventional teaching models. So that children can understand the material better by discussing it and can also practice thinking by responding to or answering material questions that have been provided by the teacher. In addition, learning objectives will be easily achieved if students' activeness in learning can be controlled in the learning process.

Second, it discusses the factors that support and influence the influence of the TPS (Think Pair Share) learning model in increasing the learning activity of class VII students at Neigeirii 2 Beingkaliis Middle School. This research relies on the observations used during the research. From the results of these observations, it can be concluded that there are several factors that support or inhibit the implementation of the TPS (Think Pair Share) learning model, namely as follows:

1. Factors that support the implementation of the TPS (Think Pair Share) Type Cooperative Learning Model

a. Student Attendance

In carrying out the learning process, of course there are things that can help or support so that the learning process runs smoothly. One of the supporting factors is the enthusiastic presence of students (Bulanda & Majumdar, 2008). It can be said

that implementing this learning model requires discussion in pairs. This is important to pay attention to in order to develop students' activeness in learning. The presence of an even number of students will make it easier for researchers to apply this learning model, which means there will be discussions in pairs. Presence of students is a reflection of the role of an educator in the learning process, cooperation between students and educators will be created with a good relationship (Arends, 2012).

Based on the results of the researcher's observations through observation sheets, students' enthusiasm for attending and participating in the learning process has increased. Where it can be seen that students are enthusiastic and actively participating in learning. Therefore, the researcher concluded that the factor that supports the application of this learning model is the presence of students.

b. Infrastructure

Apart from the presence of students, factors that support the implementation of the TPS type cooperative learning model are facilities and infrastructure. Facilities are all forms of facilities that act as the main tool or help implement learning that can be moved around, while infrastructure is the basic facilities that are needed to carry out the function of education it self (Ketaren, 2018).

Infrastructure is everything in the form of goods provided by the school to support a more effective learning process. According to researchers, infrastructure really supports the learning process, where stationery and other facilities are well available, so teachers and students can carry out teaching and learning activities comfortably.

c. Ability to speak in front of the class

Public speaking is a person's ability to speak in public. In discussions, of course, there is interaction between teachers and students, as well as students and fellow students, so that the discussion atmosphere can run well. Having the mental ability to speak and write answers in front of the class is something that every student needs to have (Mundelsee & Jurkowski, 2021).

From the results of observations made by researchers, the application of the TPS (Think Pair Share) type cooperative learning model can form a good mentality in students. Where through discussion in pairs, they can interact with their partner's friends, then when Share answers and presents answers in front of the class, they are busy fighting over themselves to be able to answer questions from the material provided by the teacher. In addition, they can also respond to questions from the teacher or ask something that they may not understand. So it can be concluded that the application of the TPS (Think Pair Share) type learning model can develop students' mentality.

2. Factors that inhibit the implementation of the TPS (Think Pair Share) Type Cooperative Learning Model

There are several factors that hinder the implementation of the TPS (Think Pair Share) type cooperative learning model, including the following:

a. Class atmosphere that is not conducive

In the learning process, all activities carried out originate from orders given by educators to students so that they are in accordance with the learning process plan (RPP) that has been determined and in accordance with the learning method or model used (Rahmat, 2022). However, it does not rule out the possibility that all students can be orderly in following the teacher's orders. In accordance with the researcher's observations that the classroom atmosphere is still not conducive or orderly, it is hoped that in the learning process a comfortable classroom atmosphere can be created so that the learning process can run optimally.

This causes obstacles to the maximum success of learning activities as expected. For example, when discussing in pairs, educators need to repeat command sentences and explain the technique and the time limit for the discussion, so that the class becomes chaotic because the students are noisy and don't really listen to the teacher's directions, and in the end the teacher continues to do the same thing repeatedly. Likewise, when they express or answer a question, they will make a fuss again so that guidance is needed so that they continue to have the courage to speak even if the answer is wrong, and this is done repeatedly. So order in the classroom is not optimal.

b. Time

Apart from order, the factor that hinders the implementation of the TPS (Think Pair Share) type cooperative learning model is time. Where time is a very important thing to pay attention to, because it is necessary to organize learning activities in accordance with the specified time (Sakran, 2020). In learning activities, Islamic Religious Education lesson time is carried out during the last lesson, so that a lot of time is cut off during learning activities by taking breaks and performing prayers, and students' enthusiasm for participating in Islamic Religious Education learning is reduced because they are tired and sleepy. This causes educators to have to be more extra in animating classroom conditions so that they remain conducive and the learning process can remain optimal.

According to researchers, the best time for Islamic Religious Education lessons is in the morning or during the first or second lesson. So that students have enthusiasm and are active in participating in the learning process and can achieve learning goals optimally.

c. Selecting Discussion Partners

Understanding learning styles and characteristics needs to be mastered by teachers. Every child has a different character and learning style, and chooses to associate with people who have equal intelligence. The character of being very picky in making friends is not uncommon among students (Afandi, 2021).

In line with learning activities, when discussing, students will compete to find a partner. A lot of time is spent when teachers try to intervene or provide understanding to students so that they remain orderly and do not fight over their partners, because this can cause the learning process to be less than optimal.

Conclusion

Based on the results and discussion in the research above, conclusions can be drawn. Firstly, there is an influence on the application of the TPS-type cooperative learning model on increasing student learning activity, which can be proven by the results of research conducted that after carrying out statistical tests using the Pired Simple t-Test test, it was found that a significance result of 0.000 was obtained, which means this value smaller than <0.05 , so H_a is accepted. It can also be seen from the test results that the experimental class received an average score of 80.31, which was greater than the control class, which obtained an average score of 74.38. Second, supporting and inhibiting factors exist when the TPS-type cooperative learning model is applied. Factors that support the implementation of this learning model include the presence of students, infrastructure and the ability to speak in front of the class. Meanwhile, inhibiting factors include a class atmosphere that could be more conducive, time, and choosing discussion partners.

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