

Implementation and Effectiveness of the Think Pair Share Cooperative Learning Method in Fiqh Teaching: An Analysis at MTs Nurul Islam, Kuala District

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ABSTRACT

Purpose – This research aims to evaluate the effectiveness of the Think Pair Share (TPS) learning method in the context of Fiqh education at MTs Nurul Islam, Kuala District, focusing on enhancing student participation and understanding and overcoming challenges in conventional learning.

Design/methods/approach – Employing qualitative approaches and field research, this study gathered data from school principals, teachers, and students using structured interviews, observations, and documentation. The data analysis process was carried out qualitatively and descriptively, focusing on the reduction, presentation, and conclusion of relevant data.

Findings – The research findings indicate that applying the TPS method has improved student engagement in the Fiqh learning process. This method facilitated more interactive and collaborative learning, reduced monotony, and developed critical and creative thinking skills. Challenges encountered include a lack of active student participation and group management issues, which can be addressed by adjusting teaching materials and adopting more heterogeneous learning strategies.

Research implications – These findings provide new insights into the benefits of using innovative methods like TPS in Fiqh education. They emphasize the importance of further teacher training in innovative learning methods to improve the quality of Islamic education in Indonesia. This study also has implications for developing more effective learning strategies in various educational contexts.

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1. Introduction

Education, as a primary pillar in the development of a nation's character and intelligence, plays a vital role in the transformation process of society (Herdiansyah & Kurniati, 2020; Sudarmono et al., 2021). The advancement of education is reflected in the quality of the next generation, which is the key to a nation's progress (Syah et al., 2023; Widiyono & Millati, 2021). School education, especially in Fiqh subjects, demands innovative and practical approaches to facilitate a learning process that imparts knowledge and develops students' critical and creative thinking skills (Adiati, 2021; Priscilla & Yudhyarta, 2021).

Rahman (2021) emphasizes that the success of education largely depends on how the teaching and learning process is implemented. Teachers, as the main pillars in the learning process, face the challenge of creating a learning environment that is effective, engaging, and motivating (Umami Muti'ah et al., 2023). This becomes crucial, especially in Fiqh learning, which requires deep understanding and active student participation (Mansir, 2020). On the other hand, challenges in Fiqh learning often relate



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to a lack of interest and motivation among students, necessitating appropriate strategies to enhance learning quality (Rizky & Febriyanni, 2023).

This research aims to evaluate the implementation of the Think Pair Share (TPS) learning method in Fiqh education at MTs Nurul Islam, Kuala District. The TPS method, which emphasizes collaboration and discussion among students, is considered to solve the challenges in Fiqh learning. This study is essential for identifying how the TPS method can enhance student participation and understanding in the Fiqh subject while overcoming obstacles often encountered in conventional learning processes. Thus, this research is expected to provide new insights into Fiqh teaching practices and contribute to improving the quality of Islamic education in Indonesia.

2. Methods

This study adopts a qualitative research method with a focus on field research. The field research aims to obtain direct data and information from the source, namely respondents involved in the use of the Think Pair Share cooperative learning method in Fiqh subjects at MTs Nurul Islam, Kuala District (Ramadhanti & Julaiha, 2019; Sugiyono, 2017). This approach is chosen to gain a deep understanding of the context and practical application of the learning method.

In data collection, this study employs a combination of structured interviews, observations, and documentation techniques. An interview guide has been prepared to extract information about the implementation, challenges, and solutions associated with applying the Think Pair Share method. The study's respondents include school principals, teachers, and students at MTs Nurul Islam, providing diverse perspectives on applying the method.

Data analysis is conducted through a qualitative descriptive process, where collected data is detailed to provide a clear picture of the researched phenomenon. This process involves data reduction, where gathered information is filtered and summarized to highlight essential aspects of the research objectives. After data reduction, the next step is data presentation, organizing the processed information into a format ready for analysis and conclusion drawing.

The study prioritizes data validity through a systematic and structured approach. Conclusions are drawn based on the presented data analysis, considering valid and relevant information from respondents. This process results in research findings that will provide new insights into using the Think Pair Share method in Fiqh teaching and its implications for the teaching and learning process at MTs Nurul Islam, Kuala District.

3. Results

This research analyzes the implementation of the Think Pair Share (TPS) cooperative learning method in Fiqh subjects at MTs Nurul Islam, Kuala District. Addressing the challenges teachers face, particularly concerning student interest and engagement in learning, this study proposes innovations in implementing the TPS method. Primary data was collected through structured interviews with various stakeholders, including the principal (ZI), Fiqh subject teacher (RE), and class XI students (Um and MF).

The research findings are divided into three main parts, corresponding to the formulated problems:

3.1. Implementation of the Think Pair Share Cooperative Learning Method and Its Solutions

The principal of MTs, Nurul Islam, ZI, emphasized that teachers have shown exemplary performance in implementing varied learning methods, including TPS, to prevent boredom and improve learning quality. RE corroborates this with the Fiqh teacher, who stated that various

learning methods keep students interested and focused during the learning process. Students like Um and MF confirmed that they experienced various learning methods, including TPS, which allowed them to think independently and collaborate in small groups.

3.2. Challenges in Using the Think Pair Share Cooperative Learning Method

The study revealed that a significant challenge in using the TPS method is in the 'think' phase, where some students participate less actively, affecting material absorption. RE highlighted that this challenge often occurs due to a lack of teacher understanding of varied methods and a tendency to stick to traditional lecture methods.

3.3. Solutions in Using the Think Pair Share Cooperative Learning Method

To overcome these challenges, a new approach is needed in preparing teaching materials and classroom management. RE suggested pairing students heterogeneously to maximize discussion and interaction. Additionally, for the 'share' phase, it is proposed that teachers use a lottery system to determine who will present to avoid time wastage and ensure all students' involvement. RE also emphasized the need for more comprehensive learning facilities to support the effective implementation of the TPS method.

In conclusion, this research indicates that while there are some challenges in implementing the Think Pair Share method, with the right strategies, it can be an effective tool to enhance student engagement and learning quality at MTs Nurul Islam, Kuala District.

4. Discussion

This research provides significant insights into essential components of the learning process, including learning objectives, roles of teachers and students, lesson materials, chosen teaching methods, and evaluation of learning success. Particularly in Fiqh learning, traditional methods such as lectures often prove insufficient in overcoming monotony and enhancing students' learning interests (Sriwijayanti, 2015). Therefore, this study emphasizes the importance of innovation in teaching methods to create a more engaging and effective learning environment.

The Think Pair Share (TPS) cooperative learning model is identified as an innovative strategy that promotes opinion-sharing and collaboration among students (Adnan et al., 2022). In line with Hikmawati et al. (2021), this model has proven effective in enhancing students' critical and creative thinking skills and motivating them to be more active in learning. In this study's context, using TPS in Fiqh subjects at MTs Nurul Islam, Kuala District, resulted in positive classroom dynamics, where students had the opportunity to think independently (think), collaborate in small groups (pair), and share knowledge with classmates (share). These steps, from individual thinking to class-level sharing, enrich the Fiqh learning process with higher-order thinking Skills (HOTS) oriented questions.

However, the study also found challenges impacting material absorption, such as a lack of active student participation during the 'think' phase. Proposed solutions include adjusting teaching materials to match students' comprehension levels and forming more heterogeneous groups to facilitate more effective discussions. In the 'share' phase, challenges like time wasted in students selecting who will present were overcome by introducing random selection methods by teachers.

The research results show that implementing the Think Pair Share cooperative learning method significantly enhances student engagement and learning interest, providing opportunities for students to develop critical and collaborative thinking skills. This indicates the great potential of using innovative methods in Fiqh learning, meeting student learning needs, and supporting their interpersonal and intellectual skill development.

5. Conclusion

This research comprehensively examines the implementation of the Think Pair Share (TPS) learning method in the context of Fiqh learning at MTs Nurul Islam, Kuala District. The study successfully reveals the dynamics and challenges of this method's application through a qualitative approach involving data collection from various sources, including interviews, observations, and documentation.

The findings conclude that the TPS method, focusing on student collaboration and discussion, has significant potential to enhance the quality of Fiqh learning. It successfully overcomes the traditional monotony of lecture methods by encouraging active student participation through independent thinking, collaboration, and knowledge sharing. These activities improve material understanding and develop students' critical and creative thinking skills.

However, the study also identifies some challenges, such as a lack of active student participation during the 'think' phase and group management challenges during the 'pair' and 'share' stages. Proposed solutions include adjusting teaching materials, using more heterogeneous learning strategies, and using random selection methods to ensure all students' involvement.

Overall, this research provides valuable insights into the effectiveness of the TPS method in Fiqh learning and its implications for teaching practices in Indonesia. The findings suggest that with the right approach, TPS can be an effective learning tool for Fiqh and other subjects. The study also recommends further teacher training in innovative learning methods to improve overall educational quality.

Declarations

Author contribution statement

Surya Bakti compiled the ideas presented— Muhammad Yusuf and Dea were the data collectors. All authors performed data analysis. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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