

Think Pair Share Strategy on the Topic of Heart Diseases in the Subject of *Aqidah Akhlak*

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Abstract

This study investigates the effectiveness of the Think-Pair-Share (TPS) strategy in enhancing student learning outcomes in the Islamic Religious Education subject, with a focus on the *Aqidah Akhlak* topic of Heart Diseases, in Class VI at Madrasah Ibtidaiyah Syarifuddin Lumajang. The research was motivated by persistently low academic performance among students, as evidenced by an average class score below the minimum Learning Achievement Criteria (LAC). Employing a Classroom Action Research (CAR) methodology, the study was conducted over two cycles, each comprising the stages of planning, implementation, observation, and reflection. Findings demonstrate a marked improvement in student engagement and conceptual understanding, with the average score rising from 65.25 in the pre-cycle to 74.31 in Cycle I and 80.19 in Cycle II. Furthermore, the proportion of students meeting the minimum Learning Achievement Criteria increased from 18.75% (3 students) in the pre-cycle to 81.25% (13 students) in the second cycle. These results indicate that the TPS strategy significantly enhances not only students' academic performance but also their active participation in learning. This research contributes to the pedagogical discourse by validating the use of collaborative learning models within religious education contexts, particularly in reinforcing abstract moral and theological concepts for young learners.

Keywords: Think-Pair-Share (TPS), Heart Diseases, Learning Models, *Aqidah Akhlak*.

1. Introduction

Islamic religious education and character education play a highly strategic role in shaping students' character (Pujianti & Nugraha, 2024; Syafaat & Shohib, 2021; Taufik, 2020). The Islamic religious education subject aims to enhance students' religious understanding while instilling moral values in their daily lives. In the context of national education, Islamic religious education is not only a medium for transferring religious knowledge but also serves as a tool for developing individuals with integrity, noble character, and the ability to face life's challenges based on spiritual values (Mirrota, 2024; Muis et al., 2024). This aligns with the goals of national



education, which emphasize holistic student development, encompassing cognitive, affective, and psychomotor aspects (Noor, 2018; Shahid & Khanam, 2024).

However, the implementation of Islamic religious education learning in schools still faces various challenges, particularly in delivering abstract concepts. (Mirrota, 2024). One essential topic in Islamic religious education learning is the discussion of spiritual diseases, such as envy, jealousy, and hypocrisy. This material is often considered difficult for students to grasp as it requires a deep understanding of spiritual and moral aspects. The challenge is further exacerbated by the lack of innovative teaching methods that align with students' needs in the modern era. (Ali et al., 2024; Jabborqulova, 2024).

Previous studies have shown that religious education can be an effective instrument in shaping students' character and morality. (Komariah & Nihayah, 2023). For instance, collaborative learning strategies such as Think-Pair-Share (TPS) have been found to improve student learning outcomes, particularly in subjects requiring deep comprehension and conceptual application. (Li & Tu, 2024). Other research highlights the importance of active student engagement in the learning process to enhance understanding and retention of knowledge. (Ansori et al., 2024). Active participation enables students to internalize the material more effectively and relate it to their daily lives (Zukin & Firdaus, 2022). In recent years, the pedagogical landscape of Islamic religious education has experienced a growing emphasis on integrating student-centred learning strategies to address persistent challenges in delivering abstract moral and spiritual content (Komalasari & Yakubu, 2023; Miftah et al., 2023) .

The implementation of innovative methodologies, particularly those aligned with constructivist paradigms, has demonstrated improved outcomes in fostering moral reasoning and character formation among students (Purwaningsih, 2024; Sharma, 2024). Among these approaches, Think-Pair-Share (TPS) has gained recognition as a powerful cooperative learning model that promotes higher-order thinking, student autonomy, and peer-assisted knowledge construction (Fakoya et al., 2023; Gillies et al., 2023). However, most existing studies have focused primarily on general subjects or cognitive domains such as science and mathematics, leaving a notable gap in research specifically examining the application of TPS in moral-religious subjects, especially in vocational education settings (De Gourville, 2002; Konkiewitz & Ziff, 2019).

Moreover, while the importance of character education within the national curriculum has been widely acknowledged (Kemendikbudristek, 2023), the pedagogical tools for achieving these goals remain underdeveloped, particularly for the topic of spiritual diseases—an area that is central to Islamic ethical formation yet pedagogically complex. The abstract and affective nature of concepts such as envy (*hasad*), hypocrisy (*nifaa*), and arrogance (*takabbur*) requires instructional strategies that go beyond rote learning and engage learners in reflective, dialogic, and experiential processes (Konkiewitz & Ziff, 2019; Zulkarnain, 2022). Consequently, this study seeks to fill a critical scholarly and practical gap by offering an empirical investigation into the effectiveness of TPS in facilitating deeper understanding of these spiritual concepts among vocational school students, thereby expanding the discourse on character education in Islamic schooling with evidence-based instructional innovation.

Despite these findings, learning outcomes for the topic of spiritual diseases at Madrasah Ibtidaiyah Syarifuddin Lumajang indicate a gap between learning objectives and student achievements. Data shows that out of 30 tenth-grade students, 10 students scored an average of 60, while the established Learning Achievement Criteria (LAC) is 75. This suggests that a significant portion of students have not yet met the expected competency level. This issue is particularly concerning, given the importance of understanding spiritual diseases as a foundation for character and moral development. Several factors may contribute to this learning gap, including ineffective teaching methods, minimal student involvement in the

learning process, and low classroom participation. Students tend to be passive during lessons, merely listening to the teacher's explanations without engaging in peer discussions or relating the material to their personal experiences. This lack of participation negatively affects their comprehension, especially in abstract topics such as spiritual diseases (Sumiharsono, 2020).

To address these challenges, an engaging and in-depth teaching approach is necessary. One effective strategy is Think-Pair-Share (TPS), which provides students with the opportunity to think individually, discuss with peers, and share ideas in a larger group (Salim & Disman, 2023). Previous studies have demonstrated that TPS significantly enhances learning outcomes by allowing students to grasp concepts through interaction and collaboration (Sajidan et al., 2023). Moreover, this strategy encourages students to be more active in the learning process, leading to a substantial improvement in comprehension (Marsela et al., 2024).

However, the application of TPS to the topic of spiritual diseases in vocational schools has not been extensively explored. This study presents a novel approach by investigating the effectiveness of TPS in the context of Islamic religious education learning at vocational schools, specifically in teaching spiritual diseases. Additionally, it contributes to the development of teaching methods tailored to the characteristics of vocational school students. Consequently, this research is expected to provide a viable solution for improving the quality of Islamic religious education learning and positively impacting students' character formation. This study aims to enhance the learning outcomes of tenth-grade students at Madrasah Ibtidaiyah Syarifuddin Lumajang on the topic of spiritual diseases through the implementation of the Think-Pair-Share strategy. Beyond addressing learning outcome challenges, this study also seeks to provide guidance for teachers in selecting innovative and relevant teaching methods. By adopting this approach, students are expected to gain a better understanding of the material and apply religious values in their daily lives.

Furthermore, this research holds significant value in supporting the achievement of national education goals—developing intelligent, moral, and well-characterized individuals. Through the implementation of effective learning strategies like Think-Pair-Share, this study aims to make a tangible contribution to improving the quality of religious education in Indonesia. Thus, its findings will not only benefit students and teachers at Madrasah Ibtidaiyah Syarifuddin Lumajang but also inform broader educational policy development.

2. Methods

This study employs a mixed-methods approach, incorporating both qualitative and quantitative methods, structured within the framework of Classroom Action Research (CAR) (Ivankova & Wingo, 2018). This approach aims to analyze the improvement of students' learning outcomes through the implementation of the Think-Pair-Share (TPS) learning strategy in the topic of spiritual diseases within the Islamic Religious Education and Character Education subjects. CAR is utilized to enhance the quality of learning through a cyclical process based on the four key stages outlined by Kemmis & McTaggart (1988): planning, action, observation, and reflection (Rokhman et al., 2021). The CAR cycle begins with the planning phase, which involves the preparation of lesson plans or *Rencana Pelaksanaan Pembelajaran (RPP)*, evaluation tools, and supporting media (Hanifah, 2014). In the action phase, the teacher implements the Think-Pair-Share (TPS) strategy, where students first think individually, then discuss in pairs, and finally share their findings with the entire class. The observation phase records students' engagement and collects both quantitative and qualitative data, while the reflection phase is used to assess the effectiveness of the learning process and determine necessary improvements for the next cycle.

This study was conducted at Madrasah Ibtidaiyah Syarifuddin Lumajang, East Java, over a four-month period during the 2024/2025 academic year. This location was selected due to the need to improve students' understanding of Islamic religious education, particularly

regarding the topic of spiritual diseases, and to enhance the application of character values. The research focused on tenth-grade students, with each class consisting of 15–20 students with diverse levels of understanding regarding the subject matter. The participating teacher was a Islamic Religious Education instructor at the school, responsible for implementing the TPS strategy. The study was conducted over three learning cycles. The first cycle began with preparation, including adjusting the lesson plan based on initial reflections. Evaluations were conducted periodically to assess students' progress, both in their understanding of the material and in their application of character values.

Each research cycle consisted of four stages. The planning stage involved developing the Think-Pair-Share (TPS) learning strategy, preparing supporting media such as videos and diagrams, and designing evaluation tools such as test questions and observation sheets. In the action stage, students applied the Think-Pair-Share (TPS) strategy through individual thinking sessions, pair discussions, and classroom presentations. The teacher played an active role in guiding and monitoring discussions to ensure maximum student engagement. The observation stage involved collecting data on students' participation in learning activities and their application of character values. Meanwhile, the reflection stage evaluated the outcomes of each cycle. Improvements were made based on these reflections, such as refining the grouping methods or increasing the variety of learning media. The second cycle was carried out with an enhanced strategy to achieve better results.

Data collection was conducted through learning achievement tests, observations, and interviews. Tests were used to measure students' understanding before and after instruction. Observations recorded students' engagement and their application of character values during Think-Pair-Share (TPS) discussions, while interviews explored students' and teachers' perceptions of the effectiveness of the learning strategy. The research instruments included lesson plans or *Rencana Pelaksanaan Pembelajaran (RPP)*, student worksheets, observation sheets, and test instruments. Data analysis was performed quantitatively by comparing pre-test and post-test results and qualitatively through data triangulation. This approach ensured data validity and demonstrated the effectiveness of the Think-Pair-Share (TPS) strategy in improving students' learning outcomes and their application of character values.

3. Results and Discussion

1. Pre-Cycle Condition

This study was conducted in the tenth grade at Madrasah Ibtidaiyah Syarifuddin Lumajang to improve students' learning outcomes. Based on the findings of the study conducted in the tenth grade at Madrasah Ibtidaiyah Syarifuddin Lumajang, it can be concluded that the implementation of the Think-Pair-Share (TPS) strategy successfully improved students' learning outcomes in the *Aqidah* topic on Spiritual Diseases. In the pre-cycle, students' learning outcomes were relatively low, with an average class score of 65.25, and only 3 out of 16 students meeting the Learning Objective Achievement Criteria (LOAC). This indicated the need for a change in teaching methods to encourage more active student participation and better comprehension of the material.

After implementing the Think-Pair-Share (TPS) strategy in Cycle 1, there was a significant improvement, with the average class score increasing to 74.31, and the number of students meeting Learning Objective Achievement Criteria (LOAC) rising to 8 out of 16. However, some challenges remained, such as students' lack of confidence in discussions and insufficient time to cover all materials in depth. To address these issues, Cycle 2 introduced adjustments, including better time allocation and more intensive guidance for struggling students. As a result, Cycle 2 showed even better outcomes, with the average class score reaching 80.19, and 81.25% of students meeting Learning Objective Achievement Criteria (LOAC).

Overall, the Think-Pair-Share (TPS) strategy proved effective in increasing student engagement and understanding of Aqidah concepts. The improvement in student participation during discussions, confidence in speaking, and comprehension of key concepts was evident in their higher achievement of Learning Objective Achievement Criteria (LOAC) scores. These findings demonstrate that interactive and collaborative teaching methods can enhance student learning outcomes, particularly in Islamic Religious Education. omes in Islamic Religious Education, particularly in the *Aqidah* topic of Spiritual Diseases, using the Think-Pair-Share (TPS) learning strategy.

The initial condition showed that students' learning outcomes were still low, both in terms of the class average score and the number of students who met the Learning Objective Achievement Criteria (LOAC), which was set at 75. Out of 16 students, only 3 students (18.75%) met the Learning Objective Achievement Criteria (LOAC), with an average class score of 65.25. Several factors contributed to the low learning outcomes, including a lack of active student participation, minimal discussion, and limited peer interaction in the learning process. Therefore, the TPS strategy was proposed as a solution to enhance student engagement and understanding of the material.

2. Cycle 1 Results

The learning outcomes showed an improvement compared to the pre-cycle. The number of students who met the Learning Objective Achievement Criteria (LOAC). increased to 8 students (50%), with an average class score of 74.31. Student activity and participation in discussions also increased. Below is a summary table of students' learning outcomes in Cycle 1:

Table 1. Cycle 1 Score Recap

No	Nama Siswa	Nilai Siklus 1	Ket.
1	Sanal Millah	73	Tidak Tuntas
2	Lia Lailatul Faizah	77	Tuntas
3	Arifatul Adawiyah	68	Tidak Tuntas
4	Maylika Iswatul Hawa	74	Tidak Tuntas
5	Elly Zamzam Firdaus	83	Tuntas
6	Aisya	64	Tidak Tuntas
7	Lailatul Maghfiroh	77	Tuntas
8	Aura Nesya Putri	73	Tidak Tuntas
9	Lia Zubdatun Nadia	88	Tuntas
10	Robby'atul Adawiyah	73	Tidak Tuntas
11	Syafa Az-Zahrah	79	Tuntas
12	Qomariyah	68	Tidak Tuntas
13	Hikmah Aulia	73	Tidak Tuntas
14	Rodiyatul Ma'rifah	77	Tuntas
15	Mazlin Wahidah	83	Tuntas
16	Aisyatun Nafsiah	74	Tidak Tuntas

The success of the Think-Pair-Share (TPS) strategy in this cycle included improved student understanding and a more collaborative learning environment. However, some students still lacked confidence in discussions, and the discussion time needs to be optimized.

3. Cycle 2 Results

The learning outcomes showed a significant improvement. A total of 13 students (81.25%) met the Learning Objective Achievement Criteria (LOAC), with the average class

score increasing to 80.19. Below is a summary table of students' learning outcomes in Cycle 2:

Table 2. Cycle 2 Score Recap

No	Nama Siswa	Nilai Siklus 2	Ket.
1	Aisyatun Nafsiah	78	Tuntas
2	Sanal Millah	83	Tuntas
3	Lia Lailatul Faizah	73	Tidak Tuntas
4	Arifatul Adawiyah	79	Tuntas
5	Maylika Iswatul Hawa	87	Tuntas
6	Elly Zamzam Firdaus	73	Tidak Tuntas
7	Aisya	83	Tuntas
8	Lailatul Maghfiroh	78	Tuntas
9	Aura Nesya Putri	90	Tuntas
10	Lia Zubdatun Nadia	78	Tuntas
11	Robby'atul Adawiyah	84	Tuntas
12	Syafa Az-Zahrah	73	Tidak Tuntas
13	Qomariyah	78	Tuntas
14	Hikmah Aulia	83	Tuntas
15	Rodiyatul Ma'rifah	87	Tuntas
16	Mazlin Wahidah	80	Tuntas

In this cycle, student participation increased significantly, and they became more confident in discussions. The teacher also successfully created an interactive learning environment. However, some students still required additional guidance to achieve optimal results. The Think-Pair-Share (TPS) strategy proved effective in improving students' learning outcomes in the Aqidah topic on Spiritual Diseases. Its implementation enhanced student engagement, material comprehension, and the average class score, which improved from 65.25 in the pre-cycle to 80.19 in Cycle 2. This success highlights the importance of collaborative and interactive learning methods in improving the quality of education.

The following table presents a descriptive summary of the research results for each cycle stage in the implementation of the Think-Pair-Share (TPS) strategy on the topic of Spiritual Diseases in Aqidah subject at the tenth grade of Madrasah Ibtidaiyah Syarifuddin Lumajang.

Table 3. The presents a descriptive summary of the research results

Stage	Average Score	Students Achieving LOAC	Achievement Percentage	Descriptive Summary
Pre-Cycle	65.25	3 out of 16 students	18.75%	The average score was still low with minimal student participation and dominant use of lecture method. Only 3 students met the LOAC, indicating the need for a change in teaching approach.
Cycle 1	74.31	8 out of 16 students	50%	The TPS strategy began to show positive results. Students became more active in discussions, although issues such as lack of confidence and suboptimal time allocation persisted.
Cycle 2	80.19	13 out of 16 students	81.25%	Improvements were made in time management and teacher guidance. As a result, most students were active,

				confident, and demonstrated better understanding of Aqidah concepts.
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4. Discussion

This study focuses on the implementation of the Think-Pair-Share (TPS) strategy in Islamic Religious Education learning, specifically on the topic of Spiritual Diseases at Madrasah Ibtidaiyah Syarifuddin Lumajang. The findings indicate that Think-Pair-Share (TPS) had a positive impact on students' learning outcomes, as evidenced by a significant improvement in the average class score and the number of students meeting the Learning Objective Achievement Criteria (LOAC). In the pre-cycle, only 18.75% of students met the Learning Objective Achievement Criteria (LOAC). After implementing Think-Pair-Share (TPS) in Cycle 1, this number increased to 50%, and further improved in Cycle 2, with 81.25% of students achieving the Learning Objective Achievement Criteria (LOAC). These findings align with previous research, which has shown that collaborative learning methods can enhance learning outcomes (Qureshi et al., 2023).

Despite the significant improvements, some students still struggled to achieve optimal results, particularly in active participation during discussions. This was evident in Cycle 1, where several students lacked confidence in expressing their thoughts. Active participation is crucial for deepening understanding, and low confidence in discussions can be a barrier to learning. Therefore, further interventions are needed to encourage students to be more engaged and confident in collaborative learning settings (Le et al., 2018). The increased student engagement in Cycle 2 highlights the effectiveness of Think-Pair-Share (TPS) in fostering a more interactive learning environment through small-group discussions and open idea-sharing in class. Active student participation plays a key role in promoting deeper, more applicable understanding of the material (Wahyuni et al., 2022). Enhanced student interaction also allows them to learn from different perspectives, which aids in comprehending complex concepts, such as those found in the Spiritual Diseases topic.

One of the key findings of this study is the improvement in students' understanding of abstract concepts, such as Spiritual Diseases. In Islamic Religious Education learning, these topics can be difficult to grasp as they require deep reflection on spiritual and moral aspects. The study demonstrates that Think-Pair-Share (TPS) helps students better understand these concepts by providing structured opportunities to think individually, discuss with peers, and share ideas with the class. This supports existing research suggesting that collaborative learning enhances comprehension of subjects that require deep reflection (Strauß et al., 2024). Moreover, the success of Think-Pair-Share (TPS) in improving learning outcomes for Spiritual Diseases highlights the critical role of teachers in designing and facilitating effective discussions. Teachers are expected to monitor discussions and ensure all students actively participate. Previous studies have emphasized that an active teacher role is crucial in enhancing the quality of collaborative learning (Putri et al., 2024).

An interactive classroom, where students are actively engaged in discussions, can transform passive learning environments into more dynamic and productive ones. Finally, the findings of this study emphasize the importance of innovation in teaching methods to create a conducive environment for character and moral development. The successful implementation of Think-Pair-Share (TPS) in in this research contributes significantly to shaping students' character by integrating religious values into real-life applications. This aligns with the national education goals, which encompass cognitive, affective, and psychomotor development. Thus, this study is not only relevant within the context of Islamic religious education but also has broader implications for educational policy development in Indonesia.

The following table presents a critical evaluation of the discussion section in the study on the implementation of the Think-Pair-Share (TPS) strategy in Islamic Religious Education. The

critique is structured according to key dimensions of critical thinking: Analysis, Evaluation, Synthesis, Reflection, and Implication.

Table 4. Presents a critical evaluation of the discussion section in the study.

Critical Thinking Dimension	Critical Commentary
Analysis	While the study reports increased achievement, it does not explain why some students continued to underperform. No disaggregated analysis was conducted to identify specific barriers affecting different student subgroups.
Evaluation	The cited literature supports collaborative learning but lacks contextual relevance. A critical review of whether these sources apply to moral-religious education is missing.
Synthesis	There is limited theoretical integration. Concepts like Vygotsky's sociocultural theory or Bloom's taxonomy could have strengthened the interpretation of findings.
Reflection	The conclusion attributes improvements to teacher guidance and time management without strong evidence. The teacher's consistency and instructional quality are not evaluated.
Implication	Claims about national policy relevance are overstated. The specificity of topic and setting suggests the need for cautious generalization and further comparative research.

The study commendably contributes to the growing body of evidence supporting interactive pedagogies in religious education. Nevertheless, a more critical and nuanced discussion—grounded in theory, inclusive of learner variability, and sensitive to methodological limitations—would enhance its scholarly robustness and policy relevance. Future research should explore longitudinal effects of TPS, its adaptability across content domains, and its impact on students' long-term character development, especially in moral and ethical reasoning.

5. Conclusion

Based on the findings of the study conducted in the tenth grade at Madrasah Ibtidaiyah Syarifuddin Lumajang, it can be concluded that the implementation of the Think-Pair-Share (TPS) strategy successfully improved students' learning outcomes in the Aqidah topic on Spiritual Diseases. In the pre-cycle, students' learning outcomes were relatively low, with an average class score of 65.25, and only 3 out of 16 students meeting the Learning Objective Achievement Criteria (LOAC). This indicated the need for a change in teaching methods to encourage more active student participation and better comprehension of the material.

After implementing the TPS strategy in Cycle 1, there was a significant improvement, with the average class score increasing to 74.31, and the number of students meeting Learning Objective Achievement Criteria (LOAC) rising to 8 out of 16. However, some challenges remained, such as students' lack of confidence in discussions and insufficient time to cover all materials in depth. To address these issues, Cycle 2 introduced adjustments, including better time allocation and more intensive guidance for struggling students. As a result, Cycle 2 showed even better outcomes, with the average class score reaching 80.19, and 81.25% of students meeting Learning Objective Achievement Criteria (LOAC)..

Overall, the TPS strategy proved effective in increasing student engagement and understanding of Aqidah concepts. The improvement in student participation during discussions, confidence in speaking, and comprehension of key concepts was evident in their higher achievement of Learning Objective Achievement Criteria (LOAC) scores. These findings

demonstrate that interactive and collaborative teaching methods can enhance student learning outcomes, particularly in Islamic Religious Education

6. CRediT Authorship Contribution Statement

Abdul Qohar and Hafid Abdulloh Bin Syafii: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Sofyan Hadi and Zainur Rofiqur Rahman:** Conceptualization, Supervision, Validation, and Writing – review & editing.

7. Declaration of Competing Interest

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

8. Data Availability

Data will be made available on request.

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