

PEDIA

Education and Innovation Journal

Volume 1, Issue 3, July 2026



The Effect of Think Pair Share Cooperative Learning on Students' Social Religious Character in Islamic Religious Education among Elementary School Students in Cianjur, Indonesia

Pengaruh Pembelajaran Cooperative Learning Tipe Think Pair Share terhadap Karakter Sosial Religius Peserta Didik dalam Pendidikan Agama Islam pada Siswa Sekolah Dasar di Cianjur, Indonesia

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Submitted : 1 June 2026

Revision : 15 June 2026

Accepted : 3 July 2026

Abstract

Islamic Religious Education in elementary schools often emphasizes conceptual understanding, while students' social religious character requires direct learning experiences. This study aims to examine the effect of the *Think Pair Share* cooperative learning model on the social religious character of sixth-grade students in Islamic Religious Education at SD Negeri Binakerta, Cibeber-Cianjur. This research used a quantitative approach with a pre-experimental design and a one-group pre-test post-test model. The population consisted of 30 sixth-grade students, all of whom were used as the research sample. Data were collected through a 16-item questionnaire measuring discipline, responsibility, cooperation, and empathy. The findings showed that the mean score increased from 55.83 in the pre-test to 70.63 in the post-test. The paired sample t-test showed a significant difference with $p < 0.001$. These results indicate that *Think Pair Share* supports active, collaborative, and character-oriented Islamic learning.

Keywords: Islamic Education; Think Pair Share; Cooperative Learning; Social Character; Religious Character

Abstrak

Pembelajaran Pendidikan Agama Islam di sekolah dasar sering menekankan pemahaman konsep, sementara karakter sosial religius peserta didik membutuhkan pengalaman belajar yang langsung dan terarah. Penelitian ini bertujuan untuk menguji pengaruh model Cooperative Learning tipe *Think Pair Share* terhadap karakter sosial religius peserta didik kelas VI pada mata pelajaran Pendidikan Agama Islam di SD Negeri Binakerta, Cibeber-Cianjur. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-experimental model one group pre-test post-test. Populasi penelitian berjumlah 30 peserta didik kelas VI dan seluruhnya dijadikan sampel. Data dikumpulkan melalui angket 16 butir yang mengukur disiplin, tanggung jawab, kerja sama, dan empati. Hasil penelitian menunjukkan bahwa rata-rata skor meningkat dari 55,83 pada pre-test menjadi 70,63 pada post-test. Uji paired sample t-test menunjukkan perbedaan signifikan dengan $p < 0,001$. Temuan ini menunjukkan bahwa *Think Pair Share* mendukung pembelajaran PAI yang aktif, kolaboratif, dan berorientasi pada penguatan karakter.

Kata Kunci: Pendidikan Islam; Think Pair Share; Pembelajaran Kooperatif; Karakter Sosial; Karakter Keagamaan



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INTRODUCTION

Islamic Religious Education learning in elementary schools should not only be directed toward mastering learning materials. At the elementary school age, students are in the process of developing social habits, ways of communicating, concern for their peers, and religious attitudes in everyday life.¹ Problems arise when PAI learning is still conducted in a one-way manner, centered on teacher explanations, and provides limited opportunities for students to think, engage in dialogue, and express opinions respectfully.² This condition may cause Islamic values to be understood only as concepts, but not yet fully manifested in students' social behavior. Therefore, PAI learning needs to be designed as a process that encourages understanding, interaction, empathy, cooperation, responsibility, and the habituation of religious values in learning activities.

One learning model considered relevant to address this issue is the Think Pair Share type of Cooperative Learning. This model positions students as active subjects through three main stages, namely thinking independently, discussing with partners, and sharing their ideas with the whole class. This pattern provides students with opportunities to process ideas, listen to their peers' opinions, appreciate differences, and present answers responsibly. In the context of PAI, this strategy has the potential to connect religious understanding with students' social experiences. Aziz et al. demonstrated that the implementation of Think Pair Share in PAI learning can create an interactive, participatory, and reflective learning environment while encouraging empathy awareness and strengthening Islamic values among elementary school students.³ These findings are consistent with Andani and Herianda, who emphasized that TPS helps students understand moral values through activities of thinking, discussing, and sharing in PAI learning.⁴

Previous studies also indicate that TPS is not only related to cognitive aspects but is also associated with character development. Purwanto and Romadlon found that the implementation of TPS in Akidah Akhlak subjects can strengthen students' positive character, such as responsibility, cooperation, self-confidence, honesty, and caring attitudes.⁵ Aziz also proved that TPS can increase awareness of diversity in learning the values of Q.S. Al-Hujurat/49:13, particularly through increased social interaction and student involvement in

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- 1 Agus Darwanto et al., "Transformation of Boarding School Management Models in Enhancing Student Accessibility and Educational Quality," *Jurnal Pendidikan Agama Islam* 21, no. 1 (June 30, 2024): 145–64, <https://doi.org/10.14421/jpai.v21i1.8632>.
 - 2 Pratama, M., Khoirunna'imah, A., Aisyiah, N., Syauqurrobi, M., Amna, R., Sari, A., Safira, S., Syifa, Z., & Lutfiyah, L. Transformasi Budaya Anti-Bullying Berbasis Moderasi Beragama: Model Partisipatif di Sekolah Dasar. *Mimbar Integritas : Jurnal Pengabdian*, 5, no. 1 (2025): 30-48. doi:10.36841/mimbarintegritas.v5i1.7104
 - 3 Abd. Aziz et al., "Pendekatan Kolaboratif Think-Pair-Share Untuk Meningkatkan Kesadaran Empati Dan Nilai Keislaman Pada Anak Usia Sekolah Dasar Negeri Sumberbulu I Probolinggo," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 10, no. 2 (April 25, 2026): 1113, <https://doi.org/10.35931/am.v10i2.6457>.
 - 4 M Andani and S Herianda, "Penerapan Model Pembelajaran Kooperatif Tipe Think-Pair-Share (TPS) Untuk Meningkatkan Pemahaman Nilai-Nilai Akhlak Siswa Dalam Pembelajaran PAI Di SDN 08 Sungai Limau," *JURNAL Studi Tindakan Edukatif (JSTE)* 1, no. 3 (2025): 262–66; Alfa Rohmatin et al., "Pendekatan Religius Dan Psikologis Dalam Mengatasi Dekadensi Moral Peserta Didik Di Sekolah Berbasis Islam," *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 6 (2025): 199–211, <https://doi.org/10.61132/jmpai.v3i6.1585>.
 - 5 Salsabilah Putri Purwanto and Dzulfikar Akbar Romadlon, "Implementasi Strategi Pembelajaran Kooperatif Model TPS (Think Pair Share) Untuk Meningkatkan Karakter Siswa Pada Mata Pelajaran Akidah Akhlak," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 3 (March 3, 2025): 2946–55, <https://doi.org/10.54371/jiip.v8i3.7507>.

discussions.⁶ At the elementary school level, Sholichah, Rahmawati, and Dewi found that the Think Pair Share model has an effect on students' learning outcomes, indicating that this model can be effectively used in active learning at the elementary level.⁷ Rahim and Hayati also reported that TPS is able to improve PAI learning outcomes and strengthen students' collaborative participation during the learning process.⁸

Several other studies have expanded the evidence that TPS is effective in the context of PAI learning at various levels of education. Arini found that the implementation of TPS in PAI learning at vocational high schools can improve students' motivation and learning outcomes through a more active classroom atmosphere.⁹ Pohan showed that TPS helps improve students' understanding of PAI materials at the junior high school level because this strategy provides opportunities for independent thinking, paired discussions, and the presentation of discussion results.¹⁰ Julia et al. also found an increase in PAI understanding among students who learned through TPS compared to conventional learning.¹¹ Meanwhile, Almira et al. showed that TPS is effective in increasing self-confidence as part of learning independence in PAI learning.¹² These findings indicate that TPS has been widely examined in relation to learning outcomes, material understanding, motivation, moral values, empathy, and self-confidence.

Nevertheless, studies specifically examining the effect of Think Pair Share type Cooperative Learning on the social religious character of sixth-grade elementary school students still need to be strengthened. Previous studies have mostly positioned TPS as a strategy to improve learning outcomes, material understanding, or learning motivation. Others have employed qualitative approaches or classroom action research, and therefore have not directly measured the effect of TPS on social religious character as the main variable. Based on this research gap, this study aims to analyze the effect of the Think Pair Share type Cooperative Learning model in Islamic Religious Education on the social religious character of sixth-grade students at SDN Binakerta Cibeber-Cianjur. This study is based on the assumption that students' involvement in the think, pair, and share stages can strengthen social religious attitudes, particularly in the forms of empathy, cooperation, responsibility, caring, honesty, and the ability to respect their peers. The proposed hypothesis is that the Think Pair Share type Cooperative Learning model has a positive effect on students' social religious character in Islamic Religious Education learning.

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- 6 Ridwan Aziz, "Implementation of the Think Pair Share Model in Increasing Awareness of Diversity in Q.S. Al-Hujurāt/49:13," *Research Journal on Teacher Professional Development* 3, no. 02 (October 7, 2025): 1–16, <https://doi.org/10.21580/rjtpd.v3i02.24761>.
 - 7 Laylatus Sholichah, Ery Rahmawati, and Galuh Kartika Dewi, "Pengaruh Model Think Pair Share Terhadap Hasil Belajar Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 1 (2022): 1037–45, <https://doi.org/10.31004/basicedu.v6i1.2079>.
 - 8 Abdur Rahim and Junainah Hayati, "Improving Student Learning Outcomes in Islamic Education Learning Using the Think Pair Share Type Cooperative Model at SD Negeri No. 10 in 2013 Sialang Buah," *Jurnal Profesi Guru Indonesia* 1, no. 1 (2024): 149–62, <https://doi.org/10.62945/jpgi.v1i1.682>.
 - 9 Feriska Listrianti and Putri Inayah, "Penerapan Metode Kooperatif Learning Tipe Think Pair Share Pada Pembelajaran PAI Dalam Meningkatkan Hasil Belajar Siswa Di SMK Sumber Bunga," *Jiip - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 3 (March 3, 2025): 2928–36, <https://doi.org/10.54371/jiip.v8i3.7504>.
 - 10 K Pohan, "Implementation of Think-Pair-Share Type Cooperative Learning Strategy to Improve Understanding of Islamic Religious Education Material in Junior High School ...," *Educationist Journal* 2, no. 2 (2024): 110–20.
 - 11 Nani Arini, "Implementation of the Think Pair Share Cooperative Learning Model to Improve Student Learning Achievement in Science Subjects," *Cigarskernie: Journal of Educational and Islamic Research* 1, no. 2 (2025): 66–75, <https://doi.org/10.65190/636420>.
 - 12 J Almira, I Syafe'i, and R Irawan, "The Effectiveness of Think Pair Share in Enhancing Students' Self-Confidence as an Indicator of Learning Independence in Islamic Religious Education at Vocational High Schools," *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam* 15, no. 2 (2025): 699–713, <https://doi.org/10.54180/elbanat.2025.15.2.699-713>.

Method

This study employed a quantitative approach using a pre-experimental design with a one-group pre-test and post-test model to examine changes in students' social religious character before and after the implementation of the Think Pair Share (TPS) cooperative learning model in Islamic Religious Education (PAI).¹³ The research design was represented as $O_1 \times O_2$, where O_1 referred to the pre-test, X represented the TPS learning treatment, and O_2 indicated the post-test. The study was conducted at SD Negeri Binakerta, Cibeber-Cianjur, involving all 30 sixth-grade students as research participants through a saturated sampling technique. The TPS treatment was carried out in four learning sessions, each lasting 2×35 minutes, consisting of the think stage where students analyzed PAI-related problems independently, the pair stage involving discussion with learning partners, and the share stage in which students presented their ideas to the whole class.

The dependent variable of this research was students' social religious character based on the Islamic character education perspective proposed by Hamid and Saebani, which included four indicators: discipline, responsibility, cooperation, and empathy. Data were collected using a 16-item Likert-scale questionnaire administered during the pre-test and post-test phases, employing five response options ranging from strongly disagree to strongly agree. The implementation of the TPS treatment was monitored using an observation sheet to ensure that each learning stage was conducted according to the established procedures. Before being used in the main study, the questionnaire underwent validity testing using Pearson Product Moment correlation and reliability testing using Cronbach's Alpha to ensure the consistency and appropriateness of the instrument in measuring students' social religious character.

The research procedure consisted of preparation, instrument development, pre-test administration, TPS treatment, and post-test administration. During the implementation phase, students were encouraged to think independently, exchange opinions with partners, and communicate their discussion results to the class as part of active and collaborative learning. The collected data were analyzed using SPSS version 26.¹⁴ Descriptive statistical analysis was conducted to identify minimum and maximum scores, means, and standard deviations of the pre-test and post-test results. Data normality was examined using the Shapiro–Wilk test. If the data were normally distributed, hypothesis testing was performed using a paired sample t-test, while the Wilcoxon signed-rank test was applied as a non-parametric alternative when the normality assumption was not fulfilled.

RESULTS AND DISCUSSION

Reliability and Data Normality Test

The reliability test was conducted to determine the internal consistency of the questionnaire used to measure students' social religious character. The instrument consisted of 16 statement items covering four indicators: discipline, responsibility, cooperation, and empathy. The reliability analysis was performed using Cronbach's Alpha coefficient. The results showed that the instrument obtained a Cronbach's Alpha value of 0.717, indicating an acceptable level of internal consistency. Since the obtained value exceeded the minimum acceptable threshold of 0.70, all questionnaire items were considered reliable and appropriate for measuring students' social religious character in the main study.

13 John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2014).

14 Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik* (Jakarta: Bumi Aksara, 2005).

Table 1. Reliability Test Results

Cronbach's Alpha	Number of Items
0.717	16

Source: SPSS data processing (2026)

After confirming the reliability of the instrument, the next stage was testing the normality of the pre-test and post-test data to determine the appropriate statistical analysis. The normality test was conducted using the Shapiro–Wilk test because the number of participants was relatively small ($n = 30$). The results showed that the significance values of the pre-test and post-test scores were 0.775 and 0.568, respectively. Since both significance values were greater than 0.05, the data were considered normally distributed. Therefore, the hypothesis testing could be continued using a parametric analysis, namely the paired sample t-test.

Table 2. Results of the Shapiro–Wilk Normality Test

Data	Sig. Value	Interpretation
Pre-test	0.775	Normal
Post-test	0.568	Normal

Source: SPSS data processing (2026)

The normal distribution of the data indicates that the assumptions for applying the paired sample t-test were fulfilled. Therefore, the comparison between students' social religious character scores before and after the implementation of the Think Pair Share (TPS) learning model could be analyzed using a paired sample t-test to determine whether the treatment produced a significant change.

Changes in Students' Social Religious Character Following the Implementation of Think Pair Share

Descriptive statistical analysis was conducted to examine changes in students' social religious character before and after the implementation of the Think Pair Share (TPS) learning intervention. The results demonstrated an increase in the mean score from 55.83 in the pre-test to 70.63 in the post-test, with an overall improvement of 14.80 points. The standard deviation values of the pre-test (4.17) and post-test (4.08) were relatively similar, indicating that the distribution of students' scores remained stable across both measurements. The increase in the mean score suggests a substantial improvement in students' social religious character following the implementation of the TPS learning intervention.

Table 3. Descriptive Statistics of Pre-Test and Post-Test Scores

Data	Mean	SD
Pre-test	55.83	4.17
Post-test	70.63	4.08

Source: SPSS data processing (2026)

To determine whether the observed difference between the pre-test and post-test scores was statistically significant, a paired sample *t*-test was conducted. The analysis revealed a statistically significant difference between the two measurements, with a mean difference of -14.80, $t(29) = -19.625$, $p < .001$. The negative mean difference occurred because the analysis was calculated by

subtracting the post-test scores from the pre-test scores, indicating that the post-test scores were higher than the pre-test scores. The 95% confidence interval ranged from -16.34 to -13.26, and the interval did not include zero, confirming the statistical significance of the observed difference.

Table 4. Paired Sample *t*-Test Results

Comparison	Mean Difference	SD Difference	95% CI	t	df	p
Pre-test – Post-test	-14.80	4.13	-16.34 to -13.26	-19.625	29	< .001

Source: SPSS data processing, 2026.

The practical magnitude of the TPS learning intervention was further examined using Cohen's *d* for paired samples, which was calculated by dividing the mean difference by the standard deviation of the difference scores. The analysis yielded a Cohen's *d* value of 3.58. According to Cohen's (1988) criteria, a value of *d* greater than 0.80 indicates a large effect; therefore, the obtained value represents a very large practical effect. This result indicates that the TPS learning intervention was associated with a substantial improvement in students' social religious character within the investigated group. However, this finding should be interpreted cautiously because the study employed a pre-experimental design without a control group. Therefore, the observed improvement reflects changes within the treatment group and cannot be directly compared with students receiving other learning approaches.

These statistical findings provide empirical evidence that students' social religious character improved following the TPS learning intervention. The interpretation of these findings in relation to the characteristics of TPS learning and previous empirical studies is presented in the following discussion section.

Pedagogical Implications of Think Pair Share in Developing Students' Social Religious Character

The findings of this study indicate that the implementation of the Think Pair Share (TPS) learning model was associated with significant improvements in students' social religious character. This improvement was reflected in the increased mean scores from the pre-test to the post-test, supported by the paired sample *t*-test results showing a significant difference between the two measurements ($t(29) = -19.625, p < .001$) with a very large practical effect ($d = 3.58$). These findings suggest that TPS creates meaningful learning experiences that facilitate students' engagement in reflective, interactive, and collaborative activities, which are essential components in the development of social religious character within Islamic Religious Education.¹⁵

The effectiveness of TPS can be understood through its systematic learning stages, namely think, pair, and share. The think stage encourages students to reflect independently and construct their own understanding before engaging with others. The pair stage provides opportunities for students to exchange perspectives, negotiate ideas, and develop mutual understanding, while the share stage encourages students to communicate their opinions respectfully within a broader social context. Similar evidence has demonstrated that TPS

15 Wahyuddin Hamid, St Haniah, and Nursalam Nursalam, "Relevance of Education To Boarding Schools and Public Schools In The 4.0 Era," *Journal Research of Social Science, Economics, and Management* 2, no. 9 (April 18, 2023), <https://doi.org/10.59141/jrssem.v2i09.439>.

supports active learning environments that facilitate the internalization of moral values and encourage students to become more involved in meaningful educational interactions.¹⁶

The improvement in discipline and responsibility can be interpreted as a consequence of the structured learning process embedded within TPS. Students are required to manage their individual learning tasks, follow predetermined classroom procedures, and contribute responsibly during collaborative discussions. Through repeated participation in these activities, students gradually develop self-regulation, accountability, and awareness of their responsibilities toward themselves and their peers. Previous research has also reported that cooperative learning strategies, particularly TPS, contribute to the strengthening of responsibility, confidence, honesty, and other positive character dimensions within Islamic learning contexts.¹⁷

The development of cooperation and empathy demonstrates that social religious character is not merely formed through theoretical instruction but through direct social experiences during classroom activities. The pair and share stages enable students to listen to different viewpoints, appreciate diverse ideas, and formulate collective understanding. These interactions provide concrete opportunities for students to practice Islamic social values such as respect, tolerance, and mutual assistance. This result supports the argument that collaborative learning approaches can improve students' social participation and establish more inclusive and communicative classroom environments.¹⁸

From a broader educational perspective, TPS facilitates the transformation of religious knowledge into observable social behavior. Islamic values are not only delivered as conceptual materials but are practiced through students' interactions, communication patterns, and collaborative problem-solving activities. A growing body of research highlights that learning models emphasizing discussion, reflection, and social engagement can enhance students' understanding of moral principles and promote the application of these values in everyday interactions.¹⁹

The present findings also extend previous evidence regarding the effectiveness of TPS in Islamic education.²⁰ Earlier studies predominantly emphasized its contribution to cognitive achievement, learning outcomes, motivation, understanding of Islamic materials, and self-confidence. However, this study demonstrates that the benefits of TPS extend beyond academic aspects by significantly contributing to the development of students' social religious character, particularly discipline, responsibility, cooperation, and empathy. These findings reinforce earlier evidence indicating that active and collaborative learning strategies can provide broader impacts on students' personal and social development.

The pedagogical implications of this study emphasize the importance of shifting Islamic Religious Education from teacher-centered instruction toward more student-centered and

16 Rohmatulloh Rohmatulloh et al., "Energy-Saving Triangle: Internalizing Islamic Ethical Values on Energy Saving in Integrative Learning," *Religions* 14, no. 10 (October 11, 2023): 1284, <https://doi.org/10.3390/rel14101284>.

17 Mulya Sari Bunaya and Basikin, "Improving Speaking Confidence by Using Think Pair Share (TPS) Teaching Strategy to High School Students," in *Proceedings of the 3rd International Conference on Current Issues in Education (ICCIE 2018)* (Paris, France: Atlantis Press, 2019), <https://doi.org/10.2991/iccie-18.2019.59>.

18 Harkaitz Zubiri-Esnaola et al., "Inclusivity, Participation and Collaboration: Learning in Interactive Groups," *Educational Research* 62, no. 2 (April 2, 2020): 162–80, <https://doi.org/10.1080/00131881.2020.1755605>.

19 Bodong Chen et al., "Fostering Student Engagement in Online Discussion through Social Learning Analytics," *The Internet and Higher Education* 37 (April 2018): 21–30, <https://doi.org/10.1016/j.jiheduc.2017.12.002>.

20 Surya Bakti, Muhammad Yusuf, and Dea Dea, "Implementation and Effectiveness of the Think Pair Share Cooperative Learning Method in Fiqh Teaching: An Analysis at MTs Nurul Islam, Kuala District," *Jurnal Pendidikan Islam* 12, no. 2 (December 29, 2023): 185–90, <https://doi.org/10.14421/jpi.2023.122.185-190>.

interactive approaches. Through TPS, students are provided with opportunities to construct knowledge independently, engage in collaborative dialogue, and practice social values in authentic learning situations. Previous studies have similarly suggested that meaningful learning experiences are more likely to occur when students actively participate in the learning process rather than solely receiving information from teachers.²¹

Another contribution of this study lies in providing empirical evidence that social religious character can be developed and measured through structured educational interventions. The significant improvement observed after the implementation of TPS suggests that character formation within Islamic education requires not only verbal explanations but also consistent opportunities for students to experience and practice positive behaviors during classroom interactions. Previous findings have likewise indicated that character development becomes more effective when learning activities integrate reflection, collaboration, and real social engagement.²²

Despite the significant findings, several limitations should be acknowledged. This study employed a pre-experimental one-group pre-test and post-test design without a control group, meaning that the observed changes cannot be fully attributed to TPS when compared with other instructional models. The study was also limited to 30 sixth-grade students from a single school and relied on self-report questionnaires. Future studies are recommended to employ true experimental designs, larger and more diverse samples, longitudinal investigations, or mixed-method approaches involving observations and interviews to obtain a more comprehensive understanding of the long-term impact of TPS on students' social religious character.

Overall, the findings demonstrate that TPS has strong potential as a character-oriented learning strategy in Islamic Religious Education. The integration of individual reflection, collaborative discussion, and collective knowledge sharing enables students to develop discipline, responsibility, cooperation, and empathy through authentic learning experiences. Therefore, TPS should not only be viewed as an approach for improving academic understanding but also as a meaningful pedagogical strategy for integrating Islamic values into students' daily social behavior.

CONCLUSION

This study demonstrates that the implementation of the Think Pair Share (TPS) cooperative learning model was associated with improvements in sixth-grade students' social religious character in Islamic Religious Education at SD Negeri Binakerta, Cibeber-Cianjur. The improvement was reflected in the increase in students' mean scores from 55.83 in the pre-test to 70.63 in the post-test, supported by the paired sample *t*-test results showing a significant difference between the two measurements ($t(29) = -19.625, p < .001$) with a very large practical effect ($d = 3.58$). These findings suggest that the structured stages of think, pair, and share provide meaningful opportunities for students to develop discipline, responsibility, cooperation, and empathy through active and collaborative learning experiences.

The main contribution of this study lies in extending the evidence that Islamic Religious Education can promote not only cognitive achievement but also the development of students' social religious character through interactive learning strategies. TPS allows students to experience Islamic values through reflection, discussion, and social interaction rather than

21 Emma Kostianen et al., "Meaningful Learning in Teacher Education," *Teaching and Teacher Education* 71 (April 2018): 66–77, <https://doi.org/10.1016/j.tate.2017.12.009>.

22 Paulo A. S. Moreira et al., "Integrating Healthy Personality Development and Educational Practices: The Case of Student Engagement with School," in *Personality and Brain Disorders.*, 2019, 227–50, https://doi.org/10.1007/978-3-319-90065-0_10.

merely receiving moral explanations from teachers. Therefore, this study provides practical implications for elementary school teachers to adopt TPS as a student-centered learning strategy that supports the integration of Islamic values into students' daily social behavior.

Despite these significant findings, several limitations should be acknowledged. This study employed a pre-experimental one-group pre-test and post-test design without a control group, limiting the ability to compare the observed changes with other instructional approaches. In addition, the study involved only 30 students from a single elementary school and relied on self-report questionnaires to measure social religious character. Future studies are recommended to employ experimental designs with control groups, larger and more diverse samples, longitudinal approaches, and additional observational methods to provide a more comprehensive understanding of the long-term effects of TPS on students' social religious character.

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