

Innovation Of Cooperative Learning Type Think Pair Share In Fiqh Subject At MA Ma'arif Sukorejo

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Abstract	
This study aims to activate the effectiveness of the Think Pair Share (TPS) cooperative learning model in improving student learning outcomes in the Fiqh subject at MA Ma'arif Sukorejo. The background of this study is based on the low level of active participation of students in the learning process, especially in the Fiqh subject which is often considered abstract and difficult to understand. The TPS model is proposed as an innovative alternative to create a more interactive, collaborative, and enjoyable learning atmosphere. This study uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the application of the TPS model can increase student involvement in discussions, build critical thinking and collaboration skills, and strengthen students' understanding of Fiqh concepts. This method has also been shown to increase student motivation and attendance. However, there are several limitations, such as limited implementation time and the dominance of certain students in discussion groups. Overall, the TPS model is considered effective in improving the quality of Fiqh learning and is recommended as a teaching strategy that can be widely applied in Islamic religious education.	Keywords: Think Pair Share; Cooperative Learning; Learning Outcomes; Islamic Jurisprudence; Islamic Religious Education.
Abstrak	
Penelitian ini bertujuan untuk mengevaluasi efektivitas model pembelajaran kooperatif tipe Think Pair Share (TPS) dalam meningkatkan hasil belajar siswa pada mata pelajaran Fiqh di MA Ma'arif Sukorejo. Latar belakang penelitian ini berangkat dari rendahnya partisipasi aktif siswa dalam proses pembelajaran, khususnya pada mata pelajaran Fiqh yang sering dianggap abstrak dan sulit dipahami. Model TPS diusulkan sebagai alternatif inovatif untuk menciptakan suasana belajar yang lebih interaktif, kolaboratif, dan menyenangkan. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model TPS mampu meningkatkan keterlibatan siswa dalam diskusi, membangun kemampuan berpikir kritis dan kerja	Kata Kunci: Think Pair Share; Pembelajaran Kooperatif; Hasil Belajar, Fiqh; Pendidikan Agama Islam.

sama, serta memperkuat pemahaman siswa terhadap konsep-konsep Fikih. Metode ini juga terbukti mampu meningkatkan motivasi dan kehadiran siswa. Namun demikian, terdapat beberapa keterbatasan, seperti waktu pelaksanaan yang terbatas dan dominasi siswa tertentu dalam diskusi kelompok. Secara keseluruhan, model TPS dinilai efektif dalam meningkatkan kualitas pembelajaran Fikih dan direkomendasikan sebagai strategi pengajaran yang dapat diterapkan secara luas dalam pendidikan agama Islam.

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1. Introduction

Learning innovation is an urgent need in the world of modern education to answer the challenge of low learning effectiveness, activities in the learning process can be realized through the use of approaches from various learning models and student-centered learning processes. Learning models also serve as a reference for learning designers and teachers when planning learning activities and learning processes. Learning innovation focuses on the importance of developing and implementing new methods, strategies, and techniques in education to improve the effectiveness and efficiency of the teaching and learning process. This model not only emphasizes mastery of the material, but also encourages collaboration, critical thinking, and communication between students as part of character formation and deep understanding of the teaching material (Haryanto, 2017).

However, in practice, many obstacles are still found, especially in classroom learning which tends to be monotonous and less interactive. One of the main problems is the low level of student participation. Many students only rely on the teacher's explanation without being actively involved in discussions, asking questions, or expressing opinions. This becomes even more challenging in the subject of Fiqh which has high complexity because it is related to Islamic laws, logical reasoning, and deep historical and social contexts. At MA Ma'arif Sukorejo, Fiqh learning still tends to use the dominant lecture method, thus reducing active participation and student understanding of the material.

In the context of Islamic Religious Education, Fiqh learning is expected to use creative methods to improve the quality of student learning outcomes. The Think Pair Share model is offered as an innovative pedagogical solution, with steps involving independent thinking processes, pair discussions, and sharing in groups, this model provides space for students to formulate ideas personally, test ideas through dialogue, and strengthen understanding through social interaction. This approach is expected to create a more lively, collaborative learning atmosphere, and is oriented towards improving students' understanding of Fiqh material so that they can improve their understanding of Fiqh material which previously tended to be low (Muthi'ah, 2023).

The less interesting learning method at MA Ma'arif causes the classroom atmosphere to be passive and ineffective, so that many students feel bored, uncomfortable, and look for reasons to leave the class. This study aims to evaluate the effectiveness of the TPS learning model in improving student learning outcomes in the subject of Fiqh at MA Ma'arif Sukorejo. The focus of the study is directed at the extent to which this model is able to overcome the problem of low student participation, improve understanding of the concept of Fiqh, and build critical thinking skills and cooperation which are basic needs in learning.

Thus, this study is expected to provide real contributions to the development of more innovative and responsive Fiqh learning strategies to students' needs. By actively involving students in discussions about the principles of Fiqh, it is expected that they can better understand these concepts and apply them in everyday life. The findings of this study are also expected to be a reference for Islamic Religious Education teachers in choosing an effective learning approach to improve the quality of learning in madrasahs.

2. Methods

The method used in this study is a qualitative method. Qualitative is a study used to examine the natural conditions of objects, (as opposed to experiments) where research is a key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. The purpose of the study is to find the meaning and essence of experience and symptoms or phenomena that appear in conscious action, and to see experience and behavior as a whole and inseparable unity (Djamil, 2015). The aim of qualitative research is to ask or want to know about the meaning in the form of concepts behind the detailed stories of respondents and the social background studied using a sociological approach.

3. Result and Discussion

Cooperative Learning Innovation of Think Pair Share Type in Fiqh Subject

a. Definition of Learning Innovation

Innovation is a deliberate plan to make changes and improvements to previously existing conditions. So Innovation is an idea, concept, practice, or object that is accepted as something new by a person or group to be adopted. Educational innovation is basically a change or brilliant idea in the field of education that contains something new in the form of certain educational practices, products of a result of thought and technology applied through certain stages, to solve educational problems and improve a certain educational condition or educational process that occurs in society (Shalikhah, 2017).

According to the Great Dictionary of the Indonesian Language (KBBI), the word "innovation" means a new discovery that is different from what already exists or what was previously known. Innovation is quite closely related to technology, ideas, and knowledge. Technology is basically created to make human life easier, from communication to education (Susanty, 2020).

Innovation (renewal) is commonly known as invention and discovery. Invention can be interpreted as the discovery of something completely new, meaning the result of human work. While discovery is the discovery of something (an object that actually existed before). Etymologically, innovation comes from Latin, namely innovation which means renewal and change. From the verb *Inno*, which means to renew and change. So, innovation is a new change towards improvement and planning (not by chance).

Innovation is also often interpreted as a form of renewal, discovery and some associate it with modernization. Change and innovation, both are the same in terms of having new elements or different from before. Of course, innovation is different from change because in innovation there is an element of intention. Renewal, for example, in terms of renewing education policies contains an element of intention and in general the term renewal can be equated with innovation (Rusdiana, 2014).

b. Think Pair Share (TPS) learning type

Think Pair Share learning is a cooperative learning model designed to encourage students to think individually, discuss with partners, and share ideas in larger groups. In this method, students are first given time to reflect on questions or problems independently, then they discuss with partners to exchange views and ideas. After that, they share the results of the discussion with the larger group, thus creating an interactive learning atmosphere (Sumarsya, 2020).

The think pair share type of cooperative learning model is a modification of the think pair share type of cooperative learning model developed by Spencer Kagan in 1933. Think pair share provides an opportunity for students to discuss ideas and provides an understanding for them to see other ways of solving problems. If a pair of students cannot solve the problem, then another pair of students can explain how to answer it. Furthermore, if the problem posed does not have a correct answer, then two pairs can combine their results and form a more comprehensive answer (Lia, 2014).

In Islam it is also explained that Muslims are encouraged to resolve problems through deliberation as stated in the word of Allah below:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ ﴿٣٨﴾

Meaning: "And (for) those who respond to the call of their Lord and establish prayer, and their affair is (determined) by consultation among themselves, and they spend out of what We have provided for them." (Asy-Syuura 42: 38)

In this verse it is clear that the business of Muslims is to consult (consensus, exchange ideas) between themselves. State matters, associations, education, and so on, should be discussed first, before deciding on a decision. In this way, the affairs of the Muslims will be orderly and they will live in safety and peace.

The Think Pair Share type of cooperative learning model is used to improve students' thinking, communication skills, and encourage them to share

information with other students. In cooperative learning, the think pair share type divides students into heterogeneous groups of four people. A group of four people is ideal. This group allows for pair work, which doubles participation and opens up twice as many communication opportunities as a group of three people. Groups of more than four members will likely lack sufficient participation from their members and be difficult to manage (Sharan, 2012).

According to Trianto, Think Pair Share is a learning model that can give students more time to think, respond, and help each other, so that students can find solutions to solve the problems given and students can develop their ideas. On the other hand, according to Slavin, Think Pair Share learning is learning that places teachers as facilitators rather than as information providers (Pradana, 2021).

The implementation of the TPS type of cooperative learning model helps students to get used to asking teachers, have the courage to express their opinions, and be able to work together well. By using an innovative learning model, students will be more focused and enjoy learning. The Think Pair Share model is one type of cooperative learning that can create effective and enjoyable learning, reduce boredom levels, provide motivation, and improve learning outcomes. This TPS learning model aims to facilitate the management of information, communication, and develop students' ways of thinking in participating in learning (Kamil, 2021).

c. Steps for Cooperative Learning Type Think Pair Share

Think Pair Share (TPS) is a cooperative learning model designed to influence student interaction patterns and create variety in classroom discussions. This strategy was first developed by Frank Lyman and his colleagues at the University of Maryland. TPS gives students time to think, respond, and help each other, making discussions more effective. The Think Pair Share learning model consists of 3 steps, namely the think, pair, and share stages (Amalia, 2023). Including:

1) Think Stage (think individually)

At this stage the teacher asks questions related to the subject matter. The TPS process begins at this point, namely the teacher poses questions that encourage thinking to the entire class. These questions should be open-ended questions that allow for a variety of answers.

2) Pair Stage (pairing with a deskmate)

At this stage, students think individually, the teacher asks students to pair up and start thinking about questions or problems given by the teacher in a certain time. The length of time is determined based on the teacher's understanding of the students, the nature of the questions, and the learning schedule. Students are advised to write down the answers or solutions to the problems that are the result of their thinking.

3) Share Stage (sharing answers with other partners or the whole class)

At this stage, students individually represent their groups or in pairs to come forward together to report the results of their discussions to the

whole class. At this final stage, students from all classes will benefit from hearing various expressions about the same concept expressed in different ways by different individuals.

d. **Fiqh Subject**

Linguistically in the Big Indonesian Dictionary (KBBI) the word fiqh is taken from Arabic, namely fiqh which means knowledge; understanding. Meanwhile, in terms of terminology, fiqh is the science that explains the Sharia laws relating to human actions (themukallaf) which are derived (taken) from detailed postulates (Rohmansyah, 2012). From the definition that has been mentioned, it can be concluded that fiqh is a science that discusses human actions in order to know the law in the Islamic religion.

The purpose of learning fiqh is to achieve the pleasure of Allah SWT by implementing His sharia on this earth. Another purpose is so that later students will know the laws in Islam and be able to apply them in everyday life. In Islam, education is fundamental, and the goal to be achieved in Islamic education is a balance between worldly life and the hereafter and there is no difference between men and women, so that every Muslim, both men and women, has the same obligation and responsibility to seek knowledge and has the same opportunity to get an education (Sholichah, 2018).

2. Advantages and disadvantages of Think Pair Share (TPS) learning

In a method or strategy there must be its own advantages and disadvantages. Likewise with the Think Pair Share (TPS) method, which has the following advantages (Rukmini, 2022):

- a. Improve attendance. Assignments given by the teacher at each meeting will make students play an active role in the learning process. For students who are absent once, the students automatically do not move the assignment that day and have an impact on their learning outcomes. Therefore, students try to always be present at every learning.
- b. Provide variation in the learning process so that students feel happy and get better learning results.
- c. By using the Think Pair Share (TPS) method, students become more active in the learning process which can reduce the tendency of students to feel lazy because the learning process is monotonous and they have to listen to what the teacher says which makes them bored.
- d. Improve their social spirit such as sensitivity and tolerance because the Think Pair Share (TPS) method requires students to be able to work together, so that students can empathize, respect other people's opinions, and accept it with sportsmanship if their opinion is not accepted.

Apart from having advantages, the Think Pair Share (TPS) method also has disadvantages, including the following:

- a. The learning process is dominated by several prominent students.
- b. It takes a lot of time to have in-depth discussions

- c. If the discussion atmosphere is warm and students dare to express what is on their minds, it is usually difficult to limit the main problem
- d. Apabila jumlah peserta didik terlalu banyak, maka akan mempengaruhi kesempatan setiap peserta didik untuk mengemukakan pendapatnya.

From the description above, it can be understood that with the existence of pair-sharing thinking activities in the TPS method, it provides benefits to students individually who can develop their own thinking because of the time. thinking and the shortcomings focus on students who can be handled by the teacher. With simple stages, it seems interesting enough for us to apply in learning.

4. Conclusion

The innovation of cooperative learning type Think Pair Share (TPS) is an effective approach to create an active, collaborative, and enjoyable learning atmosphere. This model consists of three stages, namely thinking individually (think), discussing with a partner (pair), and sharing the results of the discussion with a group or class (share). The application of TPS in the subject of Fiqh is very relevant because it not only improves students' critical thinking and communication skills, but also reflects Islamic values such as deliberation and mutual respect for opinions. The objectives of learning Fiqh which focus on understanding Islamic laws and their application in everyday life will be more easily achieved through a learning process that actively involves students.

Although TPS has many advantages such as increasing student attendance, providing variation in learning, and forming social sensitivity and the ability to work together, this method also has several disadvantages. Some of them are the prominent dominance of students, the need for more time, the difficulty of limiting discussion topics, and limited opportunities to speak if the number of students is too many. However, with good management by teachers, these disadvantages can be minimized. Therefore, TPS remains a learning method that is worthy of being applied as a form of innovation in improving the quality of learning, especially in the subject of Fiqh.

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