

## **IMPLEMENTATION OF COOPERATIF LEARNING MODEL TYPE THINK PAIR SHARE (TPS) TO IMPROVE ARABIC VOCABULARY MASTERY OF STUDENTS SDN 3 BEUREUNUEN**

**Nyak Mustakim<sup>1</sup>, Riska<sup>2</sup>**  
STI Tarbiyah Al-Hilal Sigli  
nyakmustakim@gmail.com

### **Abstract**

*This study aims to improve the Arabic vocabulary mastery of fourth grade students at SDN 3 Beureunuen by using a Think Pair Share cooperative learning model approach. This study uses a classroom action research design. Research data obtained through observational data collection, tests and documentation. The research subjects were all fourth grade students of SDN 3 Beureunuen which consisted of 20 students consisting of 13 female students and 7 male students. Tehkink Data analysis used by researchers is to reduce data, present data and draw conclusions. The results showed that the application of the Think Pair Share type of cooperative learning model can improve the Arabic vocabulary mastery of fourth grade students at SDN 3 Beureunuen, this is evident from the acquisition of the average score of students in the first cycle of 64.5 and experienced a significant increase in the second cycle of 91.25*

**Keywords:** Cooperative learning model, Think Pair Share, Arabic vocabulary mastery.

### **INTRODUCTION**

Education is a "determining factor for the progress of the nation in the future. The progress of a nation is very dependent on education itself. (Umar Tirtahardja, 2005: 82). In Law no. 20 of 2003, Article 3 clearly states that the purpose of national education is to develop the potential of students. Therefore, education must be organized properly so that educational goals are achieved. The achievement of educational goals, one of which can occur if the learning process at school goes well. Teachers play an important role in improving student learning outcomes in schools, which are tasked with educating, teaching, fostering and shaping the character of their students, increasing their obligations as educators.

But in reality, students often feel bored and bored when the learning process takes place, there are even students who speak without paying attention to the teacher when learning takes place. This is because the teacher only applies the traditional learning model, so that the learning process becomes monotonous and does not stimulate student activity.

---

<sup>1</sup> STI Tarbiyah Al-Hilal Sigli, Email: nyakmustakim@gmail.com

<sup>2</sup> STI Tarbiyah Al-Hilal Sigli, Email: riska17@gmail.com

The results of the observations that the author made in grade IV SDN 3 Beureunuen, showed that the ability of the majority of students in mastering Arabic vocabulary was still low, this was because teachers still applied traditional methods such as lectures where students came to sit, be quiet, and listen, resulting in creativity or activity. students decline in the learning process. Teachers are expected to be able to apply a more varied learning model so that students become more active in the learning process. There are many learning models that can be applied in classroom learning, one of which is the Think Pair Share (TPS) cooperative learning model. Think Pair Share learning model is a learning model that is not only teacher-centered, where students are invited to think, learn in pairs and share with other students and can respect the opinions of others.

The Think Pair Share learning model makes the learning process more fun and can improve students' self-confidence because this learning model provides opportunities for students to participate more actively during the learning process. With this learning model students are trained to think and express opinions and learn to respect the opinions of others.

Based on this background, the author offers a solution by applying the Think Pair Share type of cooperative learning model to improve Arabic vocabulary mastery for fourth grade students of SDN 3 Beureunuen.

## **THEORETICAL BASIS**

### **Definition of Think Pair Share Learning Model**

First developed by Frank Lyman and his colleagues at the University of Maryland as quoted by Arends, stating that the Think Pair Share model is an effective way to create variations in the atmosphere of class discussion patterns (Trianto, 2010: 81) Think Pair Share is a simple technique with great advantages that can improve students' ability to remember things and a student can also learn from other students and convey their ideas to each other to be discussed before being presented in front of the class. In addition, Think Pair Share (TPS) can also improve self-confidence and all students are given the opportunity to participate in class.

Think Pair Share is a cooperative learning model that gives students time to think and respond and help each other. This model introduces the idea of "thinking time or waiting time" which is a strong factor in improving students' ability to respond to questions. The Think Pair Share model of cooperative learning is relatively simple because it does not take a long time to arrange seats or group students. This learning trains students to dare to have opinions and respect the opinions of friends (Cholis Sa'dijah, 2006: 12). In other words, this learning model prioritizes students to play an active role together with their partner friends by discussing to solve a problem.

### **Steps for Learning Think Pair Share Model**

According to Ibrahim (2000: 26) there are three steps for Think Pair Share, namely: Thinking, Pairing, and Sharing :

1. Thinking; The first activity in Think Pair Share students are asked to think independently about the questions or problems posed. At this stage students write their answers because the teacher cannot monitor all student answers so that through these notes the teacher can find out the answers that must be corrected or straightened at the end of the lesson. In determining the time limit for this stage, the

teacher must consider the basic ability of students to answer the questions given, as well as the learning schedule for each meeting. At this think stage, it has the advantage that there is "think time" or thinking time that gives students the opportunity to think about their answers before the question is answered by other students. In addition, the teacher can reduce the problem of having students chatting, because every time students have a task to do on their own.

2. Pairing; At this stage the teacher asks students to sit in pairs with other students to discuss what they have been thinking about in the first stage so that they can exchange ideas with each other. Each pair discusses with each other about the results of their previous answers so that the final results obtained are even better, because students get additional information and other problem solving methodologies. At this stage, it is not required that there are two students for each group. This step can be expanded by asking other pairs to form groups of four with the aim of enriching their thinking before sharing with a larger group (class).
3. Sharing; At the final stage the teacher asks the pairs to share their answers with the whole class about what they have discussed. This stage is the stage of completing the previous stages, in the sense of helping all groups end up at the same point. Groups that have not solved the problem are expected to better understand the problem solving given based on the explanations of the other groups. This is also so that students really understand when the teacher provides correction or reinforcement at the end of the lesson.

The activity of "thinking, pairing, sharing" in the Think Pair Share model provides advantages, namely that individual students can develop their own thinking and students are able to work together with small groups and large groups (classes).

The steps of the Think Pair Share cooperative learning model according to Trianto (2007: 61) are as follows:

1. Step 1: Thinking  
The teacher asks a question or problem related to the lesson, and asks students to take a few minutes to think for themselves the answer or problem. Students need an explanation that speaking or doing is not part of thinking.
2. Step 2: Pairing  
The teacher asks students to pair up and discuss what they have learned. Interaction during the time allotted can unify answers if a question is asked or unify ideas if a specific problem is identified. Normally the teacher gives no more than 4 or 5 minutes to pair up.
3. Step 3: Sharing  
In the final step, the teacher asks the pairs to share with the whole class what they have talked about. It is effective to go around the room from couple to couple and continue until about a couple of couples have had a chance.

From the explanation above, the writer can conclude that through the Think Pair Share learning model students can directly solve problems, understand a material in groups and help each other make conclusions (discussion) and present in front of the class as one of the evaluation steps towards learning activities that have been carried out.

### **The advantages and disadvantages of the Think Pair Share Learning Model**

The implementation of the cooperative learning model type Think Pair Share has several advantages (Yayan Dwitasari, 2005: 43), there are :

1. Learners are trained to work together and defend opinions.
2. All students are involved in teaching and learning activities.
3. Think Pair Share is an effective way of practicing for students.
4. Allows students to formulate and ask questions about the material being taught because indirectly students get the opportunity to think about the material being taught.
5. Students will practice applying concepts, because they exchange opinions and think with the aim of getting opportunities to solve problems.
6. Students are more active in learning because they complete their assignments in groups, each group only consists of 2 or more.
7. Students have the opportunity to present the results of their discussions with all students until the ideas spread.
8. Allows teachers to monitor students more in the learning process.
9. The teacher is more likely to add to the child's knowledge when the discussion is over.

From the description above, the author can conclude that the advantages of this Think Pair Share model can make students participate more in groups where all students are involved in learning activities, and they work together to express their ideas or opinions respectively so that their ideas can be shared. The ideas they meet they discuss again, because with the sharing of knowledge, they will gain broader knowledge, with this model students have the opportunity to think about the material to be taught and make students more active in learning, and can improve students' reasoning power in learning. find answers because this Think Pair Share model directs students to be more independent and able to work together in group discussions and trains students to respect the opinions of others. so that students who rarely or even never speak in front of the class can at least give ideas or answers to their partners, so the learning process will be more active and meaningful.

Jamil Suprihatinigrum (2013: 212) in his book adds the advantages of the Think Pair Share learning model, where this learning model is easy to apply at various levels of education at every opportunity, where students can learn from other students in their group and have the opportunity to share or convey their ideas.

Besides its advantages, the Think Pair Share learning model also has its weaknesses, according to Hamdayama (2014: 207) and Istarani (2011: 68) There are several weaknesses of this learning model, including:

1. It is not always easy for students to organize systematic thinking.
2. Fewer ideas coming in.
3. If there is a dispute, there is no mediator from the students in the group concerned so that many groups report and are monitored.
4. The odd number of students has an impact on group formation, because there is one student who does not have a partner.
5. The number of groups formed is large.
6. Depending on the partner.
7. It takes a long time.
8. The teacher does not know the ability of each student.

9. Building self-confidence is not easy.
10. Materials related to discussing existing problems were not prepared by the teacher or students.
11. Less accustomed to starting learning with a real or real problem.
12. Students' experience in solving problems is relatively limited.

Based on the description above, the author can conclude that the weakness of the Think Pair Share learning model takes a long time because here the teacher does not know the abilities of students and in building self-confidence, and it is not an easy thing. All require a process and also because some students are not familiar with problem solving experiences.

## RESEARCH METHODS

This study uses a class room action research design. That is a design in which teacher/researchers want to improve the quality and solve the problem of learning in the classroom by providing certain treatments (Adnan Latief, 2014:88), in this study the chosen action is the Think Pair Share type of cooperative learning model. This research was conducted in two cycles, and according to Moh Ainin (2014 : 54) each cycle consisted of four stages, namely planning, action, observation and reflection. The subjects in this research are fourth grade students of SDN 3 Beureunuen, whose address is Kp. Pineung, Mutiara Barat District, Pidie Regency.

Data collection in this classroom action research using observation, test and documentation techniques (Nana Syaodih Sukmadinata, 2010:220). The collected data will then be analyzed by the researcher using a simple quantitative analysis technique or the percentage formula.

$$P = \frac{F}{N} \times 100 \%$$

Information:

P	= Percentage figures
F	= Frequency to search
N	= Number of frequencies
100%	= Constant number

## RESEARCH RESULTS

The implementation of this classroom action research consists of 2 cycles, namely by applying the Think Pair Share learning model in Arabic learning with the aim of increasing students' Arabic vocabulary mastery.

### 1. Learning Cycle I

#### a. Planning

The implementation of the first cycle of learning begins on Monday, August 16, 2021. Prior to the implementation of the learning, the researchers first made a learning plan such as preparing lesson plans, worksheets, observation sheets, as well as materials and pictures to direct students in learning. Researchers will divide students into 5 groups, each group consists of 4 students. The 5 groups were further divided into 10 pairs.

b. Action

The implementation of the action in the first cycle consisted of two face-to-face meetings, which began with initial activities in the form of apperception and motivating students. The main activity of the researcher was carried out by asking several questions about Arabic vocabulary. Next, the teacher divides students into groups and gives assignments to all groups, each student thinks and does the task individually. Then students pair (Pair) with one of their colleagues in the group and discuss with their partner, students have the opportunity to share (Share) their work to each group or their representatives, then present the results of their discussion in front of the class. Then the two pairs meet again in their respective groups. Other students are asked to respond to the results of their friends' presentations, then the teacher gives an assessment of the results of group work. The final learning activity is carried out by researchers by concluding the material that has been studied, then closing the lesson with hamdallah and greetings.

The results obtained from student evaluations in the first cycle of learning actions are outlined by the researchers in the table below.

**Table 1. Student Evaluation Results on Action Learning Cycle I**

Group Name	Name	Group Percentage	Individual Value	Information
Spiderman	Razi Fahima	65	70	Complete
	Muhammad Hidayat		65	Uncomplete
	Naufal Al-Zikri		60	Uncomplete
	Nasyifa Hafida		65	Uncomplete
Tinker Bell	Chairunnisa	66,25	70	Complete
	Salsabilla Azra		70	Complete
	Cut Nazla Azzahra		65	Uncomplete
	Intan Safira		60	Uncomplete
Frozen	Kiran Azzahra	62,5	70	Complete
	Nur Asyifa		60	Uncomplete
	Cut Parisya Aqila		60	Uncomplete
	Cut Rafifa Qanita		60	Uncomplete
Iron Men	Said Akram Ikramullah	65	70	Complete
	Rafif Rizatullah		70	Complete
	Muhammad Lutfi		60	Uncomplete
	Muhammad Zufar		60	Uncomplete
Doraemon	Rahmatia Fajra	63,75	70	Complete
	Rizka Fazila		65	Uncomplete
	Sara Fina		60	Uncomplete
	Lisa Humaira		60	Uncomplete
<b>Amount</b>		<b>322,5</b>	<b>1.290</b>	
<b>Average value</b>		<b>64,5</b>	<b>64,5</b>	

Based on the results shown in the table above, the percentage of scores obtained from the discussion results of each group in the first cycle is the Spiderman group getting a score of 65%, the Tinker Bell group getting a score of 66.25%, the Frozen

group getting a score of 62.5%, the Iron Man group getting 65%, and Doraemon's group scored 63.75%.

The acquisition of individual evaluation scores in the first cycle with the lowest score of 60 and the highest score of 70. From the results of the analysis of the learning outcomes achieved by students, it was found that the number of students who scored 70 was 7 students, so the number of students who experienced complete learning was 35%. , and the number of students who have not completed or have not obtained the target value set by the researcher or above 70 is 13 students with a percentage of 65%.

Based on the explanation above, it can be concluded that there is an increase in student learning outcomes by applying the Think Pair Share learning model when learning Arabic vocabulary. This can be seen from the percentage of students, which is 35%, which has reached the target value that has been set by the researcher.

#### c. Observation

The results of observations in cycle I found several obstacles where some students did not understand the questions given by the researcher so that students were not able to answer questions correctly and students were still less cohesive in conducting discussions with their groups. This is a very important input in an effort to improve the implementation of subsequent learning. The results of teacher observations in cycle I showed a change in the learning process where students began to be active in learning, some students were able to answer questions. Students also work on worksheets that are distributed by the teacher.

#### d. Reflection

Based on the results of the observation of the first cycle of action, learning Arabic vocabulary with the Think Pair Share learning model has not shown satisfactory numbers because the percentage of completeness is still below the average, and the value of learning outcomes achieved in cycle I has not met the indicators of success of the action set. By evaluating the activities and learning outcomes obtained in the first cycle, it is necessary to improve and continue learning Arabic vocabulary for class IV at SDN 3 Beureunuen using the Think Pair Share learning model in cycle II.

## 2. Learning Cycle II

#### a. Planning

The implementation of the second cycle begins on August 18, 2021. The planning in the second cycle is prepared based on the results of reflections from the first cycle, including preparing a Learning Implementation Plan (RPP) using image media, preparing LKS evaluation, observation sheets, as well as materials and pictures in accordance with material title. Researchers will divide students into 5 groups, each group consists of 4 students. The 5 groups were further divided into 10 pairs.

#### b. Action

The implementation of the action in the second cycle consisted of two face-to-face meetings, which began with initial activities where the researcher did

apperception and motivated students to learn. The core learning activities begin by asking students to observe and examine the pictures of an object that has been prepared. Next, the researcher asked questions about the picture. Each student is asked to think (Think) and then discuss in pairs (Pair) with their study group. After the questions can be answered, the students then share the answers to each group member. The next step, students present the results of their group discussions in front of the class. Other students respond to the results of their friends' presentations. At the end of the learning activities the teacher/researcher gives an apperception of the students' work, then the teacher gives an individual evaluation.

The results obtained from student evaluations in the second cycle of learning actions are outlined by the researchers in the table below.

**Table 2. Student Evaluation Results in Cycle II Learning Actions**

<b>Group Name</b>	<b>Name</b>	<b>Group Percentage</b>	<b>Individual Value</b>	<b>Information</b>
Spiderman	Razi Fahima	91,25%	95	Complete
	Muhammad Hidayat		95	
	Naufal Al-Zikri		90	
	Nasyifa Hafida		85	
Tinker Bell	Chairunnisa	93,75%	95	Complete
	Salsabilla Azra		100	
	Cut Nazla Azzahra		90	
	Intan Safira		90	
Frozen	Kiran Azzahra	90%	100	Complete
	Nur Asyifa		85	
	Cut Parisya Aqila		85	
	Cut Rafifa Qanita		90	
Iron Men	Said Akram Ikramullah	96,25%	100	Complete
	Rafif Rizatullah		100	
	Muhammad Lutfi		95	
	Muhammad Zufar		90	
Doraemon	Rahmatia Fajra	85%	80	Complete
	Rizka Fazila		85	
	Sara Fina		90	
	Lisa Humaira		85	
<b>Amount</b>		<b>456,25</b>	<b>1,825</b>	
<b>Average value</b>		<b>91,25</b>	<b>91,25</b>	

Based on the table above, it can be concluded that there is an increase in student learning outcomes that are very good with the application of the Think Pair Share learning model in Arabic vocabulary learning, this can be seen from the average value obtained by students in cycle II which is 91.25 and has reached the target value set by the researcher.

#### c. Observation

The results of observations in cycle II produced findings that were different from cycle I, overall the learning steps in cycle II could be implemented well.

Students can take part in learning happily, enthusiastically and compactly in sharing ideas with their partners. Significant learning outcomes are indicated by an increase in students' motivation and participation in participating in activities.

From the observations, it can be seen that almost all students do the assignments given by the teacher and also present their observations on the Arabic vocabulary material presented, in cycle II the teacher only directs students and guides students in understanding the material, no need to explain anymore as before, here students look more independent and active in sharing knowledge with friends in the group, as well as in responding to the ideas of other groups.

#### d. Reflection

Based on the data and findings in the learning process cycles I and II, the researchers found an increase in student learning outcomes. Students look happy and motivated in the learning process by using the Think Pair Share model. The number of students who obtained satisfactory scores in the second cycle also increased from the first cycle. Thus, the researcher concluded that the application of the Think Pair Share learning model was able to improve the ability of the fourth graders of SDN 3 Beureunuen in mastering Arabic vocabulary.

## CONCLUSION

Based on the results of the study, it can be concluded that learning Arabic using the Think Pair Share type of cooperative learning model can improve the ability of fourth graders at SDN 3 Beureunuen in mastering Arabic vocabulary. This is indicated by the percentage of group scores and the average value of students in the first cycle of 64.5 and experienced a significant increase in the second cycle of 91.25. The Think Pair Share learning model used is very suitable to increase students' active participation in thinking, collaborating and sharing with other friends. The suggestions that researchers can give based on the results of this study are; Think Pair Share cooperative learning model can be used as a reference and alternative for teachers to overcome learning problems in the classroom.

## REFERENCES

- Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, (Malang: UM Press, 2014)
- Cholis Sa'dijah, *Penerapan Pembelajaran Kooperatif Think Pair Share (TPS)*, (Malang: Lembaga Penelitian UM, 2006).
- Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Jakarta: Ghalia Indonesia, 2014).
- Ibrahim, R. dan Nana Syaodih S. *Perencanaan Pengajaran*. (Jakarta: Rineka Cipta. 2003).
- Istarani, *58 Model Pembelajaran Inovatif*, (Medan: Persada, 2011).
- Jamil Suprihatinigrum, *Strategi Pembelajaran: Teori & Aplikasi*, (Yogyakarta: Ar-Ruzz Media, 2013).
- Moh Ainin, *Metodologi Penelitian Peningkatan Kualitas Pembelajaran Bahasa Arab (Teori dan Praktik)*, (Malang: Bintang Sejahtera, 2014).

- Nana Syaodih Sukmadinata, *Metodologi Penelitian Tindakan*, (Bandung: Rosda Karya, 2010).
- Trianto Ibnu Badar, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2010).
- Trianto Ibnu Badar, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik*. (Jakarta: Pustaka Publisir. 2007).
- Umar Tirtahardja, *Pengantar Pendidikan*, (Jakarta: Rineka Cipta, 2005).
- Yayan Dwitasari, *Strategi-Strategi Pembelajaran*, (Jakarta: Gramedia, 2005).