



## Improving Student Learning Outcomes in Arabic Learning Through the Think Pair Share (TPS) Model

Sumita Sabilla<sup>1</sup>, Akmal Walad Ahkas<sup>2</sup>

<sup>1,2</sup>(Universitas Islam Negeri Sumatera Utara, Medan, Indonesia)

\* Corresponding Author. E-mail:

<sup>1</sup>[sumitasabilla10@gmail.com](mailto:sumitasabilla10@gmail.com), <sup>2</sup>[akmalwaladahkas@uinsu.ac.id](mailto:akmalwaladahkas@uinsu.ac.id)

Receive: 10/01/2023

Accepted: 10/02/2023

Published: 01/03/2023

### Abstract

*In teaching and learning activities, many factors are associated with student learning outcomes. One of them is the learning model. Processes to improve student learning outcomes in the learning process can be formed through the Think-Pair-Share Cooperative Learning model because Student-centered learning and requires them to independently complete case studies and share knowledge. This study aimed to improve student learning achievements after the cooperative learning models applied the type a Think-Pair-Share on the subject Bahasa Arab Minat : Fi'il Shahih, Mu'tal, and Fi'il Madhi in X-IIK 1 MAN 1 Medan. This type of research is Classroom Action Research. This research was conducted in two cycles, the cycle I use pre-test and reflection, the cycle II using post-test. Data obtained from this research analyzed by qualitative descriptive method. The results of this research is by implementing learning model Think-Pair-Share (TPS) can improve student learning outcomes. This is demonstrated by the growing results of learning, at the pre-test of 35 students, there are only a few students who reach a minimum SKM  $\geq 76$ , cycle I increased to 25 from 35 students who achieve a percentage value of the SKM class completeness 71% and the cycle II, rose to 33 from 35 students to reach a value of  $\geq 76$  SKM percentage completeness the class of 94%. The response of students in learning using learning model Think-Pair-Share of 84%.*

**Keywords:** Think-Pair-Share Model, Learning Of Arabic, improve learning results, Classroom Action Research

### Abstrak

Dalam kegiatan belajar mengajar, banyak faktor yang berhubungan dengan hasil belajar siswa. Salah satunya adalah model pembelajaran. Proses untuk meningkatkan hasil belajar siswa dalam proses pembelajaran dapat dibentuk melalui model Think-Pair-Share Cooperative Learning karena pembelajaran berpusat pada siswa dan mengharuskan mereka untuk secara mandiri menyelesaikan studi kasus dan berbagi pengetahuan. Penelitian ini bertujuan untuk meningkatkan prestasi belajar siswa setelah model pembelajaran kooperatif menerapkan tipe a Think-Pair-Share pada subjek Bahasa Arab Minat : Fi'il Shahih, Mu'tal, dan Fi'il Madhi pada X-IIK 1 MAN 1 Medan. Jenis penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini dilakukan dalam dua siklus, yaitu siklus I menggunakan pre-test dan refleksi, siklus II menggunakan post-test. Data yang diperoleh dari penelitian ini dianalisis dengan metode deskriptif kualitatif. Hasil penelitian ini adalah dengan menerapkan model pembelajaran Think-Pair-Share (TPS) dapat meningkatkan hasil belajar siswa. Hal ini ditunjukkan dengan semakin berkembangnya hasil pembelajaran, pada pre-test 35 siswa hanya ada beberapa siswa yang mencapai SKM minimal  $\geq 76$ , siklus I meningkat menjadi 25 dari 35 siswa yang mencapai nilai persentase ketuntasan kelas SKM 71% dan siklus II, naik menjadi 33 dari 35 siswa mencapai nilai

≥76 SKM persentase ketuntasan kelas 94%. Respon siswa dalam pembelajaran menggunakan model pembelajaran Think-Pair-Share sebesar 84%.

**Kata kunci:** Model Pembelajaran *Think-Pair-Share*, Pembelajaran Bahasa Arab, hasil belajar, Penelitian Tindakan Kelas

## INTRODUCTION

Education is a necessity for every human being on this earth. Because through education, every human being can train himself to become a whole person (Hamengkubowono, 2016:1). Based on UU Number 20 of 2003 article 1 paragraph 1, which reads: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills possessed by themselves, society, nation and state". In life, education plays a very important role in ensuring the survival of the state and nation, because education is a bridge to improve and develop the quality of Human Resources.

Sukewi (1994:19) said that education is a teaching and learning activity in which there are interrelated components including teaching objectives, teachers, students, teaching materials, teaching methods/strategies/models, and educational media tools. Humans gain knowledge through the sources available to obtain it (Teguh Triwiyanto, 2021:20). Learning resources in the form of an environment that can be used for learning are: buildings / lecture halls, storage centers, learning packages, libraries, laboratories, studios, auditoriums, museums, historical buildings, and the most famous is the School (Muhammad, 2018: 12). According to the Big Indonesian Dictionary, a school is a building or educational institution for learning and teaching, as well as a place to receive and member lessons. As we already know that school is one of the places for students to

study. Seeing the reality until now the school is still trusted by most members of the community as a place to learn, practice skills, absorb education, or a place for the process of maturing children.

The school also has an equal level, one of which is Madrasah Aliyah. Madrasah Aliyah is a public high school with a characteristic of Islam organized by the Ministry of Religion. Madrasah Aliyah not only followed a general pattern but also developed a special type, namely in the religious field (Maksum, 1999: 158). So, it can be said that with the presence of Madrasah Aliyah in the midst of society, someone who is insightful of general and religious knowledge and skills will be created so that if it is connected with the progress of Science and Technology that is developing so rapidly in this era which is disputed by Religious Science, education in MA is very supportive to improve human resources, especially in MAN 1 MEDAN, who have prepared their students as professional and competent students in their fields.

During the implementation of learning, learning problems that affect learning achievement are often related to attitudes towards learning, motivation, concentration, processing teaching materials, study habits, teacher factors, learning models, social environment and facilities and infrastructure (Aunurrahman, 2014: 178). And one of the factors that must be considered is the way students learn related to the learning model (Leni and Sholehun, 2021: 71). A learning model is a planning process that is used for guidance in the learning process. The learning model is also a form of approach used in order to shape changes in student behavior in order

to increase motivation in learning (Ponidi et al, 2021: 10). Learning carried out at MAN 1 MEDAN, at a certain time still uses conventional methods (lecture methods). Learning methods / models that are less varied will seem monotonous and cause students to easily feel bored during teaching and learning activities. In general, teachers still use conventional methods (lecture methods), discuss package books and LKS / UKBM, and at the end always hold a Q&A as a reflection of learning, where when the Q&A session is held the majority of students do not make good use of it, so learning seems monotonous and learning is less varied. According to researchers, this is what causes students to feel bored and tend to be engrossed in their own world with their deskmates. If examined further, the low response of students can have an impact on learning outcomes. When the researcher conducted an interview with a teacher in the field of Arabic Interest, the researcher took an example of the scores of students in the subject Bahasa Arab Minat class X-IIK 1 in the 2022/2023 academic year, it was known that the scores of students who had not reached the Minimum Completion Standard (SKM) were 11 students or around 31.43% of the total 35 students. The KKM score for the subject Bahasa Arab Minat in Ilmu-Ilmu Keagamaan (IIK) class is 76.

Table 1. Student Completeness

School Year	Number of Students	KKM value	Uncomplete Students	Complete Students	Percentage of Student Completion
2022-2023 (Odd)	35	76	11	24	68,57%

Through Table 1 above, it can be seen that the percentage of completed students is still 68.57% in class X-IIK 1 MAN 1 Medan in the subject Bahasa Arab Minat. And judging from an observation made by

researchers, researchers concluded that students' responses and participation to learning still look low and the majority of students are still engrossed in their own world by daydreaming, playing with their deskmates and other similar things, so according to researchers the TPS or Think-Pair-Share model is very suitable to be applied to learning in class X-IIK 1 MAN 1 Medan to improve student learning outcomes after learning and attracting the attention of students to be more interested in following the learning well, fun and regularly.

The Think-Pair-Share (TPS) type learning model is one of the learning models that requires students to be active and critical during teaching and learning activities, because group success is the main thing in this learning model, students who are lacking in learning will get help from other students who are better at learning. Think-Pair-Share (TPS) also is a teaching strategy thought to increase in-class participation, especially with shy students. After thinking for themselves, students talk to their seatmate to exchange their ideas and finally show their willingness to participate in-class by raising their hand (Lukas and Susanne, 2021:1).

There are three steps to Think-Pair-Share, namely: "Thinking, Pairing, and Sharing". Active Learning type cooperative learning model: Think-Pair-Share (TPS) Based is a learning model that starts from a teacher giving a little explanation about the learning material then the teacher gives problems related to the student's subject matter and students are asked to think of solutions to the problem independently for a while (Think), then the discussion is resolved by students in pairs (Pair), then one of the student pairs is asked to share with the whole class the results of his work and proceed to the other pair, the Share stage (Trianto, 2011:61).

Based on the above, researchers are motivated to try to apply the Think-Pair-Share (TPS) cooperative learning model as an effort to improve student learning outcomes in the subject Bahasa Arab Minat in class X-IIK1 MAN 1 Medan.

## METHOD

### Types of Research

This research is Classroom Action Research. Mulayasa (2011:11) said Classroom Action Research is an effort to observe the process of learning activities in groups by students by providing an action (Treatment) that is deliberately applied with the intention of improving and improving the quality of learning.

### Time and Place of Research

- Research Time
 

The time used in the study to take data is starting from the Odd Semester of the 2022/2023 Academic Year and the first 1 month of the Even Semester of the 2022/2023 Academic Year.
- Research Place
 

This research was conducted in Class X IIK-1 MAN 1 Medan.
- Subject of Research
 

The subjects of this study were Class X IIK-1 MAN 1 Medan students, totaling 35 students.

### Research Design

Classroom Action Research is intended to improve and improve the quality of the learning process and learning outcomes (Suyitno, 2018:1). This Class Action Research uses the Coast model. The research procedure consists of four stages, namely; First, Planning. Planning activities include preparing summaries of learning materials, making concept maps of learning materials, preparing package books used in schools as learning support, compiling test question kits for the 1st cycle (post-test) and 2nd cycle (pre-test), and making evaluation sheets. Second, Action. Teacher action activities applying the TPS model include initial activities, core activities and

final activities contained in the RPP. Third, Observation. Observation activities process of collecting data during the teaching and learning process, compiling observation sheets, recording the scores of student learning outcomes in the form of quizzes and the like and writing evaluations. Fourth, Reflections. The teacher and the observer discussed the results of observations obtained during the teaching and learning process. The results of this reflection are used to measure the success rate of application of the Think-Pair-Share model and as a basis for taking action at the next meeting (Sugiyono, 2015: 47-48).

Each stage consists of two cycles and each cycle consists of three meetings. The 1st cycle consists of the 1st meeting, namely special observation and providing post-test questions, and the 2nd meeting begins to carry out learning by applying the Think-Pair-Share model with Fi'il Shahih and Fi'il Mu'tal material and providing reflection questions. At the 3rd meeting, the second cycle of applying the Think-Pair-Share model in learning on Fi'il Madhi material and providing post-test questions, and finally the 4th meeting distributed a questionnaire of students' responses to the Think-Pair-Share learning model interspersed with playing some Arabic ice breaking.

There are three syntactics of TPS implementation, namely; First, the teacher provides a stimulus in the form of questions about the learning material and provides opportunities for students to think through the discussion process, secondly pairing students to discuss, giving information to each other with classmates in order to solve problems, thirdly sharing students communicating the results of discussions in front of the class (Suprijono, 2012: 91).

### Research Instruments

The instruments used in this study are as follows:

- Observation Sheet

Observation Sheets are used by researchers as a guideline in making observations to obtain accurate data. The observation sheet is also used to monitor and evaluate each action, so that observation activities are inseparable from the context of the problem and the purpose of the research. The observation sheets used in this study are:

- Student Activity Observation Sheet  
This observation sheet is used to find out and record student activities and activities throughout teaching and learning activities using the Think-Pair-Share learning model.
- Learning Outcomes Test  
This test is made based on the objectives to be achieved, namely knowing the results of student learning achievement on Fi'il Shahih, Mu'tal, and Madhi material after carrying out teaching and learning activities with the Think-Pair-Share model, both in cycle I and cycle II.
- Questionnaire  
This questionnaire is given to all students aiming to find out students' responses to teaching and learning activities using the Think-Pair-Share cooperative learning model.
- Interview  
This interview was conducted by the Teacher of Arabic Interest, namely Ustadz Khoiri Pusanto, S.Pd as a research resource person to complete the existing data.

## RESULT AND DISCUSSION

### Student Activities and Learning Outcomes

This study uses Class Action Research (PTK) so that in the cycle carried out there are several cycles, and each cycle has four stages, namely Planning, Action,

Observation, and Reflection. In this learning, the researcher delivered theoretical and practical material directly in the classroom to the Think-Pair-Share learning model on Fi'il Shahih, Mu'tal, and Madhi material.

**Table 2.** Student Learning Outcomes

No	Completed Students	Incomplete Students	Average
1	24	11	70,7 1
2	25	10	76,1 2
3	33	2	80,0 1

Based on Table.2 the learning outcomes of class X-IIK 1 MAN 1 Medan students in the subject Bahasa Arab Minat are included in the moderate category. This can be seen in the results of pre-action observations made by researchers where the number of students in the complete category was 68.57% or as many as 24 students and in the incomplete category was 31.43% or as many as 11 students with an average class obtained of only 70.71 where it had not reached the Minimum Completion Criteria (KKM) of 76.00.

By the results of observations in the pre-action, then carried out cycle 1 action with the percentage of student completion reaching KKM of 71% with the number of students 25 while the incomplete reached a percentage of 29% with the number of students 10, and with an average student learning outcome of 76.12 where it has reached the predetermined initial KKM.

In the first cycle of the Pair stage, most students are not yet willing to share ideas or find an idea with their deskmates, even though pairing and discussing activities in finding ideas to solve problems together are very important in a process of teaching and learning activities, especially

in the application of the Think-Pair-Share learning model. At this stage students are trained to dare to express ideas or opinions and students also learn to value the ideas or opinions of others while still referring to the material, case studies, and learning objectives. In cycle I, when students are given the opportunity to pair up and share ideas to solve the given questions with their deskmates, students should discuss with each other in doing the questions given, but most students only focus on their respective work / activities and do not discuss with their deskmates. It can be said that the majority of students, rather hand over the assignments to their deskmates alone without seeing the stage of the pair that should be.

From the results of reflections on cycle I, researchers together with teachers of Arabic subjects Interest agreed to carry out an advanced cycle, namely cycle II to improve student activities and learning outcomes as well as student completion in cycle I, because in cycle I it has not reached the target that has been determined by the researcher, namely 80% of students have successfully completed and researchers also want to achieve the target of implementing well the Think-Pair-Share learning model.

After the second cycle action is carried out with the application of the Think-Pair-Share learning model, it can be seen that the percentage of learning completion has increased compared to cycle I. The percentage of completeness of learning outcomes in cycle II is 94% with the number of students of 33 students, while the incomplete ones reach 6% with the number of students of 2, with an average student learning outcome in cycle II of 80.01. The results of cycle II have exceeded the research achievement indicator of 80%.

With the implementation of the Think-Pair-Share cooperative learning model in Class X-IK 1 MAN 1 Medan,

student learning outcomes on cognitive aspects have increased further than before using the Think-Pair-Share learning model, in addition to that students become more understanding and explore the material being studied. This is because in this learning model, students are not only given explanations from the teacher but students also get explanations from their deskmates and from other deskmates. On the other hand, students are also directed to be more sensitive in terms of thinking and sharing or sharing information with their friends. This is in line with the learning model strategy "Think-Pair-Share" introduces the idea of wait or thinking time in the interaction element of cooperative learning which is currently one of the powerful factors in improving students responses to questions" (Huda, 2013).

#### **Student Response**

The results of the assessment of student responses using the Think-Pair-Share learning model, in the aspect of enjoying participating in Think-Pair-Share (TPS) learning by 79.33%; a new learning model for students of 85.33%; Think-Pair-Share interesting learning model of 80.67%; Think-Pair-Share is easy to implement at 74.67%; learning to be responsible with a Think-Pair-Share of 80.67%; easier to learn with Think-Pair-Share by 82%; better understand the material with Think-Pair-Share of 86.67%; easier to get along with friends by 80.67%; more motivated in learning by 86%; and the next material uses a Think-Pair-Share of 70.67%. From the percentage results of each aspect, the average percentage of the assessment results of the Think-Pair-Share learning model by students was 84%.

The results of the student response analysis show that the Think-Pair-Share learning model applied in the category is very good, and can be used on Class X-IK1 MAN 1 Medan students.

#### **Barriers of Learning**

Based on the reflections and notes of researchers from cycles I and II, obstacles to learning using the Think-Pair-Share learning model are as follows:

- a. Students are less meticulous in answering the questions in the questions
- b. Lack of time utilization in doing Post-Test questions, so students are in a hurry to answer and understand the questions
- c. There are students who are not present in one group, so when the spinwheel shows the group he is advancing percentage, the group cannot be maximized at the share stage.

## CONCLUSIONS

The results of the pre-action activities showed that the results of the subject Bahasa Arab Minat in class X-IK 1 students have not been able to achieve the Minimum Completion Criteria (KKM) of 76.00. The average score of Arabic Interest in pre-action activities was 70.71 with a percentage of 68.57% of students completed with 24 students while the percentage of 31.43% of students who were not completed with 11 students.

After the implementation of cycle I actions by applying the Think-Pair-Share type cooperative learning model in cycle I, the average learning outcomes Interest of the subject Bahasa Arab Minat in Fi'il Shahih, Mu'tal, and Fi'il Madhi materials of the students of class X-IK 1 MAN 1 MEDAN increased by 76.12. Students who obtained scores achieved the Minimum Completion Criteria as many as 25 students with a percentage of 71% while students who had not reached KKM were 10 students with a percentage of 29%. The average learning outcomes Interest of the subject Bahasa Arab Minat in Fi'il Shahih, Mu'tal, and Fi'il Madhi materials in pre-action was 70.71 increasing to 70.76. So, there was an increase in the percentage of students who reached KKM from 68.57% to 71%. In cycle

II, student learning outcomes increased more than cycle I, marked by the number of students who reached the Minimum Completion Criteria was 33 students with a percentage of 94% who had reached the indicator of 80% while the average increase in class from 76.12 in cycle I to 80.01 in cycle II.

Students response to learning using the Think-Pair-Share learning model is excellent. This is evidenced by filling out the response questionnaire by students and obtaining an average percentage score of student responses of 84%. When converted into an interpretation table the percentage score falls under the excellent interpretation criteria.

So overall, it can be concluded that student learning outcomes using the Think-Pair-Share learning model have increased. This is evidenced by the acquisition of scores on the Pre-Test from 35 students, there are only a few students who achieve the Minimum Graduation Standard (SKM). In the Post-Test cycle I, there are 25 students out of 35 students who have reached SKM, with a grade completion score of 71%. In cycle II, there was an increase because there were 33 students who had reached SKM with a grade completion score of 94%.

The results of this study show that Think-Pair-Share Cooperative Learning can help Improving student learning outcomes. This study has limitations. Future studies can be carried out by periodically evaluating the learning outcomes of Bahasa Arab Minat subject through more complex tests and assessments.

## REFERENCES

- Ainin, Mohammad. (2014). *Metodologi Penelitian Peningkatan Kualitas Pembelajaran Bahasa Arab Teori dan Praktek*. Malang: CV Bintang Sejahtera

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Asrori, H I. (2012). *Strategi Belajar Bahasa Arab Teori dan Praktik*. Malang: Misykat Indonesia
- Badan Pengembangan dan Pembinaan Bahasa. (2005). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka
- Dipraya, N. W., & Suwito, D. (2015). Penerapan Model Pembelajaran Think-Pair-Share (TPS) Pada Mata Diklat Membaca Gambar Teknik untuk Meningkatkan Hasil Belajar Siswa SMK Negeri 7 Surabaya. *Jptm*, 4(1), 17–25.
- Lestari, A. F. (2019). Penerapan Metode Pembelajaran Think Pair Share (TPS) untuk meningkatkan kemampuan menulis Bahasa Arab siswa – siswi MTs Satu Atap Al – Hidayah Batu. *Pembelajaran Bahasa, Sastra, Dan Budaya Arab Di Indonesia*, 250–259. <http://prosiding.arab-um.com/index.php/semnasbama/article/viewFile/384/360>
- Fitri W, Erfan P & Sugeng. (2019). Penerapan Model Pembelajaran Think Pair Share (TPS) Pada Pembelajaran KIMIA Untuk Meningkatkan Keterampilan Berargumentasi Dan Motivasi Belajar Siswa SMA, *Jurnal Pendidikan Kimia Indonesia*, 3(1), 46-51. DOI: <https://doi.org/10.23887/jpk.v3i1.12973>
- Hermawan, A. (2011). *Metodologi Pembelajaran Bahasa Arab*. Bandung: PT Remaja Rosdakarya
- Iskandarwassid dan Sunendar, D. (2008). *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.
- Mudassir. (2016). Pengembangan Sumber Daya Pendidikan Di Madrasah Aliyah Negeri (MAN) Kabupaten Bireun, *Jurnal Ilmiah DIDAKTIKA : Media Ilmiah Pendidikan dan Pengajaran*, 16(2), 255-272. DOI: <http://dx.doi.org/10.22373/jid.v16i2.599>
- Muhammad Luqman. (2018). Using The Think Pair Share Strategy To Increase Students Active Involvement and To Improve Their Speaking Ability, *Indonesian Journal of English Education*, 5(10), 62-80. DOI: <https://doi.org/10.15408/ijee.v5i1.7679>
- Mulyasa. (2011). *Praktik Penelitian Tindakan Kelas*. Bandung: PT Remaja Rosdakarya
- Ni'mah A, Dwidjanati P. (2014). Penerapan Model Pembelajaran Think Pair Share Dengan Metode Eksperimen Untuk Meningkatkan Hasil Belajar Siswa Kelas VIII MTs. Nahdlatul Muslimin Kudus, *Unnes Physics Education Journal*, 3(2), 18-25. DOI: <https://doi.org/10.15294/upej.v3i2.3593>
- Ni Made A.S, Made S & I Nyoman S. (2015). Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share (TPS) Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Pada Mata Pelajaran Geografi Kelas X A SMA Negeri Bebandem, Kecamatan Bebandem, Kabupaten Karangasem Tahun Pelajaran 2012/2013, *Jurnal Pendidikan Undiksha*, 3(1), 1-10. DOI: <https://doi.org/10.23887/jjpg.v3i1.20476>
- Marlina, L., & Solehun. (2021). Analisis Faktor-Faktor yang Mempengaruhi Hasil Belajar Bahasa Indonesia pada Siswa Kelas IV SD Muhammadiyah Majaran Kabupaten Sorong. *Jurnal Keilmuan, Bahasa, Sastra, Dan*



- Pengajarannya*, 2(1), 66–74. <https://unimuda.e-journal.id/jurnalbahasaindonesia/article/download/952/582>
- Muharamsyah, D., Hardhienata, S., & Entang, M. (2017). Penerapan Model Student Teams Achievement Divisions (STAD) dan Think Pair Square (TPS) Untuk Meningkatkan Ketrampilan Berbicara dan Menulis Bahasa Arab Pada Siswa Kelas X SMA Terpadu Al-Ma'shum Mardiyah Cianjur. *Jurnal Manajemen Pendidikan*, 4(1), 27–37. <https://doi.org/10.33751/jmp.v4i1.416>
- Mundelsee, L., & Jurkowski, S. (2021). Think and pair before share: Effects of collaboration on students' in-class participation. *Learning and Individual Differences*, 88(May), 102015. <https://doi.org/10.1016/j.lindif.2021.102015>
- Nugrah WP, Djoko S. (2015). Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share (TPS) Pada Mata Diklat Membaca Teknik Untuk Meningkatkan Hasil Belajar Siswa SMK Negeri 7 Surabaya, *Jurnal Hasil Riset*, 17-25. <https://www.e-jurnal.com/2016/08/penerapan-model-pembelajaran-think-pair.html>
- Ponidi, dkk. (2021). Model Pembelajaran Inovatif dan Kreatif. Jawa Barat: Adab (CV. Adanu Abimata).
- Porter, B D dan Hernnack, M. (2008). Quantum Learning: Unleashing the Genius In You, Diterjemahkan Oleh Alwiyah Abdurrahman. Bandung: PT Mizan.
- Rahmawati, D. (2013). Improving Students' Writing Skill for Descriptive Text Using Media (A Classroom Action Research to the 8th F Students of Junior High School in MTs Jatinom at Klaten in Academic Year 2011/2012) Thesis. Surakarta: IAIN Surakarta.
- Rouf M. (2016). Memahami Tipologi Pesantren dan Madrasah sebagai Lembaga Pendidikan Islam Indonesia, *TADARUS : Jurnal Pendidikan Islam*, 5(1), 68-92. DOI: <http://dx.doi.org/10.30651/td.v5i1.345>
- Rz. Ricky Satria Wiranata. (2018). Eksperimentasi Metode Think Pair Share Dalam Pembelajaran Bahasa Arab. *SALIHA: Jurnal Pendidikan & Agama Islam*, 1(2), 1–14. <https://doi.org/10.54396/saliha.v1i2.10>
- Salim, Haidir, & Isran R.K. (2020). *Penelitian Tindakan Kelas*. Medan: Perdana Publishing.
- Suharti, S. (2021). Penerapan Model Think Pair Share dalam Meningkatkan Motivasi, Aktivitas dan Prestasi Belajar Bahasa Arab. *Ideguru: Jurnal Karya Ilmiah Guru*, 6(2), 233–240. <https://doi.org/10.51169/ideguru.v6i2.246>
- Suhrowardi, S. (2020). Improving Writing Skills; an Implementation of “Think Pair Share” for Islamic Junior Schools Students. *Journal of Languages and Language Teaching*, 8(3), 287. <https://doi.org/10.33394/jollt.v8i3.2751>
- Slavin, R E. (2015). Cooperative Learning Teori, Riset dan Praktik. Diterjemahkan Oleh Narulita Yusro. Bandung: Nusa Media.
- Sugito, Sukewi. 1994. *Perencanaan Pengajaran*, Semarang: Ikip Semarang Press
- Sugiarto, D dan Sumarsono, P. (2014). The Implementation of Think-Pair-Share Model to Improve Student's Ability in Reading Narrative Texts, *International Journal of English and Education*, 3(3), 206-216. ISSN: 2278-4012. [http://ijee.org/yahoo\\_site\\_admin/assets/docs/21.184151514.pdf](http://ijee.org/yahoo_site_admin/assets/docs/21.184151514.pdf)

- Suprijono, A. (2012). *Cooperative Learning Teori & Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.
- Suyitno. (2018). *Metodologi Penelitian Tindakan Kelas Eksperimen dan R & D*. Bandung: Alfa Beta.
- Syafii, M. L. (2018). Using the Think-Pair-Share Strategy To Increase Students' Active Involvement and To Improve Their Speaking Ability. *IJEE (Indonesian Journal of English Education)*, 5(1), 61–80.  
<https://doi.org/10.15408/ijee.v5i1.7679>
- Trianto. (2011). *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivis*. Jakarta: Prestasi Pustaka
- Wahyuning, F., Priyambodo, E., & Sugeng, S. (2019). Penerapan Model Pembelajaran Think Pair Share (Tps) Pada Pembelajaran Kimia Untuk Meningkatkan Keterampilan Berargumentasi Dan Motivasi Belajar Siswa. *Jurnal Pendidikan Kimia Indonesia*, 3(1), 46.  
<https://doi.org/10.23887/jpk.v3i1.12973>