



## Application of Cooperative Learning Model Think Pair Share to Increase Students' Self-Confidence

**Muhammad Farid Nasrulloh<sup>1\*</sup>, Mochammad Ma'ruf<sup>2</sup>, Fitri Umardiyah<sup>3</sup>, Mohammad Ja'far Sodik Maksum<sup>4</sup>**

<sup>1</sup>Mathematics Education, Universitas KH. A. Wahab Hasbullah

<sup>2</sup>Islamic Education, Universitas KH. A. Wahab Hasbullah

<sup>3</sup>Mathematics Education, Universitas KH. A. Wahab Hasbullah

<sup>4</sup>Agroecotechnology, Universitas KH. A. Wahab Hasbullah

\*Email: [faridnasrulloh@unwaha.ac.id](mailto:faridnasrulloh@unwaha.ac.id)

---

### ABSTRACT

*This research aims to find out how effective the application of the Think, Pair, share nature is in increasing the self-confidence of students in class IX in Islamic Religious Education subjects. The research method used uses quantitative research. The research carried out is quantitative research. The experiment in this research is a quasi-experimental design type experiment. This research aims to measure the application of the Think, Pair, Share type cooperative learning model in increasing self-confidence in students. The population of this study includes all class IX students of Junior High School Private 1 Kunjang for the 2023/2024 academic year. Meanwhile, sampling was carried out using a purposive sampling technique and it was found that the research sample classes were students from classes IX-F and IX-G, consisting of 72 students with 36 students in each class. Data collection techniques were carried out using objective tests in the form of pretest and posttest assessments and non-tests in the form of self-confidence questionnaires, observations, and interviews. Researchers used Levene's Test. In this study, the hypothesis test used was comparative using SPSS 26.00 for Windows to calculate the t-test for two independent samples (Independent-samples t-test) and two interconnected samples (Paired-samples t-test). the application of the Think Pair Share learning model is able to increase students' self-confidence in PAI subjects in class IX at SMP Negeri 1 Kunjang.*

**Keywords:** *Think Pair Share; Students' Self Confidence; Islamic Religious Education*

---

### INTRODUCTION

The development of a country is determined by the quality of its existing population. One way to improve quality is through education. According to Law of the Republic of Indonesia Number 20 of 2003 Chapter I Article 1 concerning the National Education System. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state. Based on Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005, the learning process in educational units is carried out in an interactive, inspiring, fun, challenging and motivating manner for participants. students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the student's talents, interests, and physical and psychological development. For this reason, each educational unit carries out learning planning, implementing the learning process, and assessing the learning process to increase the efficiency and effectiveness of achieving graduate competencies.

In learning, teaching staff also need to pay attention to the main aspects, namely cognitive, affective, and psychomotor aspects. This shows that it is not only cognitive aspects that need to be considered, other aspects are also equally important. One of the affective aspects is self-confidence. Self-confidence is important in every lesson to support the implementation of learning and teaching activities in the classroom. This is not limited to certain subjects or materials, but in every subject and any material, self-confidence is important for students. One of the subjects at school is Islamic Religious Education. In Islamic Religious Education learning, educators do not only pay attention to understanding the subject matter but also to understanding students' attitudes and values. One of the attitudes needed is self-confidence. Student activity is important because being active shows that students have a confident attitude. With confidence, students will feel empowered and able to consider various available options (Basuki, 2023).

Environment is one of the keys to a person having a confident attitude. The formation of self-confidence is a process of learning how to respond to various stimuli from outside oneself through interaction with the environment. So the formation of self-confidence in a person requires intervention from other people (Amri, 2018). The environment must provide a conducive climate for a person's self-confidence to develop. Apart from that, also stated that teachers must be able to create a learning atmosphere that can develop and increase students' self-confidence. Teachers are not only teachers who provide knowledge to students but also act as educators who are able to direct and form noble attitudes in their students (Ariana, 2020).

Junior High School Private 1 Kunjang is a secondary-level educational institution that upholds a high level of learning success. Improving the quality of learning has been carried out through various efforts to be able to compete on the national and international stage, such as developing learning media, competent educators, adequate facilities and infrastructure, and a good school environment. These components aim to realize good learning which can make a quality school. Based on the results of interviews and observations with Islamic Religious Education teachers at Junior High School Private 1 Kunjang and class IX students, data was obtained that lecture, discussion, and question-and-answer methods dominate the practice of learning activities. The teacher-centered method, namely lectures, is still the choice in teaching Islamic Religious Education, so students tend to get bored and this affects the quality of their learning in class. When learning is taking place, many students are lazy and some students just chat with their friends and don't pay attention to the teacher.

Another problem found was when applying the discussion method. The teacher groups students in large groups consisting of 4-5 children. During the activity, students did not have good cooperation with their group friends (Nasrulloh, 2019). Usually, not all students have the courage to convey the results of the discussion. Students still seem shy in expressing their opinions, in fact, they still point fingers at other friends who are considered smarter to convey the results of the discussion. The weakness of this method is that the learning process in the classroom is dominated by only brave and active students, while passive students do not have the opportunity to speak. Meanwhile, of the total of 35 students that the researcher observed, there were only 4-5 active children. The gap between active and passive students can also give rise to conflict or hostility within groups or between groups because they feel superior to others. In addition, not all topics can be applied in this discussion method, because only problematic topics can be discussed.

As seen at Junior High School Private 1 Kunjang, teachers have actually made efforts to develop students' self-confidence, such as using the question-and-answer method. The teacher tries to ask questions during the lesson and teaches children gently and attentively. However, students seemed reluctant to answer. Students lack the courage to express something because they are worried, afraid, and unsure of themselves, they are afraid that their answer will be wrong. A student who has an attitude like that will have difficulty expressing his opinions and thoughts and will tend to hesitate to take steps. This can reduce motivation and courage to try new things. Based on the results of interviews with class teachers, the results were not much different from the observations made. Teachers reveal that students lack confidence in their own abilities. One of the contributing factors is the use of teaching methods that do not encourage students to increase their self-confidence. Apart from that, there is not much appreciation that teachers give to students. Following up on existing problems, a learning method is needed that allows students to be active and triggers the emergence of self-confidence. Therefore, there needs to be changes in the use of Islamic Religious Education learning models. Teachers must implement interesting and meaningful learning for students so that they can be more confident.

One learning model that suits these conditions is the think pair share cooperative learning model. According to Imani et al., (2019), think pair share can also improve self-confidence because all students are given the opportunity to participate in class. The advantage of the think pair share type cooperative learning model explained by Nafiah & Suyanto (2014) is that students are not always faced with group situations but are also required to be able to work independently to complete their assignments. This method has a Think step, this stage allows students in the class to work independently to find information, and a Pair stage, students work in groups to exchange ideas and information obtained. Next, the Share stage, provides opportunities for students to participate with friends and teachers and can present in front of the class.

## **METHOD**

The research carried out is quantitative research. The experiment in this research is a quasi-experimental design type experiment. Khuzaini & Nasrulloh (2023) revealed that the characteristics of experimental research are quasi-experimental design with nonequivalent control group design using a pretest-posttest design. This research aims to measure the application of the Think, Pair, Share type cooperative learning model in increasing self-confidence in students. The population of this study includes all class IX students of Junior High School Private 1 Kunjang for the 2023/2024 academic year. Meanwhile, sampling was carried out using a purposive sampling technique and it was found that the research sample classes were students from classes IX-F and IX-G, consisting of 72 students with 36 students in each class. Data collection techniques were carried out using objective tests in the form of pretest and posttest assessments and non-tests in the form of self-confidence questionnaires, observations, and interviews.

Researchers used test instruments in the form of pretest and posttest. According to Ebel (1986) in Putri et al., (2022) a test is a set of questions, each of which has a correct answer which is usually answered by examinees orally or in writing. The criteria for a good test is a test that can describe students' abilities. The thing that must be done before giving a test is to go through a quality test such as a validity and reliability test. This is an effective way that can be done to improve the learning process. The test is used as a cognitive assessment instrument, namely to determine the mathematical communication abilities of students who are given learning experiences with the think pair share model.

This research uses the Shapiro-Wilk Test with the help of SPSS because the sample size is  $< 100$  respondents consisting of 30 respondents. The following is the formula for the Shapiro Wilk normality test: The homogeneity test has several types, including the F, Bartlett, and Levene tests. Researchers used Levene's Test. In this study, the hypothesis test used was comparative using SPSS 26.00 for Windows to calculate the t-test for two independent samples (Independent-samples t-test) and two interconnected samples (Paired-samples t-test). Hypothesis testing was carried out in this research by comparing the self-confidence of students in the control class which used conventional learning methods and the experimental class which used the Think Pair Share learning method.

## **RESULT AND DISCUSSION**

- Result
- Test Validity

Researchers conducted content validity tests for the self-confidence questionnaire instruments and student activity questionnaires. Based on the assessment results from the validator, Mrs. Chusnul Chotimah stated that the self-confidence questionnaire was suitable for use. So, the instrument no longer needs repairs. Apart from that, researchers also carried out construct validity of the instruments that will be used. The instrument was tested on the sample from which the population was taken. As a test instrument, the data used in the validity test were 30 respondents who were samples from the research population so that the distribution of values approached a normal curve. This validity test was carried out by comparing the  $r_{count}$  value with  $r_{table}$ . The following were the results of the validity test using SPSS 26.00.

The results of the validity testing in the table I, the pretest questions containing 20 questions were filled in by 30 respondents. With a total of 30 respondents,  $r_{table} = 0.3610$ . The comparison that means the instrument was said to be valid is when  $r_{count} > r_{table}$ . So, it can be concluded that each multiple-choice pretest item from questions number 1 to 20 is said to be valid. This showed that the pretest questions, both in the form of multiple choice and description, are suitable for use as research instruments that will be applied in testing in class IX in Islamic Religious Education subjects.

**Table 1.** Result of validity pretest question

Number	r count	r table	evident
1	0,495	0,3610	valid
2	0,557	0,3610	valid
3	0,791	0,3610	valid
4	0,637	0,3610	valid
5	0,585	0,3610	valid
6	0,611	0,3610	valid
7	0,744	0,3610	valid
8	0,695	0,3610	valid
9	0,500	0,3610	valid
10	0,556	0,3610	valid
11	0,778	0,3610	valid
12	0,407	0,3610	valid
13	0,611	0,3610	valid
14	0,432	0,3610	valid
15	0,653	0,3610	valid
16	0,802	0,3610	valid
17	0,675	0,3610	valid
18	0,797	0,3610	valid
19	0,660	0,3610	valid
20	0,516	0,3610	valid

Table 2 below was the results of validity testing of the posttest questions show that the value of  $r_{count} > r_{table}$ . Therefore, the posttest instrument which consisted of 15 multiple-choice questions and 5 description questions can be declared valid. Another instrument used by researchers was a self-confidence questionnaire. Before the questionnaire was distributed to students, its validity was first tested on 30 respondents. The following were the results of the self-confidence questionnaire validity test.

**Table 2.** Result of validity post-test question

Number	r count	r table	evident
1	0,592	0,3610	valid
2	0,481	0,3610	valid
3	0,513	0,3610	valid
4	0,613	0,3610	valid
5	0,640	0,3610	valid
6	0,704	0,3610	valid
7	0,409	0,3610	valid
8	0,613	0,3610	valid
9	0,409	0,3610	valid
10	0,445	0,3610	valid
11	0,640	0,3610	valid
12	0,704	0,3610	valid
13	0,694	0,3610	valid
14	0,635	0,3610	valid
15	0,577	0,3610	valid
16	0,811	0,3610	valid
17	0,698	0,3610	valid
18	0,869	0,3610	valid
19	0,859	0,3610	valid
20	0,465	0,3610	valid

Table 3 below was this self-confidence questionnaire consisted of 10 statements with 5 answer chose based on a Likert scale. With a total of 30 respondents, the  $r_{table}$  value = 0.3610. From statements number 1-10, the  $r_{count}$  value was greater than the  $r_{table}$  value, then the data was declared valid.

**Table 3.** Result of the self-confidence questionnaire validity test

Number	r count	r table	evident
1	0,906	0,3610	valid
2	0,821	0,3610	valid
3	0,830	0,3610	valid
4	0,715	0,3610	valid
5	0,889	0,3610	valid
6	0,906	0,3610	valid
7	0,404	0,3610	valid
8	0,590	0,3610	valid
9	0,710	0,3610	valid
10	0,931	0,3610	valid

• **Reality Test**

In calculating reliability, the formula used was the Cronbach's alpha formula with a significance level of  $\alpha = 0.05$ . Reliability testing was carried out to measure the consistency of an instrument even though the instrument had been tested many times. Data can be said to be reliable if the Cronbach's alpha value was  $> 0.60$ , if the value was  $< 0.60$  then the variable being studied was said to be unreliable. Following were the results of the calculation data.

The results of the reliability test on the pretest questions can be seen that Cronbach's alpha had a higher value than the basic value, namely  $0.870 > 0.60$  for multiple choice questions and  $0.695 > 0.60$  for description questions. These calculations proved that all pretest question items were declared reliable in the high (multiple choice) and very high (description) categories. The reliability test of the posttest questions also showed positive results, namely Cronbach's alpha value  $0.859 > 0.60$  for multiple choice questions and  $0.792$  for description questions. From these results, it can be concluded that all statements in the post-test questions were declared reliable or trustworthy. Meanwhile, in Table 4.7 are the results of the reliability test for the self-confidence questionnaire. Based on the results of the reliability test on the self-confidence variable above, Cronbach's alpha is  $0.927 > 0.60$ . In conclusion, all statements in the questionnaire were declared reliable.

• **Normality Test**

Normality test results were carried out with the help of SPSS 26.00 for Windows using the Shapiro Wilk test because the sample size was less than 100 respondents. The basis for decision making is that if the resulting value was less than 0.05 then the distribution was considered abnormal, conversely, if the result obtained was more than 0.05 then the distribution was declared normal. The results of the normality test of the student self-confidence questionnaire and learning outcomes were presented in the following table:

**Table 4.** Result of the Normality test

Data	Sig. (P)	Criteria	<i>Dividend</i>
Questionnaire before treatment	0,559	$> 0,05$	normally distributed
Questionnaire before treatment	0,776	$> 0,05$	normally distributed
Pretest	0,559	$> 0,05$	normally distributed
Posttest	0,776	$> 0,05$	normally distributed

Based on the data in Table 4, it was known that the significance value of the questionnaire data and learning outcomes for the experimental class and control class was greater than 0.05 so it can be stated that the data obtained is normally distributed.

• **Homogeneity Test**

The homogeneity test was used to determine whether samples taken from the same population were uniform or not. This research's homogeneity test used the Levene test via SPSS 26.00. The significance criterion in this research was 5%. Data was considered to have a homogeneous variance if the probability value is  $> 0.05$ , whereas data was considered to have an inhomogeneous variance if the probability value is  $< 0.05$ . The results of the homogeneity test of student self-confidence questionnaire data and learning outcomes (pretest and posttest) for both the experimental class and control class can be seen in the following table:

**Table 5.** The result of the Homogeneity test

	Levene Statistic	df2	Sig.	Devidend
Questionnaire before treatment	0,40	68	0,842	Homogent
Questionnaire before treatment	3,009	68	0,087	Homogent
Pretest	0,379	68	0,540	Homogent
Posttest	0,908	68	0,344	Homogent

Based on the calculation results, it can be seen that the significance value of the student collaboration ability questionnaire, pretest, and posttest had a significance level of 0.842, 0.087, 0.540, and 0.344, namely more than 0.05, so it can be stated that the research data had the same variance (homogeneous).

• **Hypothesis Test**

This hypothesis testing was carried out to prove the problem being researched. Hypothesis testing was carried out using SPSS 26.00 for Windows to calculate the t-test for two independent samples (Independent-samples t-test) and two interconnected samples (Paired-samples t-test). Independent hypothesis testing--samples t-test was carried out to see the differences in students' self-confidence in the control class which used conventional learning methods and the experimental class which used the Think Pair Share learning method. Meanwhile, the t-test (Paired-samples t-test) was used to see the increase in student self-confidence. The data used were questionnaires before and after treatment in the experimental class and control class. The basis for knowing whether Ho or Ha is accepted or rejected is based on testing criteria, namely if the Sig. (2-tailed) < significance level of 0.05, then Ha was accepted. Meanwhile, if the Sig. (2-tailed) > significance level is 0.05, then Ho is accepted.

Sig value results. Levene's Test for Equality of Variances is  $0.087 > 0.05$ , so it can be interpreted that the data variance between the control class and the experimental class is homogeneous or the same. Meanwhile, in the t-test for Equality of Means, the Sig value is known. (2-tailed) is  $0.000 < 0.05$ , which means the significance value was less than 0.05 so Ho is rejected and Ha is accepted. So, the results of the t-test (Independent-samples t-test) calculations can be concluded that there is a significant difference in students' self-confidence in the experimental class which used the think pair share type cooperative learning model with the control class which uses the conventional learning model.

• **Discussion**

This research aims to determine the process of implementing the Think Pair Share type learning model and increasing students' self-confidence in implementing the Think Pair Share type learning model compared to existing learning methods in class IX of Junior High School Private 1 Kunjang. The sample in this study was 70 students from class IX-F as the control class and IX-G as the experimental class. This research is a quasi-experimental type of experimental research with a nonequivalent control group design. In this study, 2 class groups were compared. The control class carries out learning activities using existing methods, namely lectures and questions and answers. Meanwhile, the experimental class applies the Think Pair Share type learning method.

What the researchers paid attention to when conducting classroom observations and interviews with class teachers was that the teaching of Islamic Religious Education lessons was less varied so it did not generate interest in the learning process. The obstacle that arises is that when learning takes place, many students are lazy, and embarrassed when answering questions or expressing opinions and are only dominated by a few students who are active in class. This can trigger a decline in students' interest in Islamic Religious Education subjects. An interest in learning needs to be developed so that students have an interest and enthusiasm in learning. When interest is lost, another impact that can arise is that the learning process is less than optimal, which can result in low learning outcomes. Thus, a confident attitude has a major contribution to improving student learning outcomes.

This initial data shows that there is still a need to increase student confidence in Islamic Religious Education learning. Therefore, researchers chose the Think Pair Share type learning model to increase students' self-confidence. This learning model has three stages. First, the think stage, allows students in the class to work independently to find information and gives students time to think. Second, in the pair stage, students work in pairs to exchange ideas and information obtained. Next is the sharing stage, conveying in the form of a presentation the results of the discussions they have held. Each learning stage is in line with strategies to increase student self-confidence. Through the think, pair, and share stages, students can train their courage, practice their ability to discuss with friends, express opinions, ask questions, and have more opportunities to participate with other people.

Based on the research results, information was obtained that students' level of self-confidence was low. The researcher gave a self-confidence questionnaire before the treatment was given in the control class and experimental class and the results of the questionnaire showed no significant differences. The average score on the self-confidence questionnaire in the control class was 34 and in the experimental class, it was 32 out of a range of 50. After the treatment was given in the experimental class, the average score increased to 42, while the average score on the questionnaire in the control class with the learning method lectures and discussions was 37.

In the comparison of before and after questionnaire data, researchers analyzed the increase in self-confidence with the N-Gain test. The results of the experimental class calculations can be concluded that the effectiveness value of N-Gain for the experimental class is 58%, which means that the application of the Think Pair Share learning model is quite effective in increasing students' self-confidence. Meanwhile, the average N-Gain score for the control class was 0.21, which means it is included in the low category with an effectiveness percentage level of 21%, which means it is not effective.

Researchers also analyzed student learning outcomes both before and after implementing the Think Pair Share learning model for the experimental class and the existing learning model in the control class. The average pretest result in the control class was 64 and in the experimental class, it was 62. After the pretest was given, each class was given a different treatment. Then, at the end of the meeting, both classes were given a posttest with an average result of 82 for the control class and 83 for the experimental class. From the results of the N-Gain test, it can be seen that the calculated percentage of the N-Gain test score in the experimental class is 56%, which means it is quite effective. Meanwhile, the percentage of N-Gain score in the control class is 46%, which means it is less effective. The development of students' self-confidence can also be seen from the results of observing students' activities in the experimental class when learning takes place. The data shows that the average assessment of learning implementation from the first to the third meeting continues to increase by 25%, which means that the implementation of the Think Pair Share learning model in class 9G as an experimental class through observing student activities can be implemented actively.

During the research, there were several obstacles faced by researchers. First, there is a need for adaptation for students to understand and apply the stages of Think Pair Share learning in class. Second, students need time to get used to discussing a particular topic and presenting in front of the class. Of course, this cannot happen in a short time because students have to have the courage to present the material in front of their friends. Third, it is necessary to provide breaks for active students in class so that they do not dominate learning activities and provide opportunities for other students to ask and answer questions. However, the implementation of the Think Pair Share type learning model has been able to increase student self-confidence, and learning outcomes, and get positive responses from students. The increase in students' self-confidence in Islamic Religious Education learning can be shown by the increase in questionnaire results from before until the learning model was implemented.

## **CONCLUSIONS**

The process of implementing Think Pair Share has been carried out in accordance with the specified steps. The development of student self-confidence during the implementation of Think Pair Share has increased. This is based on research results obtained by data analysis and hypothesis testing. The role of the control class in this research is as a comparison with the experimental class, each of which has a different learning model. The research results also showed that there were differences in students' self-confidence between the control and experimental classes. Students' self-confidence in the experimental class was higher than in the control class. Apart from that, the level of self-confidence is also directly proportional to the increase in student learning outcomes. This was obtained from pretest and posttest data in the experimental and control classes. Learning outcomes in the experimental class have

increased while learning outcomes in the control class tend to stagnate. Thus, the application of the Think Pair Share learning model is able to increase students' self-confidence in Islamic Religious Education subjects in class IX at Junior High School Private 1 Kunjang.

## REFERENCES

- Amri, S. (2018). Pengaruh Kepercayaan Diri (Self Confidence) Berbasis Ekstrakurikuler Pramuka Terhadap Prestasi Belajar Matematika Siswa Sma Negeri 6 Kota Bengkulu. 03(02).
- Ariana, T. A. (2020). Self-Confidence Improvement Through Think Pair Share To Students of Buddhist Sunday School In Banyuwangi. *Jurnal Pencerahan*, 13(2), 44–54. <https://doi.org/10.58762/jupen.v13i2.54>
- Basuki, A. (2023). Hubungan Kepercayaan Diri Dengan Keaktifan Siswa Dalam Diskusi Kelompok Pada Mata Pelajaran Akidah Akhlak. 1(2).
- Imani, P. G. K., Zahara, R., & Suherman, F. (2019). Penerapan Model Pembelajaran Koopertif Tipe Think Pair Share Untuk Meningkatkan Rasa Percaya Diri Peserta Didik. *Jurnal Pendidikan Dan Pembelajaran Ekonomi Akuntansi*, 109–118.
- Khuzaini, N., & Nasrulloh, M. F. (2023). The Effect Of The Pair Check Type Cooperative Model On Mathematics Learning Outcomes Of 5th Grade Students. *Progres Pendidikan*, 4(1), Article 1. <https://doi.org/10.29303/prospek.v4i1.312>
- Nafiah, Y. N., & Suyanto, W. (2014). Penerapan model problem-based learning untuk meningkatkan keterampilan berpikir kritis dan hasil belajar siswa. *Jurnal Pendidikan Vokasi*, 4(1). <https://doi.org/10.21831/jpv.v4i1.2540>
- Nasrulloh, M. F. (2019). A Penerapan Model Kooperatif Tipe TPSq (Think Pairs Square) untuk Meningkatkan Kreativitas dan Prestasi Belajar Matematika Siswa Sekolah Dasar. *Eduscope: Jurnal Pendidikan, Pembelajaran, Dan Teknologi*, 5(1), Article 1. <https://doi.org/10.32764/eduscope.v5i1.342>
- Putri, H., Susiani, D., Wandani, N. S., & Putri, F. A. (2022). Instrumen Penilaian Hasil Pembelajaran Kognitif pada Tes Uraian dan Tes Objektif. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 4(2), 139–148. <https://doi.org/10.36232/jurnalpendidikandasar.v4i2.2649>