

Analysis Of Learning Using The Think-Pair-Share Model On Students' Social Interaction

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Abstract: This study aims to analyze student social interaction in Al-Qur'an Hadith learning through the application of the Think-Pair-Share (TPS) cooperative learning model. The study used a qualitative approach with a descriptive method conducted in class VIII MTs Negeri 1 Tanjung Jabung Timur. Data were collected through observation, in-depth interviews, and documentation, then analyzed using an interactive model that included data reduction, data presentation, and conclusion drawing. The results showed that the application of the TPS model was able to create a more active, interactive, and enjoyable learning atmosphere. Students' social interactions developed through paired discussions, group work, class presentations, and mutual respect for opinions. Each stage in the TPS model had a different contribution, namely the think stage trained independent thinking, the pair stage encouraged cooperation and exchange of ideas, and the share stage increased the courage to express opinions and communication skills. In addition, the role of the teacher as a facilitator proved to be important in managing classroom dynamics and encouraging student participation. However, this study also found that the level of student participation was not yet evenly distributed due to differences in motivation and self-confidence. Therefore, a more inclusive classroom management strategy is needed so that all students can be optimally involved in cooperative learning.

Keywords: Think-Pair-Share, Social interaction, Cooperative learning, Al-Qur'an Hadith, Student participation.

How to Cite: Salmah, U. & Husarida, H. (2026). Analysis Of Learning Using The Think-Pair-Share Model On Students' Social Interaction. *At-Ta'lim: Jurnal Pendidikan*, 12 (1), 96-105. <https://doi.org/10.55210/attalim.v12i1.2428>

Introduction

Education is essentially not just a process of transferring academic knowledge, but a social ecosystem that aims to develop the full potential of students, including cognitive, affective, and psychomotor aspects. In the modern educational paradigm, the learning process is required to no longer be one-way, but must be able to create an active, interactive, and meaningful climate (Cladis, 2020; El- Sabagh A., 2021). The key to the success of this climate is the quality of social interaction in the classroom (Qiu, 2022). Social interactions between students and between students and teachers form the foundation for the social structure, norms, and values that bind the school community together (Priestley et al., 2022; Whitaker, 2019). Without healthy social interaction, learning will lose its meaning as a social process and fail to develop students' communication skills and self-confidence (Dasalinda et al., 2021).

Although the urgency of social interaction has been recognized theoretically, the reality in the field often shows contradictory conditions. Many learning practices are still stuck in a teacher-centered approach, where teachers dominate the entire process and place students as passive objects who only listen to explanations (Ghafar, 2023; Mehdizade, 2025). This one-way learning causes students to lose the opportunity to develop their social skills (Risyanto et al., 2021). As a result, classrooms become rigid; student participation in discussions is low, and the courage to express opinions is minimal

(Hantoro, 2021). If this condition is allowed to continue, students will experience fundamental difficulties in building the cooperation skills and mutual respect that are so necessary in social life (Er et al., 2020).

This issue becomes even more crucial when considered in the context of the Al-Qur'an Hadith subject at MTs Negeri 1 Tanjung Jabung Timur. Substantively, this subject teaches noble values such as *ta'awun* (cooperation) and *syura* (deliberation), which should be reflected in the behavior of students (Hadisaputra et al., 2020; Sawaluddin et al., 2022). However, initial observations in eighth grade show a gap between the values taught and the reality of classroom behavior. Students' social interactions have not developed optimally, as seen in their low initiative to ask questions, lack of courage to express opinions, and lack of collaboration among friends. It is ironic that subjects that teach social values are delivered in an antisocial and passive atmosphere. This condition indicates that the learning process has not yet effectively facilitated the internalization of social values in students' behavior. From an academic perspective, this gap highlights the need for pedagogical strategies that not only transmit religious knowledge but also structurally foster social interaction and collaborative learning experiences in the classroom. Therefore, it becomes essential to implement a learning model that can encourage structured social interaction, one of which is through the Think-Pair-Share strategy (Ting et al., 2025).

Previous studies have examined the effectiveness of cooperative learning models, particularly Think-Pair-Share (TPS), in enhancing students' cognitive aspects and communication skills. Research shows that the application of the TPS model in science learning can significantly improve the activity and communication skills of prospective teacher students through systematic stages of thinking, pairing, and sharing (Idayani, 2021). Other research in the context of secondary school learning also confirms that discussion-oriented cooperative learning strategies can increase student participation, interaction, and deeper understanding of concepts (Kurjum et al., 2020). Additionally, studies based on a collaborative approach in various educational contexts show that structured social interaction in small groups can strengthen students' communication skills, cooperation, and self-confidence (Wuryandani & Herwin, 2021).

Research by Astra et al. (2020) also confirms that cooperative learning models, including TPS, are effective in increasing student learning activities and engagement, especially in science subjects, because they provide balanced participation opportunities for each individual in the group. In general, these studies show consistent findings that TPS has a positive effect on student activity, communication, and learning outcomes. However, the main focus of previous studies was still predominantly on improving cognitive learning outcomes, classroom activities, or communication skills in general, and was more widely applied to general subjects such as science or teacher education.

Based on this research gap, this study aims to analyze the implementation of the Think-Pair-Share (TPS) learning model in the context of Al-Qur'an Hadith learning at MTs Negeri 1 Tanjung Jabung Timur. Specifically, this research seeks to examine how each stage in the TPS syntax think, pair, and share contributes to the development of students' social interactions in the classroom. The study focuses on identifying the forms of associative social interaction that emerge during the learning process, including cooperation, exchange of ideas, and interpersonal communication among students. In addition, this research aims to understand how the TPS model facilitates the internalization of social values reflected in students' participation, collaboration, and confidence in expressing their opinions during the learning activities.

Method

This study uses a qualitative approach with a case study approach to understand and interpret in depth in the context of education (Alhazmi & Kaufmann, 2022). This approach was chosen because of its relevance in exploring the meaning, process, and natural interactions in the application of the

Think Pair Share learning model and its influence on student social interactions in the Al-Qur'an Hadith subject (Mundelsee & Jurkowski, 2021). The data produced is descriptive in the form of narratives, expressions, and descriptions of factual situations, not in the form of statistics (Tuthill et al., 2020).

Research data sources are classified into two categories, namely human and non-human sources. The research subjects included the principal, Al-Qur'an Hadith teachers who applied the *Think Pair Share* learning model, and 10 eighth-grade students as key informants. Primary data was collected directly through participatory observation and in-depth interviews, while secondary data was obtained through documentation techniques to strengthen the validity of the analysis and data triangulation (Chand, 2025).

Data collection in this study was conducted through triangulation techniques that systematically integrated observation, in-depth interviews, and documentation (Schlunegger et al., 2024). Observations were carried out directly and repeatedly during the learning process in the classroom to capture the dynamics of interaction that occurred during the application of the *Think-Pair-Share* model (Huyen & Lan, 2021). The focus of the observation was not only on general learning activities, but also on communication patterns, forms of cooperation, student participation, and their responses to the stages of thinking, pairing, and sharing (Li & Tu, 2024). During the process, the researchers used structured observation sheets and field notes to record behavior, classroom situations, and the context of social interactions that arose.

In-depth and semi-structured interviews were conducted with key informants, such as teachers and students, with the aim of gaining a more comprehensive understanding of the experiences, perceptions, and impacts of the TPS model on student social interactions (Ruslin et al., 2022). The interview process not only explored general responses but also traced changes in behavior, communication patterns, levels of engagement, and obstacles encountered during the learning process. With this approach, the data obtained was not only descriptive but also reflective of the subjective experiences of the participants.

As a stage of verification and reinforcement of findings, documentation is used to collect various supporting data, such as learning tools, attendance lists, student assignment results, photos of activities, and other academic archives relevant to the research process. Document analysis was conducted to trace the conformity between learning planning, classroom implementation, and the results achieved, thereby strengthening the validity of the data obtained through observation and interviews. Thus, the use of this triangulation technique enabled researchers to obtain a more complete, in-depth, and reliable picture of students' social interactions in learning.

Data analysis was conducted interactively following the Miles et al., (2014) model, which includes three main stages: data reduction, data presentation, and conclusion drawing. In the reduction stage, researchers selected and abstracted field information to make it more focused. The data was then organized in the form of descriptive narratives and tables to facilitate pattern mapping. The final stage was drawing conclusions and verification, where the initial findings were tested for validity through consistent supporting evidence to produce credible conclusions.

This research was conducted at MTs Negeri 1 Tanjung Jabung Timur in November 2025. The location was chosen deliberately, considering that the institution has applied the TPS model in the subject of Hadith Al-Qur'an, thus providing context that is relevant to the purpose of the research.

Results and Discussion

Observation results

The results of this study were obtained through analysis of observation data, interviews, and documentation of students' social interactions in Al-Qur'an Hadith learning using the *Think Pair Share* (TPS) cooperative model. From the observation data, the following can be seen: (a) Categories and

Themes of Data Analysis Results, (b) Implementation of Think Pair Share Stages, (c) Forms of Student Social Interaction, (d) Level of Student Participation, and (e) Main Findings.

Categories and Themes of Data Analysis Results

Table 1. Categories and Themes of Data Analysis Results

No	Main Category	Subtheme	Findings Indicators
1.	Learning atmosphere	Active and enjoyable classes	Students are more interested and not bored
2.	Student interaction	Pair and group discussions	Students exchange opinions
3.	Confidence in expressing opinions	Confidence during presentations	Students are brave enough to speak in front of the class
4.	Student cooperation	Helping each other in groups	Students write, discuss, and share tasks
5.	Student participation	Active and passive	Some students are enthusiastic, some are lazy
6.	Teacher's role	Learning facilitator	Teachers guide discussions and create a conducive atmosphere

Table 1 shows that student social interaction does not stand as a single aspect, but is formed through several interrelated dimensions. The first dimension is the learning atmosphere, which is the foundation for the formation of social interaction. The data shows that an active and enjoyable classroom atmosphere encourages students to be more involved in the learning process.

The second dimension is student interaction, which is evident through pair and group discussion activities. This interaction shows an exchange of ideas and cooperation, which are key indicators of social interaction in cooperative learning. In terms of the dimension of courage to express opinions, it was found that students showed an increase in confidence, especially when they had to present the results of their discussions in front of the class.

Student cooperation is the next dimension, which shows how students help each other in completing group assignments. However, in the dimension of student participation, variations in activity levels were found, where not all students showed the same level of involvement. This shows that even though the TPS model is able to increase social interaction, individual factors still influence the level of student participation.

The final dimension is the role of the teacher as a facilitator, who functions as a guide and manager of student social interaction. Teachers not only deliver material, but also create learning conditions that enable meaningful social interaction.

Implementation of Think Pair Share Stages

Table 2. Implementation of TPS Stages in Learning

TPS Stage	Student Activities	Impact on Social Interaction
Think	Students think independently about the material	Practices independence and readiness for discussion
Pair	Students discuss with their partners	Exchange of opinions and cooperation occurs
Share	Students present the results of their discussions in front of the class	Increasing courage to express opinions

Table 2 illustrates that each stage in the TPS model has a different contribution to the formation of student social interaction. In the Think stage, students are given the opportunity to think independently. This stage serves as a process of internalizing the material, so that students are cognitively prepared before entering the interaction stage. The Pair stage is central to the formation of social interaction, because at this stage students begin to discuss with their partners. The interaction that occurs is not only an exchange of answers, but also a process of negotiating meaning, aligning

perceptions, and collaborating in compiling the results of the discussion. The Share stage serves as an external stage, where the results of the discussion are presented to the entire class. At this stage, social interaction develops to a broader level, because students interact not only with their partners, but also with the entire class. This process encourages courage to express opinions, communication skills, and mutual respect.

Forms of Student Social Interaction

Table 3. Forms of Student Social Interaction

Form of Interaction	Description of Findings	Data Source
Couples discussion	Students exchange opinions	Observation, students
Group work	Students help each other with assignments	Teacher, students
Class presentation	Students present the results of their discussions	Observation, students
Respect each other	Students listen to their friends' opinions	Observation

Table 3 shows that student social interaction occurs in various forms, ranging from pair discussions to class presentations. Pair discussions are the earliest form of interaction, where students begin to communicate directly with their friends. This interaction is intensive because it involves two individuals exchanging opinions. Group work expands the scope of interaction, as students must collaborate with more members. At this stage, social interaction focuses not only on communication, but also on the division of roles, responsibilities, and work coordination. Class presentations are a more complex form of social interaction, as students must convey ideas to a wider audience. This process involves aspects of public communication, self-confidence, and the ability to convey ideas clearly. In addition, mutual respect is an important indicator in social interaction. Observation data shows that students are able to listen to their friends' opinions, which indicates the development of social attitudes in learning.

Level of Student Participation

Table 4. Student Participation Level

Student Category	Characteristics	Impact on Interaction
Active students	Enthusiastic, often speaks	Encourages group discussion
Average students	Participate when asked	Limited interaction
Passive students	Lazy or lacking confidence	Minimal contribution to discussions

Table 4 shows differences in student participation levels in learning. Active students tend to be the driving force behind discussions, as they speak more often and express their opinions. The presence of active students can increase the dynamics of discussions, but also has the potential to dominate interactions if not managed properly.

Students with moderate participation usually get involved when asked by the teacher or friends. Their interactions are situational and do not yet fully arise from personal initiative. Meanwhile, passive students show low involvement, either due to motivation or confidence factors. This variation in participation shows that social interaction in the TPS model is not yet fully evenly distributed. This indicates the need for additional strategies from teachers to involve all students more evenly.

Research Findings Summary

Table 5. Main Findings

Main Theme	Indicators	Findings
Learning atmosphere	Active and enjoyable classes	More lively learning
Social interaction	Pair and group discussions	Exchange of opinions
Courage to express opinions	Class presentations	Students are more confident
Cooperation	Mutual assistance within the group	Increased interaction

Main Theme	Indicators	Findings
Student participation	Active and passive	Participation is not yet evenly distributed
Teacher's role	Discussion facilitator	Determines the quality of interaction

Table 5 summarizes the overall findings of the study, which show that the TPS model has a positive impact on students' social interactions. An active learning atmosphere is the initial factor that enables social interaction. Pair and group discussions are the main mechanisms that facilitate the exchange of ideas.

The courage to express opinions increases because students have the opportunity to discuss before speaking in front of the class. This strengthens students' confidence. Cooperation also develops through task sharing and group discussions. However, this study also found that student participation is not yet evenly distributed. This shows that the effectiveness of the TPS model in increasing social interaction is still influenced by individual student factors and teacher strategies in managing the class.

Interview Results

Based on interviews with the principal, teachers, and students at MTs Negeri 1 Tanjung Jabung Timur, a number of findings were obtained regarding student social interaction in learning using the Think–Pair–Share (TPS) model. The principal emphasized that social interaction is an important aspect of the learning process because it can train cooperation, communication, and mutual respect among students. Therefore, the school supports the implementation of cooperative learning models, including TPS, through policies that give teachers the freedom to choose learning methods and provide adequate facilities.

From the teachers' perspective, the application of the TPS model is considered capable of creating a more active and interactive learning atmosphere. Teachers act as facilitators who guide the discussion, provide opportunities for students to think independently, discuss with partners, and then share the results of the discussion in front of the class. Teachers also said that the material taught was relatively easy to understand so that most students could follow the discussion process well. However, there were still obstacles in its implementation, especially regarding uneven student participation. Some students tended to be passive, contributed less to the discussion, and some even showed low motivation to learn.

Meanwhile, from the students' perspective, the TPS model provides a different learning experience compared to conventional learning methods. Students said that they felt more comfortable and confident in expressing their opinions because they had discussed them with their partners beforehand. The discussion process in small groups helped them understand the material better before presenting the results in front of the class. However, not all students showed the same level of activity. Students who have high self-confidence or good academic performance tend to be more active, while students who are less motivated still show low participation.

Overall, the interview results show that the implementation of the Think–Pair–Share model has a positive impact on student social interaction, particularly in increasing their courage to express opinions, cooperation, and communication. Support from the school and the role of teachers as facilitators are important factors in the successful implementation of this model. However, the main challenge that still needs to be addressed is the uneven participation of students, so more effective classroom management strategies and motivational approaches are needed to ensure that all students are optimally involved in the learning process.

Discussion

Contemporary education demands an urgent transformation from one-way transmission pedagogy to an interactive learning climate that positions learners as active subjects in a social

ecosystem (Kurjum et al., 2020). Failure to create this interactive space marginalizes the development of social intelligence and critical reasoning, a problem that is particularly crucial in subjects with moral values such as Islamic Religious Education (PAI) and citizenship. Responding to this interaction deficit, the implementation of the *Think-Pair-Share* (TPS) cooperative learning model is not merely a group discussion technique but a structured psychopedagogical mechanism designed to reconstruct interaction patterns.

A review of the literature consistently confirms that the implementation of TPS results in a statistically significant acceleration in cognitive achievement as well as affective-psychomotor competencies (Astra et al., 2020; Wuryandani & Herwin, 2021). Cognitively, TPS facilitates critical thinking elaboration by optimizing participant engagement probability up to eight times compared to conventional methods, enabling students to collaboratively unravel complex conceptual abstractions (Kurjum et al., 2020). Simultaneously, this stage acts as a valve to reduce academic anxiety; the wall of social fear collapses when students can test their understanding with a peer before presenting their results in public. This is validated by a drastic increase in interpersonal communication competency indicators, such as the courage to maintain eye contact and clarity of articulation, which proves that TPS is capable of synchronizing high-level analytical understanding with emotional intelligence maturity (Nurulaeni & Ismaniati, 2019).

The effectiveness of associative social interaction in TPS syntax is strongly grounded in social constructivism theory. In the *Think* stage, students undergo intrapsychological cognitive internalization, which is then confronted in the *Pair* stage to trigger cognitive dissonance and accommodation of new understanding through scaffolding by peer tutors. In this paradigm, knowledge is no longer reduced to static dogma that is transmitted, but is positioned as a dialogical and situational construct. The form of associative interaction that arises organically, starting from the assimilation of perceptions, proportional division of workload, to tolerance in communication, confirms the noble function of TPS in restructuring the classroom ecology into a laboratory for empirical conflict resolution that is free from the hegemony of teacher authority (Aini et al., 2026).

Despite its solid empirical advantages, a critical review of classroom ecology observations reveals structural anomalies in the form of group dynamics pathologies that are polarized between the dominance of active students and the marginalization of passive students (Aini et al., 2026). The phenomenon of chronic social laziness often plagues cooperative models due to the diffusion of responsibility, where students with low motivation withdraw because they feel their contributions are vague or can be completely replaced by peers with higher cognitive capital. This participation gap is an inherent weakness that is exacerbated when the evaluation system only assesses the group aggregate without analyzing individual contribution metrics. Without measurable personal accountability, the implementation of TPS risks malfunctioning into an arena of free-riding, undermining intrinsic motivation, and ultimately degrading the essence of character building through cooperation.

The assignment of exclusive and non-delegable functional roles, such as synthesis analysts, script writers, and critical challengers in the *Pair* and *Share* stages, will break the chain of passivity by creating a structurally binding positive dependency. An extension of this idea, particularly in response to the hybridization of the contemporary educational ecosystem, is the integration of a Digital Evidence-Based Accountability mechanism, where students' meaning negotiations must be transparently recorded through collaborative (*cloud-based*) documents or asynchronous communication traces (Kurjum et al., 2020). This prescriptive instrument empowers educators to track the anatomy of group thinking with precision, detect the phenomenon of *social loafing* early on, and reconstruct the commitment of distracted students.

This research culminates in an effort to transcend the TPS model from a mere secular cognitive procedure to a comprehensive architecture of down-to-earth spiritual character education.

This innovation radically integrates theological dogma and local wisdom into the backbone of the syntax: the *Think* stage is elevated as a forum for *muhasabah* (introspection) and academic *istiqamah*, the *Pair* stage is engineered as an incubator for the values of *Ta'awun* (mutual assistance) and *Shura* (egalitarian deliberation), and the *Share* stage is calibrated as the fulfillment of the pillar of intellectual *Amanah* in the public sphere. Combined with an epistemological shift towards the integration of *post-human* digital instruments that are no longer seen as a threat but rather as a reinforcement of integrity, this adaptive TPS construction has successfully proven that leaps in abstract cognition and communal ethical maturity can be developed simultaneously to navigate the complexities of 21st-century educational challenges.

Conclusion

Based on the results of the research and discussion, it can be concluded that the application of the Think-Pair-Share (TPS) cooperative learning model has a positive impact on students' social interaction in Al-Qur'an Hadith learning. This model is able to create a more active, interactive, and enjoyable learning atmosphere, thereby encouraging students to participate in discussions, collaborate with peers, and express their opinions more confidently. Each stage in the TPS syntax think, pair, and share plays a complementary role in shaping students' social interaction patterns, ranging from independent thinking, collaborative discussion, to the courage to communicate ideas in front of the class.

Furthermore, the findings indicate that students' social interactions develop through various activities such as pair discussions, group collaboration, class presentations, and mutual respect for peers' opinions. The teacher's role as a facilitator is also a key factor in managing classroom dynamics and creating conditions that support meaningful social interaction. However, the level of student participation was found to be uneven due to differences in motivation, self-confidence, and individual characteristics. Therefore, more inclusive classroom management strategies and mechanisms for individual accountability are needed to ensure that all students are actively involved in cooperative learning activities.

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