

# THE EFFECTIVENESS OF THINK PAIR SHARE IN ENHANCING STUDENTS' SELF-CONFIDENCE AS AN INDICATOR OF LEARNING INDEPENDENCE IN ISLAMIC RELIGIOUS EDUCATION AT VOCATIONAL HIGH SCHOOLS

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## ABSTRAK

Pembelajaran Pendidikan Agama Islam (PAI) di Sekolah Menengah Kejuruan (SMK) idealnya mampu mengembangkan kemandirian belajar siswa, khususnya pada aspek percaya diri, inisiatif, dan tanggung jawab belajar. Namun, praktik pembelajaran di SMK Negeri 5 Bandar Lampung menunjukkan bahwa kemandirian belajar siswa masih rendah akibat dominannya metode ceramah, minimnya partisipasi aktif, serta rendahnya keberanian siswa dalam mengemukakan pendapat. Penelitian ini bertujuan untuk menganalisis efektivitas model pembelajaran Think Pair Share (TPS) terhadap kemandirian belajar siswa pada mata pelajaran PAI dengan fokus utama pada indikator percaya diri. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (quasi experiment) yang melibatkan dua kelas, yaitu kelas eksperimen yang menerapkan model TPS dan kelas kontrol yang menggunakan metode pembelajaran konvensional. Instrumen penelitian berupa angket kemandirian belajar yang telah memenuhi uji validitas dan reliabilitas dengan nilai Cronbach's Alpha sebesar 0,812. Data dianalisis menggunakan uji normalitas, uji homogenitas, dan uji Independent Sample t-test. Hasil penelitian menunjukkan nilai signifikansi sebesar 0,023 ( $p < 0,05$ ), yang menandakan adanya perbedaan signifikan kemandirian belajar antara kelas eksperimen dan kelas kontrol. Temuan ini menunjukkan bahwa model TPS efektif meningkatkan kemandirian belajar siswa, khususnya pada aspek percaya diri. Implikasi penelitian ini memberikan rekomendasi bagi guru PAI SMK untuk menerapkan model TPS sebagai alternatif strategi pembelajaran yang mendorong partisipasi aktif serta membentuk karakter belajar mandiri dan percaya diri siswa.

**Kata Kunci:** Think Pair Share; Kemandirian Belajar; Sekolah Menengah Kejuruan

## ABSTRACT

Islamic Religious Education (IRE) learning in Vocational High Schools (Sekolah Menengah Kejuruan/SMK) is ideally expected to foster students' learning independence, particularly in terms of self-confidence, initiative, and learning responsibility. However, instructional practices at SMK Negeri 5 Bandar Lampung indicate that students' learning independence remains relatively low, as evidenced by the dominance of lecture-based teaching methods, limited active participation, and students' lack of confidence in expressing their opinions. This study aims to analyze the effectiveness of the Think Pair Share (TPS) learning model in enhancing students' learning independence in IRE subjects, with a primary focus on the self-confidence indicator. This research employed a quantitative approach using a quasi-experimental design involving two groups: an experimental class implementing the TPS model and a control class utilizing conventional teaching methods. The research instrument consisted of a learning independence questionnaire that met validity and reliability requirements, with a Cronbach's Alpha coefficient of 0.812. Data were analyzed using normality tests, homogeneity tests, and an Independent Samples t-test. The results revealed a significance value of 0.023 ( $p < 0.05$ ), indicating a statistically significant difference in learning independence between the experimental and control groups. These findings demonstrate that the TPS model is effective in improving students' learning independence, particularly in enhancing self-confidence. The implications of this study recommend that IRE teachers in vocational high schools adopt the TPS model as an alternative instructional strategy to promote active participation and to develop students' independent and self-confident learning character.

**Keywords:** Think Pair Share, Self-regulated Learning, Vocational High School



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## A. Introduction

Ideally, Islamic Religious Education (IRE) learning in Vocational High Schools (VHS) should be oriented toward developing students' learning independence, which includes the ability to manage learning time, select appropriate strategies, seek learning resources independently, and complete academic tasks responsibly without excessive dependence on teachers or peers<sup>1</sup>. Learning independence is closely related to students' self-confidence, as confident learners are more capable of understanding learning materials, expressing ideas, and making decisions during the learning process<sup>2</sup>. Therefore, IRE learning should provide learning experiences that encourage students to become independent, responsible, and confident learners in a sustainable manner.

However, the learning reality at SMK Negeri 5 Bandar Lampung indicates that students' learning independence has not yet developed optimally. The learning process is still dominated by lecture-based methods, resulting in limited student participation and low opportunities for independent thinking and discussion. This condition particularly affects students' self-confidence, as many students hesitate to express their opinions, fear making mistakes, and rely heavily on teachers and peers during the learning process. The lack of variation in instructional models further reduces students' initiative and responsibility in learning, thereby weakening the effectiveness of IRE learning.

One learning model that is considered capable of addressing these challenges is the Think-Pair-Share (TPS) model. TPS emphasizes a structured learning process through three stages: independent thinking (think), paired

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<sup>1</sup> Rezkiyana Hikmah et al., "Self-Directed Learning: A Key Factor in Mathematical Logical Courses," *Lentera Sriwijaya: Jurnal Ilmiah Pendidikan Matematika* 6, no. 1 (2024): 1-13; Nabila Salma and Asmadi Alsa, "The Role of Self-Regulated Learning and Student Engagement in Academic Activities towards Math Achievement," *International Journal of Islamic Educational Psychology* 4, no. 2 (2023): 276-290; Liu Caixia, Zainudin Abu Bakar, and Xu Qianqian, "Self-Regulated Learning and Academic Achievement in Higher Education : A Decade Systematic Review," *INTERNATIONAL JOURNAL OF RESEARCH AND INNOVATION IN SOCIAL SCIENCE (IJRISS)* 9, no. 3 (2025): 4488-4504; Iin Dwi Nuraprilia, Imam Syafe'i, and Muhammad Akmansyah, "Implementasi Pembelajaran Al-Qur'an Hadits Dengan Strategi Pembelajaran Aktif Inovatif Kreatif Efektif Dan Menyenangkan Dalam Pembentukan Karakter Peserta Didik MIN 4 Way Kanan," *Students' Difficulties at Elementary School in Increasing Literacy Ability* 6, no. 2 (2024): 417-447.

<sup>2</sup> Saidah, "The Impact Of Students' Academic Self-Confidence on The English Learning Process in The Post-Pandemic Era," *JOLLT Journal of Languages and Language Teaching* 12, no. 1 (2024): 341-353; Asep Awaludin et al., "The Effect of Learning Method and Self-Confidence on Student Learning Outcomes," *IJORER: International Journal of Recent Educational Research* 5, no. 3 (2024): 733-747; Siswanto et al., "The Role of Self-Confidence and Self-Awareness in Enhancing Academic Value : An SEM Analysis," *International Journal of Social Learning* 5, no. 1 (2024): 189-201; Risky Adhyaksono, Imam Syafe'i, and Rizki Wahyu Yunian Putra, "Pengaruh Model Pembelajaran Think Talk Write (TTW) Berbantuan Buku Saku Digital Terhadap Pemahaman Konsep Matematis," *Genta Mulia* 11, no. 2 (2020): 70-76.

discussion (pair), and sharing discussion results with the class (share)<sup>3</sup>. This model provides opportunities for students to build initial understanding independently, which helps strengthen their confidence in their own abilities<sup>4</sup>. Through paired discussions and the sharing stage, students are encouraged to communicate ideas in a supportive peer setting and express their opinions in front of the class, thereby further developing self-confidence<sup>5</sup>. Through this gradual and participatory process, the Think-Pair-Share (TPS) model is relevant for enhancing students' learning independence and self-confidence, while encouraging responsibility and active engagement in learning activities<sup>6</sup>

Several previous studies have demonstrated that the Think-Pair-Share (TPS) learning model is effective in enhancing student participation, conceptual understanding, and communication skills. Other studies have also indicated that TPS fosters a more active learning environment and provides students with greater opportunities to develop self-confidence<sup>7</sup>. However, studies that specifically examine the effect of the TPS model on students' learning independence, particularly the self-confidence indicator, within the context of Islamic Religious Education at vocational high schools remain very limited. Most existing research has

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<sup>3</sup> Savira Nur Azizah, Muhammad Reza Pahlevi, and Iwan Ridwan, "Exploring EFL Students In Think Pair And Share Practice In Reading Classroom:," *Jurnal Ilmiah Wahana Pendidikan* 10, no. 2 (2024): 813-818; Santi Rosalia and Olyvia Revalita Candraloka, "The Effect of Using Think Pair Share to Improve Students ' Reading Skills," *J-SHMIC : Journal of English for Academic* 10, no. 2 (2023): 155-165.

<sup>4</sup> Helena Silva et al., "Think-Pair-Share and Roundtable : Two Cooperative Learning Structures to Enhance Critical Thinking Skills of 4th Graders," *International Electronic Journal of Elementary Education* 15, no. 1 (2022): 11-21; Ademola Kehinde Badru, "Effect of Think-Pair-Share Instructional Strategy on Senior Secondary School Students ' Academic Achievement in Mathematics in Ogun State," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 25, no. 1 (2025): 11-22; Fani Alviani, Khusaini, and Linda Christine, "The Application of Think-Pair-Share and Reciprocal Teaching Strategy on Improving Reading Comprehension of the Tenth Grade Vocational School Students," *Foremost Journal* 6, no. 1 (2025).

<sup>5</sup> Nur Alfin Hidayati et al., "The Effect of Cooperative Learning Model with Think Pair Share Type on Speaking Skill," *International Journal of Instruction* 16, no. 3 (2023): 935-950; Kamaludeen Samaila et al., "Think-Pair-Share Based Flipped Classroom : A Model for Improving Students ' Learning Achievement and Self-Efficacy," *Journal of Digital Educational Technology* 4, no. 1 (2024): 1-10; Franklin Nnanna Ibe, Bernadette A. Ezeliora, and C. F. Okafor, "Edubase : Journal of Basic Education Effect of Think-Pair-Share Instructional Strategy on Secondary School Students ' Interest in Chemistry," *Edubase : Journal of Basic Education* 5, no. 2 (2024): 173-184.

<sup>6</sup> Muhammad Farid Nasrulloh et al., "Application of Cooperative Learning Model Think Pair Share to Increase Students '," *SCHOOLAR: Social and Literature Study in Education* 4, no. 2 (2024): 50-58; Anastasia Baan, "The Think-Pair-Share Approach in Learning Indonesian Language for Semester 1 Students of English Education Program," *Elt Worlwide Journal of English Language Teaching* 10, no. 1 (2023): 192-204; Sarah Wassar and Kezia Verena, "Education and Philosophical Inquiry Improving Student Learning Outcomes Through The Think Pair Share ( TPS ) Learning Method," *International Journal of Christian Education and Philosophical Inquiry* 2, no. 2 (2024): 1-8.

<sup>7</sup> Elismawati et al., "Meta-Analysis Study of Think-Pair-Share Strategy on English Language Teaching and Learning in Indonesia," *Journal Ta'dib* 24, no. 2 (2021): 98-105; Putri Fatimah Abubakar, "Improving Students ' Speaking Skill through Think Pair Share Strategy : A Classroom Action Research on the English Education Program Students of STKIP Kie Raha Ternate," *Langua: Journal of Linguistics, Literature, and Language Education* 6, no. 1 (2023): 35-42.

predominantly focused on cognitive learning outcomes or general classroom activity, while the affective dimension of learning independence in Islamic Religious Education has received less attention. This condition indicates a research gap that requires further investigation.

Therefore, the novelty of this study lies in its focused examination of the effectiveness of the Think-Pair-Share (TPS) learning model in enhancing students' learning independence through the strengthening of self-confidence in Islamic Religious Education learning at the vocational high school level, an aspect that has not been widely explored in previous studies. Based on this background, the research problem of this study is formulated as follows: *Is the Think-Pair-Share (TPS) learning model effective in improving students' learning independence in Islamic Religious Education learning, particularly in terms of self-confidence?* Accordingly, this study aims to analyze the effectiveness of the Think-Pair-Share (TPS) learning model in improving students' learning independence in Islamic Religious Education learning, with a specific focus on the self-confidence aspect. The hypothesis proposed in this study is that the Think-Pair-Share (TPS) learning model has a significant effect on improving students' learning independence, particularly self-confidence, in Islamic Religious Education learning.

## B. Research Methods

This study employed a quantitative approach using a quasi-experimental design. The research was conducted at SMK Negeri 5 Bandar Lampung during the odd semester of the 2025/2026 academic year. The population consisted of tenth-grade students, from which two classes were selected as samples using probability sampling with a simple random sampling method. The experimental group was drawn from class X TO 2, while the control group was drawn from class X TO 5. Each class consisted of 30 students, resulting in a total sample of 60 participants. The experimental group received instruction using the Think-Pair-Share (TPS) learning model, whereas the control group was taught using conventional instructional methods. The learning treatment was implemented across several instructional meetings in accordance with the Islamic Religious Education learning schedule.

Learning independence consists of several indicators, including self-confidence, initiative, discipline, and responsibility. Based on preliminary observations, self-confidence was identified as the weakest indicator of students'

learning independence at the research site. Therefore, this study deliberately focused on the self-confidence indicator. The research instrument used in this study was a learning independence questionnaire specifically designed to measure students' self-confidence in Islamic Religious Education learning. Initially, the questionnaire consisted of 15 items. After validity testing using Product Moment correlation, 7 items were declared valid and subsequently used in the data analysis. The reliability of the instrument was tested using Cronbach's Alpha, yielding a coefficient of 0.812, which indicates a very high level of internal consistency. The questionnaire items reflected students' confidence in their own abilities, particularly in expressing opinions, responding to questions, and participating actively in Islamic Religious Education learning. An example of a questionnaire item is: "*I am confident in my own abilities.*"

**Table 1. Indicator of Learning Independence**

| Variable              | Indicator       | Description   |
|-----------------------|-----------------|---|
| Learning Independence | Self-confidence | Students' confidence in their own abilities, particularly in expressing opinions, responding to questions, and actively participating in Islamic Religious Education learning |

Data collection was carried out after the implementation of the learning treatment. The questionnaire was administered as a posttest to both the experimental and control groups to measure students' learning independence, specifically in terms of self-confidence. The collected data were analyzed through prerequisite tests, including normality and homogeneity tests, followed by hypothesis testing using an independent samples t-test. As the results of the homogeneity test indicated unequal variances, the hypothesis testing employed the Welch correction to ensure accurate statistical interpretation.

Regarding research ethics, this study adhered to ethical research principles. Prior to data collection, permission was obtained from the school, and participants were informed about the purpose of the study. Students' participation was voluntary, and their responses were kept anonymous and used solely for research purposes. Preliminary data were also supported by interviews conducted during the pre-research stage with three tenth-grade students (AFR, FIS, and MEA) and one

Islamic Religious Education teacher (S), with all identities anonymized to maintain confidentiality.

## C. Results and Discussion

### Results

#### 1. Normality Test

The normality test is a statistical procedure used to determine whether the research data are normally distributed. Normal distribution is an essential assumption for the application of parametric statistical tests, such as the *t*-test or Analysis of Variance (ANOVA). If the test results show a significance value (Sig.) greater than 0.05, the data are considered normally distributed ( $H_0$  is accepted). Conversely, if the significance value is less than 0.05, the data are not normally distributed ( $H_0$  is rejected).

#### Tests of Normality

| kelompok | Kolmogorov-Smirnov <sup>a</sup> |      |      | Shapiro-Wilk |      |      |
|----------|---------------------------------|------|------|--------------|------|------|
|          | Statistic                       | df   | Sig. | Statistic    | df   | Sig. |
| data     | 1.00                            | .139 | 30   | .146         | .947 | 30   |
|          | 2.00                            | .152 | 30   | .077         | .964 | 30   |

a. Lilliefors Significance Correction

Based on the normality testing using the Shapiro-Wilk method, the significance values were 0.140 for Group A and 0.380 for Group B, both of which exceeded the threshold of 0.05. These results indicate that the data from both groups follow a normal distribution; therefore, the null hypothesis ( $H_0$ ) is accepted. Accordingly, the assumption of normality is satisfied and the data are appropriate for subsequent analyses.

#### 2. Homogeneity Test

The homogeneity test is a statistical procedure used to determine whether the variances of data from two or more groups are equal. Homogeneous variances constitute an important assumption prior to conducting parametric statistical tests such as the *t*-test or Analysis of Variance (ANOVA). If the significance value (Sig.) is greater than 0.05, the data are considered to

have homogeneous variances ( $H_0$  is accepted). Conversely, if the significance value is less than 0.05, the data are considered to have non-homogeneous variances ( $H_0$  is rejected).

#### Test of Homogeneity of Variances

|      |                                      | Levene Statistic | df1 | df2    | Sig. |
|------|--------------------------------------|------------------|-----|--------|------|
| data | Based on Mean                        | 8.762            | 1   | 58     | .004 |
|      | Based on Median                      | 5.916            | 1   | 58     | .018 |
|      | Based on Median and with adjusted df | 5.916            | 1   | 48.145 | .019 |
|      | Based on trimmed mean                | 8.822            | 1   | 58     | .004 |

Based on the results of Levene's Test using the Based on Mean criterion, a significance value of 0.004 was obtained, which is lower than 0.05. This result indicates that the null hypothesis ( $H_0$ ) is rejected, leading to the conclusion that the two groups do not have homogeneous variances. Therefore, the data from both groups exhibit unequal variances. Consequently, the Independent Sample t-test was conducted using the equal variances not assumed assumption (Welch t-test) to compare the mean scores between the experimental and control groups.

### 3. T-Test

The *t*-test is a parametric statistical test used to determine whether there is a difference in mean scores between two sample groups. In this study, an independent samples *t*-test was employed because the comparison involved two independent groups. The basis for decision-making is the significance value (Sig. 2-tailed), where a significance value less than 0.05 leads to the rejection of the null hypothesis ( $H_0$ ), indicating a statistically significant difference in mean scores. Conversely, if the significance value is greater than 0.05, the null hypothesis ( $H_0$ ) is accepted, indicating that there is no statistically significant difference in mean scores between the two groups.

#### Group Statistics

|      | kelompok | N  | Mean    | Std. Deviation | Std. Error Mean |
|------|----------|----|---------|----------------|-----------------|
| data | 1.00     | 30 | 23.8667 | 4.24047        | .77420          |
|      | 2.00     | 30 | 21.6667 | 2.90461        | .53031          |

| Independent Samples Test |                             |   |      |                              |        |                 |                 |   |        |         |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|---|--------|---------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 | 95% Confidence Interval of the Difference |        |         |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference                     | Lower  | Upper   |
| data                     | Equal variances assumed     | 5.113                                   | .028 | 2.344                        | 58     | .023            | 2.20000         | .93841                                    | .32157 | 4.07843 |
|                          | Equal variances not assumed |   |      | 2.344                        | 51.303 | .023            | 2.20000         | .93841                                    | .31633 | 4.08367 |

Based on the results of the independent samples t-test using Welch correction (equal variances not assumed), the two-tailed significance value was 0.023, which is lower than 0.05. This indicates a significant difference in learning independence between the experimental group and the control group. The experimental group showed a higher mean score ( $M = 23.87$ ,  $SD = 4.24$ ) compared to the control group ( $M = 21.67$ ,  $SD = 2.90$ ). The effect size analysis using Cohen's  $d$  ( $d = 0.61$ ) indicates a moderate effect of the TPS model on students' learning independence.

#### D. Discussion

The findings of this study indicate that the Think-Pair-Share (TPS) learning model is effective in enhancing students' learning independence, particularly in the self-confidence indicator. This effectiveness is reflected in students' increased ability to make independent learning decisions, their willingness to answer questions, and their reduced reliance on teachers during Islamic Religious Education instruction. From a theoretical perspective, this finding aligns with the concept of self-efficacy proposed by Bandura, which emphasizes that students' belief in their own abilities plays a crucial role in determining their learning behavior and persistence when facing academic tasks. When students experience successful learning processes through structured stages, their confidence in their own capabilities increases, which in turn strengthens learning independence. TPS facilitates this process by providing gradual learning experiences that allow students to build confidence step by step <sup>8</sup>, leading to the acceptance of the alternative hypothesis ( $H_1$ ) <sup>9</sup>.

<sup>8</sup> Ricky Sriyanda and Joko Priyana, "Using Think-Pair-Share Technique to Promote Students' Critical Thinking Skills In Speaking Class," *JOLLT Journal of Languages and Language Teaching* 12, no. 4 (2024): 1913-1925; Amelia Dwi Astuti, "Self-Regulated Learning for Elementary School Students' Mathematics Learning Using Think Pair Share 1Amelia," *TUNAS: Jurnal Pendidikan Guru Sekolah Dasar* 10, no. 1 (2024): 60-64; Yayas

At the Think stage, students are encouraged to process learning materials independently and seek solutions using their own reasoning<sup>10</sup>. This stage directly supports the development of self-directed learning, as students are trained to rely on internal cognitive control rather than external assistance <sup>11</sup>. The opportunity to think independently enables students to recognize their own learning capabilities, which is a fundamental aspect of self-confidence. As students repeatedly experience success in understanding material on their own, their belief in their academic competence increases, forming a strong foundation for learning independence in Islamic Religious Education <sup>12</sup>

The Pair stage functions as a social reinforcement mechanism that strengthens students' self-efficacy. Through peer interaction, students receive feedback, confirmation, and clarification of their ideas in a relatively safe and supportive environment<sup>13</sup>. This condition reduces anxiety and fear of making mistakes, which are common barriers to self-confidence. According to self-efficacy theory, social persuasion and positive reinforcement from peers can enhance individuals' confidence in their abilities. Consequently, students become more assured that their ideas are valuable and worthy of expression, which contributes to the development of independent learning behavior.

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Clevara, Dina Destari, and Widya Noviana Noor, "The Effectiveness of Think-Pair-Share Model Toward The Listening Comprehension at SMAN 1 Anggana in The Academic Year Of 2021 / 2022" 2, no. 2 (2022): 100-108.

<sup>9</sup> Nita Maghfiratul Jannah et al., "Think Pair Share as an Effort to Foster Students' Literacy Awareness and Individual Accountability Character," *JURNAL PENDIDIKAN KARAKTER* 14, no. 2 (2023): 187-198.

<sup>10</sup> Vina Siti Azzahra et al., "Using The Think Pair Share Cooperative Learning Model for Increase Skills Think Critical Student Class V Elementary School," *Journal of Educational Experts* 7, no. 1 (2024): 17-25; Endang Suprihatin Endang et al., "Think Pair Share (TPS) Learning Methods to Improve Student Learning Activities," *Jurnal Pedagogi dan Pembelajaran* 6, no. 2 (2023): 308-318; Rofiq Noorman Haryadi and Eryandi, "Strategies for Increasing Student Participation in English Class Discussions through the Think- Pair-Share Technique," *Journal of Applied Linguistics and English Education (JALEE)* 2, no. 1 (2024): 1-10.

<sup>11</sup> G N Yogyg Artaliawan, L P Artini, and N N Padmadewi, "Self-Directed Learning in EFL During Covid-19 Pandemic: Teacher's Perception and Students' Learning Autonomy," *Jurnal Penelitian dan Pengembangan Pendidikan* 5, no. 1 (2021): 145-153; Siti Fatimah, Santoso, and Lovika Ardana Riswari, "The Use Of Think Pair Share Learning Model To Increase Creativity Of Grade V Students," *Indonesian Journal of Educational Development (IJED)* 5, no. 2 (2024): 151-163.

<sup>12</sup> Ni Made Nila Pramesti and Maria Goreti Rini Kristiantari, "The Think Pair Share Cooperative Learning Model Assisted by Children's Story Text Improves Speaking Skills," *Jurnal Mimbar PGSD Undiksha* 11, no. 2 (2023): 248-255; Nurhasan and Abdussalam Ali Ahmed, "Effect of Teacher Competence and Student Learning Independence on Achievement Islamic Subjects," *Sinergi International Journal of Islamic Studies* 1, no. 1 (2023): 28-37.

<sup>13</sup> Esti Mutia Hayati, Agung Purwanto, and Dede Rahmat Hidayat, "Analysis of the Cooperative Learning Effective Ness on Students' Critical Thinking Skills in Science Learning for Primary Students," *Al-Ishlah: Jurnal Pendidikan* 15, no. 1 (2023): 1145-1153; Bambang Bagus Harianto, "Embracing Cooperative Learning for Critical Thinking and Enhanced Learning Outcomes," *East Asian Journal of Multidisciplinary Research (EAJMR)* 3, no. 5 (2024): 1709-1720; Abdulmalik Abubakari and Michael J Nabie, "The Effect of Think-Pair-Share Cooperative Learning Approach on Retention among Senior High School Students in Mensuration," *European Journal of Contemporary Education and E-Learning* 2, no. 5 (2024): 19-35.

The Share stage represents the peak of confidence formation, where students are required to communicate their ideas openly in front of the class <sup>14</sup>. This stage trains students to take responsibility for their own thinking and learning outcomes, a core characteristic of self-regulated learning. By presenting ideas publicly, students strengthen their confidence, independence, and ability to articulate arguments logically within Islamic Religious Education, which often requires reflective and reasoned explanations. This experience reinforces students' belief that they are capable of managing learning tasks independently and confidently in various academic situations.

The findings of this study are consistent with previous research conducted by Susanto et al.<sup>15</sup> and Munthe et al.<sup>16</sup>, which demonstrated that TPS contributes positively to the improvement of both learning outcomes and learning independence.. similarly, Septi Fitri Meilana<sup>17</sup>. Found that TPS enhances students' critical thinking skills, while Ermawati Samsiah et al.<sup>18</sup> Confirmed that TPS promotes active and independent learning when integrated with instructional media. Nanda Novita et al.<sup>19</sup>, also provided empirical evidence that TPS significantly improves learning outcomes. However, most of these studies focus on general subjects and cognitive achievement, with limited emphasis on affective aspects such as self-confidence, particularly within Islamic Religious Education at the vocational high school level.

Therefore, the novelty of this study lies in its specific focus on examining the effectiveness of TPS in strengthening learning independence through the self-confidence indicator within Islamic Religious Education in vocational high schools.

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<sup>14</sup> Fikra Nurlaika, S Sahade, and Abdul Rijal, "The Effect of Cooperative Learning Model Type Think Pair Share (TPS ) on Student Learning Outcomes," *Golden Ratio of Data in Summary* 4, no. 2 (2024): 641-653; Mubashara Akhtar et al., "Effect of Think-Pair-Share and Choral Response Assessment Methods on Academic Achievement of Prospective Science Teachers," *Journal of Turkish Science Education* 21, no. 3 (2024): 549-565.

<sup>15</sup> Doni Susanto, Erny Untari, and Indra Puji Astuti, "Efektivitas Think Pair Share (TPS) Dan Pembelajaran Langsung Dengan Talking Stick (TS) Ditinjau Dari Prestasi Dan Kemandirian Belajar," *DIKSI: Jurnal Kajian Pendidikan dan Sosial* 2, no. 2 (2021): 77-85.

<sup>16</sup> Sindy Maria Munthe, Sotarduga Sihombing, and Lasma Siagian, "Pengaruh Model Pembelajaran Think Pair Share Dan Kemandirian Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI IPS SMA Negeri 1 Siantar Kabupaten Simalungun Tahun Ajaran 2022/2023," *Jurnal Pendidikan Indonesia : Teori, Penelitian, dan Inovasi* 3, no. 4 (2023).

<sup>17</sup> Septi Fitri Meilana et al., "Pengaruh Model Pembelajaran Think Pair Share (TPS) Terhadap Kemampuan Berpikir Kritis Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (2021): 218-226.

<sup>18</sup> Ermawati Samsiah, Wahyuni Suryaningtyas, and Febriana Kristansi, "Efektivitas Model Think Pair Share Berbantu E-LKPD Terhadap Kemampuan Berpikir Kreatif Matematika Di Masa Pandemi," *Journal of Science, Education and Studies* (2022): 145-168.

<sup>19</sup> Nanda Novita, Halimatus Sakdiah, and Rini Hasna Junaida, "Pengaruh Model Pembelajaran Think Pair Share Terhadap Hasil Belajar Siswa Sman 1 Pante Ceureumen," *Relativitas: Jurnal Riset Inovasi Pembelajaran Fisika* 4, no. 2 (2021): 81.

Unlike previous studies that primarily emphasize cognitive outcomes, this research highlights TPS as not only an instructional strategy but also a character-building learning model that supports the development of self-confidence and independent learning behavior. This contribution enriches the theoretical discourse on cooperative learning by demonstrating that TPS has substantial potential to foster self-directed and confident learners in vocational education contexts.

#### **E. Conclusion**

Based on the analysis of the findings, it can be concluded that the implementation of the Think-Pair-Share (TPS) learning model is effective in enhancing students' learning independence in Islamic Religious Education, particularly in Tajwid instruction. This effectiveness is reflected in the improvement of students' self-confidence, initiative, and responsibility in learning through the gradual and structured think-pair-share stages. The findings confirm that TPS not only supports cognitive engagement but also contributes to the development of academic self-efficacy and independent learning character among vocational high school students. From a practical perspective, this study provides concrete recommendations for Islamic Religious Education teachers. Teachers are encouraged to implement TPS consistently as an alternative instructional strategy, especially when teaching materials that require active reasoning and verbal expression, such as Tajwid. Teachers should allocate sufficient time for each TPS stage to allow students to build confidence gradually, provide supportive feedback during the pair and share stages, and create a classroom atmosphere that minimizes fear of making mistakes.

In addition, teachers are advised to design assessment instruments that emphasize affective aspects, particularly self-confidence, as part of learning independence. At the institutional level, schools are recommended to support the implementation of cooperative learning models such as TPS by integrating them into instructional guidelines, providing professional development programs for teachers, and encouraging reflective teaching practices. School policies that promote student-centered learning environments are expected to strengthen the development of independent, confident, and responsible learners, particularly in vocational education settings.

Despite its contributions, this study has several limitations. First, the instrument used focused only on the self-confidence indicator of learning independence and consisted of seven valid items. Second, the duration of the treatment was relatively short. Third, the data analysis indicated non-homogeneous variance between groups. Therefore, future research is recommended to employ a longer implementation period, expand learning independence indicators, and utilize more comprehensive instruments to strengthen generalizability. Overall, this study affirms that the TPS model is worthy of further adoption and development as an effective cooperative learning strategy for enhancing learning independence in Islamic Religious Education.

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