

THE IMPLEMENTATION OF THINK PAIR SHARE (TPS) LEARNING METHOD IN STIMULATING STUDENTS' BEHAVIOURAL INVOLVEMENT IN INDONESIAN LANGUAGE LEARNING IN GRADE X

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Abstract: The importance of student behavioural engagement is a factor in achieving learning success. The importance of student behavioural engagement is a factor in achieving student behavioural involvement is a response to God's mandate and a form of responsibility for students to be involved in the life process, including learning. Student behavioural involvement is the active role of students in carrying out all learning activities, which are characterized by student behaviour. However, in fact, student behaviour tends to be passive and not fully involved in learning. Christian teachers, as guides, are responsible for bringing students to the goals of Christian education by implementing learning methods that suit students' needs. The most important thing that a Christian teacher must have is a heart that is willing to serve in response to his life's calling to bring students to the knowledge of God. TPS has an interaction pattern that has been determined from its stages, namely think, pair, and share, so that through these TPS stages it is able to stimulate student behavioural involvement. Through TPS, students are given spaces to work alone, collaborate, and present. The stages in TPS encourage involved student behaviour because students are required to follow procedures determined by the teacher. The purpose of writing this paper is to explain the application of the Think Pair Share (TPS) learning method to stimulate student behavioural engagement in Indonesian language learning in class X. This research uses a qualitative descriptive method. The results of implementing TPS show that the use of the Think Pair Share (TPS) learning method can stimulate student behavioural engagement. It is recommended for future researchers to examine the three aspects of student involvement with different learning methods described by the author

Keywords : student behavioural, method, think pair share.

I. INTRODUCTION

Education is a life-long process that is not limited by time and space. Education means the process of growing knowledge and developing skills that everyone has. According to Octavia (2020), the best learning is when students learn from direct experience, which means that students do not just listen but are directly involved and responsible for their role as learners. In this regard, teachers are expected to be able to stimulate students' behavioural involvement through the learning methods used. To achieve this, teachers need to realize the ideal

conditions of learning, which are tailored to learning needs (Setiawan, 2017). However, this is still a challenge for teachers to create learning that involves all students.

Student engagement is a condition when students participate in learning including emotional, cognitive, and behavioural (Dachi & Chrismastianto, 2023). Hopefully, students can achieve all three aspects of student engagement because ideally students are able to engage as a form of responsibility for those who are students. This problem is also seen in the author's teaching when conducting research at one of the schools in Lampung, students are still not fully involved in learning. However, the author focuses on one aspect of engagement, namely student behavioural engagement. According to the teaching conducted by the author at the beginning, there were still students who were afraid to speak, were not enthusiastic about learning, and did not pay attention to the teacher. In addition, there are also students who are sleepy and focus on themselves. This problem is certainly a special concern for every teacher to immediately deal with this. Teachers need to strive for learning that provides space for students to think and behave. One of them is applying the *think pair share* (TPS) learning method. This is because TPS has application steps that provide space and opportunities for students to work alone and work together with their friends.

As the image of God, students are expected to reflect the character and behaviour of Christ. This can be shown by the behaviour of students who should be responsible for learning and learn optimally, which means students show their behavioural involvement during learning. As God's co-workers, educators are individuals whom God has chosen to carry out their role in reflecting their calling as teachers. Not only that, but Christian teachers are also called to be ministers in the field of education who are able to help students develop the character of Christ which is reflected through their behaviour during learning (Knight, 2009). The role of the teacher is to reach out to each person to stimulate students' behavioural engagement.

Student engagement is the participation of students through their actions during the learning process both physically and psychologically. Student engagement means the ability of students to bring themselves to learning holistically (Nurrindar & Wahjudi, 2021). According to Ramadhani, et al (2021), student involvement is the active role of students in participating in learning activities. Based on the understanding of the experts above, it can be concluded that student engagement is an effort by students to participate and contribute emotionally, cognitively, and behaviourally as a form of responsibility as a learner.

Indicators of student involvement according to Dharmayana (2012) include three things, namely (1) Students' emotional involvement includes feelings and interest in learning. (2) Students' cognitive involvement is the effort in learning and the use of learning styles. (3) Students' behavioural involvement means doing and participating in learning, such as daring to ask questions and have opinions, participating in discussions, following learning rules, and being involved as participants in school activities. However, this research focuses on students' behavioural engagement. Behavioural engagement is an engagement that relates to students' participation and contribution in school activities. According to Dachi & Chrismastianto (2023) student behavioural engagement is the participation of students in following the entire learning process which is indicated by indicators such as the following: actively asking questions and having opinions, doing assignments, concentrating, and collaborating with other students. It can be concluded that the involvement of student behaviour is the effort of students to behave actively in the learning process, including all learning activities carried out by students. The indicators of behavioural involvement that the author formulates are paying attention to the teacher who is teaching and friends who are talking, enthusiasm in learning and doing assignments, collaborating, or cooperating with their peers, daring to express the results of

thoughts both in groups and in front of the class, and obeying class rules shown through student behaviour.

Learning methods are used to facilitate students to make it easier for students to understand learning. One of them is cooperative, this method is the result of planning organized and structured learning activities so that the success of this method can be seen from the involvement of students during the learning process (Ponidi & et al, 2021). Cooperative learning provides opportunities for students to be actively involved because of learning interactions and discussions so that it can improve students' social skills. In its application to stimulate the involvement of student behaviour, one of the learning methods is the *Think pair share* (TPS) method. TPS is a method that provides space for students to think, respond, and foster mutual help in a group (Kertati & et al, 2023). In line with this, TPS is a type of cooperative learning method designed to involve student behaviour to work independently and collaborate with peers to achieve learning goals (Pusposari, 2021). So, it can be concluded that TPS is an effort to involve students actively in learning through activities that have been designed to develop the ability to think and behave well. In its application, TPS provides opportunities for students to be able to work alone and work together to optimize learning. Teachers must also be aware that students are unique and have different characteristics.

The steps of implementing TPS according to Lestari (2023) are described as follows: (1) Think means thinking individually. (2) Pair means exchanging ideas in groups. (3) Share means sharing the results of the discussion to all class members or to other groups. Therefore, the author applies TPS in teaching and formulates it in three stages of learning. The first step is to think or think individually, the teacher prepares a question or an activity for students to do and think alone. The second step is pairing or discussing with a partner or group, the teacher will instruct students to discuss, share opinions, complement each other, and exchange ideas. The third step is to share or share in front of the class or with other groups, the teacher will ask each group in turn to share the results of their discussion and be responded to by other groups.

TPS is one of the learning methods that is effective enough to stimulate the involvement of student behavior because in its application this method performs more diverse learning activities (Kusuma & Aisyah, 2012). In other words, this method provides opportunities for students to develop themselves with their peers in the group. Through TPS, students' behavioral engagement can be stimulated from the social interaction with their peers in the group. TPS can stimulate students' behavioral involvement so that each student develops from the results of their discussion and understanding. The effort that teachers can make to achieve this is by applying the *Think pair share* (TPS) learning method to stimulate students' behavioral involvement in learning. Through the syntax of TPS, each step of TPS has its own benefits and thus can stimulate students' behavioral involvement in learning.

II.METHOD

This research was conducted using a descriptive qualitative method which aims to explain the application of the inquiry learning model in developing the responsible character of class VII-B students. Qualitative descriptive method is a term used in qualitative research for descriptive studies (Yuliani, 2018). The aim of this method is to describe the facts about the object being studied (Sugiyono, 2009). The data source for this research is class all grade X (ten)

students in one of the schools in Lampung. The research data used is a series of findings from the Field Experience Program (PPL) 2 at a Christian school in Lampung. The data collection techniques used were observation, recording, interviews and questionnaires. The data analysis technique used in this research is a qualitative descriptive technique, namely describing in depth and critically, so that the focus of the research is in accordance with the facts in the field.

III.RESULT

3.1 Overview of Behavioral Engagement of Class X Students

The involvement of student behaviour is a factor in the success of student learning at school. In fact, not all students are actively involved in learning, this is due to factors that occur during learning. Based on the results of the teaching that has been carried out, the author found the problem of student behavioural engagement.

Table 1. Problem data

No.	Indicator	Problem Description
1	Pay attention to the teacher and other friends who are talking	2 students chat with their friends without paying attention to the teacher. 1 student is busy with himself
2	Enthusiastic in learning and doing assignments	1 student who is silent and does not respond. 2 students are not enthusiastic in giving answers when asked. 2 sleepy students
3	Collaborate or cooperate with peers	2 students who are silent during class and group discussions
4	Dare to express their thoughts and respond to each other both in groups and in front of the class.	2 students are afraid to speak in front of the class There is 1 student who when pointed out his voice is almost inaudible. 3 students have not dared to speak up and propose themselves to speak even though their work has been completed. 1 student who is afraid to speak when appointed by the teacher
5	Obeying class rules	There was 1 student who went from his table to another group of friends' tables without the teacher's permission.

3.2 Application of *Think pair share* (TPS) Learning Method

One of the advantages of TPS is that it can optimize students' behavioural involvement through diverse activities that teachers can design. TPS can add interesting and fun learning variations, as well as increase student activity and cooperation. So, it can be concluded that TPS is able to stimulate students' behavioural involvement from activities and learning processes in the classroom. The following steps of TPS implementation that have been implemented are attached in the data below.

Table 2. TPS implementation data

No.	Day/ Date - Class.	Steps	Class conditions and indicators achieved
1.	Wednesday/ 16 August 2023 - Class X	<p>In the think stage, students are individually asked to look at the surrounding environment and think of one interesting thing to be raised into a short story.</p> <p>In the pair stage, students discuss and work together in groups to share what they think with their group mates. Students write a collaborative short story with the choice of telling a story from a combination of group members' ideas or only telling a story from one of the group members' ideas. Students together with their groups create concept maps and short story plots.</p> <p>In the share stage, each group shares their work by displaying the concept map and telling the outline of the story in front of the class.</p>	<p>In the implementation of TPS, learning takes place well and can stimulate students' behavioral involvement. This is shown from the activities that take place during learning, students can obey class rules even outside the classroom and follow the teacher's instructions appropriately. Students pay attention and respond well to the teacher during questions and answers. Students are responsible for the task given by the teacher in thinking of one interesting thing and telling it to their group mates. Students can collaborate and work well together during group discussions. Students are very enthusiastic when telling the results of their thinking and when making concept maps with the group.</p>

2.	Monday/ 28 August 2023 - Class X	<p>In the think stage, students prepare their short stories and students answer the guiding questions that the teacher has given.</p> <p>In the pair stage, students share about their short stories through guiding questions given by the teacher. Students appreciate and give suggestions for their peers' short stories.</p> <p>In the share stage, students share the results of <i>their sharing</i> in front of the class in turn.</p>	<p>In the implementation of TPS, learning takes place well and can stimulate students' behavioral involvement. This is shown from the activities that take place during learning. Students were able to obey the class rules and students were able to follow instructions appropriately. Students are responsible for the tasks given to answer the guiding questions well. This collaborative activity succeeded in making students' behavior actively involved and dare to express their thoughts or share their understanding.</p>
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IV.DISCUSSION

The involvement of student behaviour is a form of awareness that makes students a person who is responsible for their identity as a student. However, in the field, it appears that students have not fully demonstrated their behavioural involvement during the learning process, this can be seen in table 1. Problem data. It was found that students tend not to be fully involved, which is indicated by student behaviour during learning.

It is expected that student behaviour can be actively involved in learning because the involvement of student behaviour is not merely the goal of learning, but rather a starting point in achieving holistic learning through learning interactions that occur in two directions. This is the ideal condition of an effective teaching and learning process. Obstacles to student behavioural engagement include situations when teachers use learning methods that are less suitable for students' learning needs and when there is no support from the surrounding environment or from within students. Thus, the involvement of student behaviour in the classroom is a special concern that needs to be addressed immediately.

Collaborative activities allow students' behavioural engagement to be stimulated due to social interactions that produce diverse interpretations (Nurhidayati, 2017). Referring to Genesis 1:26-27, it states that students are the image and likeness of God and are unique individuals. This means that each student is responsible for themselves to take part in learning with their abilities. The involvement of student behaviour is a form of student responsibility, so it is appropriate for humans to be involved in the process of life including in learning (Deosari & Appulembang, 2022). Through behavioural engagement, students actualize themselves by taking responsibility for their identity as the image and likeness of God.

Teachers are responsible for leading students and becoming like Him (Bastin, 2022). Through learning, students are led to experience behavioural changes in a positive direction so that they can imitate Christ. To achieve this, Christian teachers will seek to engage students' behaviour by using effective learning methods that are suitable for students' learning needs.

This is supported by Kaensige & Yohansa (2018) that Christian teachers play a role in encouraging students by applying something interesting to stimulate student behavioural engagement, such as applying fun and varied methods. As in this study, teachers used the *Think pair share* (TPS) learning method to stimulate students' behavioural engagement in learning.

The author's steps in implementing TPS adjust the material and conditions of the class being taught, as follows:

In the first step, think, students are invited to think critically individually to answer questions, analyze, and solve problems. The teacher asks students to identify, think and imagine, and answer questions. From the implementation of this step, students are trained to work alone and express their thoughts. In the second step, pairs of students are directed to discuss with their group mates to share opinions and complement each other. The teacher directs students to work together in groups, the collaboration that is built is by sharing the results of their thoughts and responding to each other and summarizing the results of the discussion. The third step, share, students are asked to express the results of their discussion and will be responded to by other groups.

The application of TPS in learning that has been implemented by the author has a good impact so that it can stimulate the involvement of student behaviour in the classroom. The behavioural involvement of students who were initially passive began to change when the teacher applied the TPS syntax. This can be seen during the learning process, students are able to show behavioural involvement starting from collaborative activities in asking questions, students are enthusiastic in learning when they do pair and sharing in groups. Through TPS, students are encouraged to produce responsible behaviour in learning, because TPS provides space for students to show their behavioural involvement during learning. The teacher directs students to try and discuss it in the group first so that students are trained to dare to express their questions or opinions with the group. The procedure of implementing TPS, especially pairing and sharing, requires students to be involved because the learning process encourages students to be responsible for carrying out discussions and sharing understanding.

Looking at the application of TPS that has been implemented, the author found that students' behavioural involvement is stimulated from each stage of TPS applied in the classroom. This can be seen from the success of the indicators that the author formulates; students are able to show the involvement of student behaviour during learning. The TPS learning structure has a predetermined interaction pattern according to the procedure. Each student will also be trained to apply the concepts of thinking on their own, working together, and presenting so that group contributions only have time to collaborate (Widiyanto, 2017).

Not only that, but this is also supported by students' opinions, based on the interview form conducted by the author to students, most students stated that TPS is a cooperative learning in which there are group activities that can help them stimulate in terms of behavioural involvement. So, from these data, it can be stated that the application of the *Think pair share* (TPS) learning method that the author has implemented has succeeded in stimulating students' behavioural involvement in learning.

Based on the implementation of TPS, the author is aware that TPS is only a tool for teachers to stimulate students' behavioral engagement. More than that, the most important thing that teachers must have been a heart that wants to serve and lead students in God's truth as a response to their calling to be Christian educators.

V. CONCLUSIONS

TPS is a cooperative learning method that provides opportunities for students to think and behave both individually and in groups. Think means students think individually. Pair means students work together and discuss in groups. Share means that each group shares the results of their discussion in front of the class. Each step of TPS implementation successfully stimulates students' behavioural involvement which is shown from each student's behaviour during learning.

VI. SUGGESTIONS

For future researchers it is suggested to be able to conduct research on all aspects of student involvement (cognitive, emotional, and behavioural) with different learning methods from the author.

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