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The Use of Think-Pair-Share (TPS) Strategy to Enhance Year 6 Pupils' Engagement in Learning Respectful Behaviour toward Teachers

Nor Hafikah Othman[1,*], Wan Omar Ali Saifuddin Wan Ismail[1], Nur Ain Hakimi Zakaria[1], Nur Hanida Mat Aziz[1], Sharifa Nurul Fatini Shariful Hadi[1], Sharizal Ahmad Sobri[2]

[1] Pusat Pengajian Pendidikan, Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin, 21300 Kuala Nerus, Terengganu, Malaysia
[2] Department of Engineering, Nottingham Trent University, Clifton Campus, Nottingham N11 8NS, United Kingdom

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ABSTRACT

Higher education in Bangladesh is expanding rapidly, but many academes prioritize lecture-based teaching over critical thinking and peddling. This results in a mismatch between learners' experiences and the competences required by academic and professionals. In response to this challenge, this study examines the application of the Design, Development, and Research (DDR) method to develop a TEL framework for enhancing critical thinking in Bangladeshi tertiary education. The aim of this study is to explore how DDR can be designed and evaluated local perspectives. A qualitative research methodology has been used to reach the objective of this study. After the DDR phase, there were three successive phases in the research: design phase, in which the framework was designed based constructivist and student-centered learning principles, development phase, where interactive digital modules and collaborative activities were developed; and evaluation phase, in which qualitative methods such as focus group discussions, classroom observations and reflective interviews with students and instructors was carried out. The main findings demonstrate that the DDR approach allowed for an iterative process in constructing context-sensitive and adaptable framework. Students commented that technology-based tasks promoted deeper questioning as well as more robust inquiry practices and they felt confident about sharing their diverse opinions. Instructors reported higher levels of classroom engagement and depth of academic conversation in their classes than when they lectured. The main implication is that the DDR approach is useful for the construction of models that enhance learning through technology and helps promote critical thinking in Bangladeshi universities. The originality of this research work lies in its dual application of DDR, not only as an evaluation but also as a design tool being employed in a unique way in the context of the HEIs of Bangladesh.

* *Corresponding author.*
E-mail address: hafikahothman96@gmail.com

1. Introduction

In Islamic education, showing proper manners towards teachers is essential in shaping students who are morally upright, ethical, and possess strong character values. This is to cultivate a harmonious relationship between teachers and students, thus facilitating an effective teaching and learning process. As Sulaiman *et al*., [1] explains, every student who respects their teacher is believed to receive blessings and guidance from Allah in the knowledge they acquire. This aligns with the narration of Imam Ahmad, in which the Prophet Muhammad (PBUH) said: *"He is not one of my followers who does not respect the elderly, does not show compassion to the young, and does not give due rights to our teachers."* The Prophet advised that teachers' rights should be honoured by demonstrating respect and proper conduct when learning. When students fulfill these rights, teachers feel valued, which contributes to the blessings of knowledge. In the context of contemporary education, Year 6 pupils should be given opportunities to discuss the value of respecting teachers through 21st Century Learning (PAK21) approaches.

The process of teaching and learning is an interactive relationship between teachers and students. Teaching involves planning and delivering knowledge, while learning refers to the change in students' behaviour resulting from experience and interaction, as Slavin [2] states. To ensure a conducive and effective learning environment, students must participate actively. However, challenges continue to arise, as some students remain passive, lack confidence in sharing ideas, avoid speaking in front of the class, and show limited involvement during group activities. This results in a one-way teaching process that does not stimulate higher-order thinking skills. Therefore, teachers need to adopt pedagogical strategies or PAK21 approaches to increase student engagement and promote two-way communication that builds confidence through discussion and idea sharing.

Consequently, the researcher selected the Think–Pair–Share method, as introduced by Lyman [3]. This cooperative learning approach is suitable for enhancing communication, collaborative work, and active student participation. This strategy is consistent with the principles of constructivism and consists of three phases: Think (students think individually), Pair (students discuss with a partner), and Share (students present their ideas to peers). Through this approach, students not only understand the concept of manners but also relate it to real-life situations both inside and outside the classroom. Therefore, the Think–Pair–Share strategy was chosen due to its potential to address these issues by promoting interactive learning and peer sharing. In conclusion, this paper focuses on the use of the Think–Pair–Share strategy to enhance the engagement of Year 6 pupils in discussing the topic of manners towards teachers.

1.1 Research Objectives

The objectives of this study are centred on examining how the Think–Pair–Share (TPS) strategy supports Year 6 pupils in understanding and internalising the value of showing respect towards teachers. The objectives of the study are as follows: i. the study aims to assess pupils' understanding and communication skills as they engage with the TPS activities; ii. to explore the extent of pupils' engagement during discussions on manners towards teachers, particularly how actively and meaningfully they participate throughout the TPS phases; iii. to evaluate how each phase—Think, Pair, and Share—assists pupils in connecting the concept of respecting teachers to authentic, real-life classroom situations. Through these objectives, the research aspires to provide insights into the effectiveness of TPS as a pedagogical approach within values-based learning.

1.2 Problem Statement

Although the importance of manners towards teachers emphasising courtesy, respect, and noble character is well recognised, Year 6 pupils still face difficulties in engaging actively with this topic in the classroom. Some pupils only understand the concept theoretically and struggle to relate it to real-life situations such as giving greetings, following instructions, or maintaining appropriate language and behaviour in class. This challenge prevents them from applying the values of manners consistently in their daily lives.

Furthermore, teacher-centred instructional methods often limit student participation. When learning is dominated by teacher explanation, pupils lack opportunities to discuss and express their views about manners towards teachers. This results in a passive, one-way learning process that restricts the development of higher-order thinking, creativity, and self-confidence.

In addition, traditional teaching methods lead to reduced pupil engagement. Such approaches may negatively affect pupils' achievement and cause boredom, as they do not stimulate meaningful cognitive development, as noted by Zulkifli *et al*., [4]. Although the value of respecting teachers is important in shaping students' character, it cannot be effectively realised if pupils remain disengaged. Without active involvement, learning objectives related to manners become difficult to achieve, and pupils are less likely to practise these values in real situations.

In summary, the Think–Pair–Share strategy introduced by Lyman serves as an effective 21st-century learning approach. This strategy enables active participation, encourages communication, and provides opportunities for pupils to think, share ideas, and express opinions. Through TPS, pupils not only understand the theory of manners but also relate it to real experiences in the classroom, making learning more meaningful, interactive, and effective. This approach fosters interaction, idea sharing, critical thinking, and independent knowledge construction, aligning with constructivist principles, as discussed by Piaget [5] and Vygotsky [6].

1.3 Literature Review

The Think–Pair–Share (TPS) strategy is a cooperative learning approach in which students collaborate to achieve specific learning goals. This method enhances student engagement by allowing them to participate actively throughout the learning process. TPS consists of three phases: Think (individual reflection), Pair (partner discussion), and Share (idea sharing). As introduced by Lyman [3], this strategy aligns with constructivist theory, which emphasises that learners construct knowledge through experience and communication.

As shown by Salim and Disman [7], the TPS strategy has shown positive effects at the primary school level, particularly in improving critical thinking skills among pupils. This is supported by Kaddoura's research [8], which found that TPS encourages students to generate constructive ideas during the pair and share phases, contributing to the development of critical thinking skills. Additionally, as found by Masduki [9], TPS increases students' interest in Islamic Education. Also as demonstrated by Lubis and Azlin [10], TPS improves academic achievement and fosters positive understanding of learning.

Traditional teacher-centred instruction that relies solely on textbooks and notes does not promote cognitive development or active student involvement. In contrast, the TPS strategy enables students to not only understand the theory of manners but also relate it to real classroom experiences, making learning more meaningful, interactive, and effective. In conclusion, previous research demonstrates that TPS is an effective and appropriate strategy for actively engaging students in the teaching and learning process, particularly when discussing manners towards

teachers. This method promotes active participation, constructive idea sharing, collaboration, and effective social interaction.

2. Methodology

2.1 Research Design

This study employed a qualitative approach to enable the researcher to directly observe pupils' behaviour and collect data through pupils' worksheets and observation forms. This approach aligns with the Think-Pair-Share (TPS) teaching strategy, which emphasises learning processes and meaningful learning experiences for pupils. As explained by Ismail *et al*., [11], TPS supports the exploration of ideas through structured interaction. In this study, pupil engagement refers to observable participation, attention, interaction, and involvement during learning activities. Moral understanding refers to pupils' cognitive interpretation of respectful behaviour, while behavioural change refers to observable classroom conduct. This study primarily examines engagement and understanding within the learning session, while behavioural change is inferred through short-term observation rather than long-term behavioural transformation.

2.2 Instructional Design

The TPS teaching technique was selected because it provides pupils with the opportunity to think individually, discuss the ideas with their partner, and share the results of their discussion. A study conducted by Putri *et al.,* [12] also found that TPS can help enhance pupils' communication skills and critical thinking. The TPS method also aligned with the principles of 21st Century Learning (PAK21), which emphasise communication, collaboration, critical thinking, and student-centred learning.

2.3 Sample and Research Location

A total of 30 Year 6 pupils from a primary school in Terengganu were involved in this study. As this study was conducted in a specific school context with a limited sample size, the findings are exploratory in nature and are not intended to be generalised to all primary school settings. The activity was conducted in the school hall, as according to the findings from Barrett *et al*., [13], the spacious and conducive learning place helps to influence student engagement and interaction among themselves. The session was carried out over 60 minutes, with 5 minutes allocated for the Think phase, 15 minutes for the Pair phase, and 25 minutes for the Share phase. The activity concluded with a 10-minute teacher's summary as the closing segment.

2.4 Teaching Aids (Instructional Materials)

The instructional material used in this study was named the *"Kotak Adab Bijak"* (Smart Etiquette Box), which contained 15 images depicting scenarios of pupils demonstrating respectful or disrespectful behaviour towards teachers. Each picture was duplicated into 30 copies so that during the Pair phase, pupils could discuss the same scenario with their partner. The pictures were placed inside small colourful plastic capsules as visual stimuli, which helped stimulate discussion, strengthen critical thinking, and encourage meaningful interaction in collaborative activities. This is in line with Mayer's [14] study that visual materials like this help increase student participation in learning activities.

2.5 Research Instrument

The study used comprehensive data triangulation to ensure the credibility of the findings through three primary instruments designed to measure the cognitive, psychomotor, and professional insights dimensions of the teachers as recommended by Denzin [15].

1. Student Activity Worksheet

This instrument evaluates the cognitive and collaborative processes of the students throughout the three phases of the TPS (Think-Pair-Share). The results of this worksheet can analyze the accuracy of the interpretation of manners and the quality of their collaborative thinking, particularly through the comparison of answers and the final status of agreement or disagreement status achieved.

2. Observation Form

The Observation Form was utilized to assess students' psychomotor involvement and social interaction throughout the three phases of the TPS activity. The assessment using a 4- point Likert Scale covers individual focus, discussion quality, and ability to share ideas. Reliability was enhanced through simultaneous assessment by three observers.

3. Teacher Interview

The Interviews was utilized to obtain qualitative confirmatory data from teachers regarding changes in student behaviour during the intervention. This information complemented and reinforced the findings of the observations and student worksheets through a process of triangulation.

Although data triangulation was employed through worksheets, observations, and interviews, the interpretation of findings may still be influenced by researcher subjectivity and teacher perspectives. As the primary data sources relied on qualitative observations and self-reported insights, potential bias cannot be fully eliminated, and the findings should therefore be interpreted with caution.

2.5 Teaching Implementation Method (TPS)

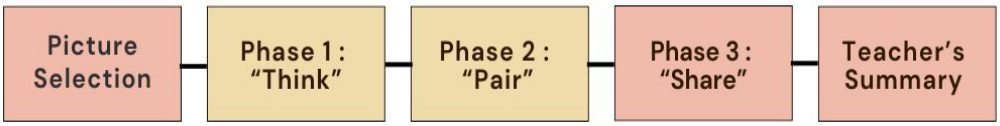

Fig. 1. The TPS implementation procedure

Figure 1 illustrates the process of Think-Pair-Share (TPS) implementation procedure, starting from the pupils' selection of pictures and concluding with the teacher's final summary. The teaching method was implemented according to the three main phases of the TPS method. The first phase is "*Think"*, where pupils randomly selected a capsule from the *"Kotak Adab Bijak"*, opened it, and analysed whether the behaviour shown in the picture reflected respectful conduct or otherwise. Then, they recorded their answers on an individual worksheet. During this phase, the researcher evaluated pupils' level of focus and how they interpreted the situation in the images.

The second phase, "*Pair"*, required pupils to move around finding a partner who had the matching picture depicting the same scenario. Pupils discussed and compared their responses, including an additional question: *"How would the teacher feel if the pupil behaved in this way?"* This phase assessed pupils' communication skills, interaction, collaboration, and their ability to discuss and refine ideas.

In the third phase, "*Share"*, several pairs were randomly selected to present their discussion outcomes to their classmates. During this phase, the researcher assessed pupils' confidence, courage, and clarity in expressing their ideas. The researcher also provided additional explanations to support pupils' interpretations and summarised the key concepts of respectful behaviour to reinforce understanding.

2.6 Teaching Assessment Method

The assessment was conducted formatively through continuous observation throughout the teaching session. The researcher evaluated pupils' engagement based on their level of cooperation, communication skills, confidence, and clarity of ideas during the Pair and Share phases, as well as the quality and depth of responses written in their worksheets. These aspects were evaluated to ensure that the teaching objectives were achieved and that pupils demonstrated meaningful progress and improvement in understanding and practising respectful behaviour.

3. Results and Discussions

The following are the findings recorded by the researchers based on a total of 30 respondents consisting of year six primary school students and one respondent consisting of year six Islamic Education teachers. The method used and recorded used a qualitative method consisting of the researcher's observation of the activities carried out by the students, the student respondents and a semi-structured interview with the year six teacher.

Table 1
Frequency scale

Frequency Scale	Value	Purpose
Weak	1	Pupils do not show this behaviour at all
Moderate	2	Pupils exhibit this behaviour, but consistently
Good	3	Pupils regularly and consistently exhibit behaviour
Excellent	4	Pupils are very active, interested and consistent in showing behaviour

Based on table 1 above, this is used by the researcher to assess the behaviour of Year Six pupils in the implementation of the Think Pair Share method. The four frequency levels assessed are weak, moderate, good, and excellent, with predetermined values and meanings.

Table 2
Permanent behaviour

Aspects of observation: Permanent Behavior	Frequency Scale			
	Weak	Moderate	Good	Excellent
Pupils give their full attention when the teacher speaks or gives instructions.	0	4	11	15
Students use polite language when the teacher speaks or gives instructions.	0	3	10	17
Students respond to the teacher's greetings or greetings in a kind and respectful manner.	0	3	12	15
Pupils wait for their turn/raise their hands before asking or answering the teacher's questions.	0	6	7	17

The table 2 following is an aspect of observation that includes the permanent behaviour of year six pupils. Before starting the Think Pair Share method, the researchers studied the behaviours that had been described by the students. The researcher noted that there were 15 students who paid full attention while the teacher spoke or gave instructions. Next to the second question, there were 17 students who used polite language when interacting with the teacher. The third question showed 15 students who responded to the teacher's greetings with kindness and respect and the fourth question showed 17 people who waited their turn before asking or answering the teacher's questions. These findings show that the majority of pupils show consistent behaviour at a very good level, thus confirming the effectiveness of the Think Pair Share method in shaping classroom manners and discipline.

Based on the table and the findings above, it shows that the pupils are in a controlled state in terms of permanent behaviour. The students showed interest by giving their full attention when the researcher was starting the study session. This indicates that the student's level of sensitivity is at an excellent level. In addition, the traits that each student has is also important to facilitate class control activities for each teacher. Teachers play an important role in managing the classroom well and it is in line with this study that the researchers see that pupils respect the teacher and show good interaction. This is in line with Sulaiman *et al*., [1] who said that students who respect teachers gain the blessings of knowledge. The researchers found that students had a level of bilateral interaction with teachers in line with the education of the student-centered curriculum in education.

Table 3
Think phase (individual behaviour)

Observational aspects: Think Phase (Individual Behaviour)	Frequency Scale			
	Weak	Moderate	Good	Excellent
Pupils read and examine pictures carefully (focus)	0	3	11	16
Pupils make a critical assessment of manners (seeming to think/reflect)	0	7	13	10

Table 3 shows the aspects of observation that show the behaviour of individuals while performing Think Pair Share. The researchers assessed that there were 11 students who got a good scale and 16 students got very well. For the second question, a total of 7 people were at the level of moderate behaviour, 13 people were at the good level and 10 people were at very good behaviour. This shows that in the second question, the students make a critical assessment of manners at a good level.

Based on the table above, it shows that cognitive level greatly impacts sixth grade students in reading and focus in learning. These findings are in line with a study by Amalia Nabila Salim and Disman [7] which found that the Think Pair Share method improves critical thinking skills among primary school students. Pupils are made up of a variety of different cognitive levels that will impact their learning and reactions in this study. This requires teachers to provide additional guidance and adapt pedagogical approaches according to different cognitive levels of students. These findings indicate that cognitive level plays an important role in students' ability to read, examine, and focus during learning. Although most of the pupils showed good and excellent levels, there were a few pupils who were at a moderate level especially in making a critical assessment of manners. These findings also show that some pupils are still passive, in line with the findings of Zulkifli *et al*., [4] that traditional methods cause pupils to be less interested and inactive.

Table 4
Pair phase (cooperative behaviour and manners among friends)

Observation aspects: Pair Phase (Cooperative Behaviour and Manners of Friends)	Frequency Scale			
	Weak	Moderate	Good	Excellent
Pupils find a partner immediately and start a discussion	0	7	9	14
Pupils share ideas and information with their partners clearly and confidently	0	9	9	12
Pupils fully focus and respect their partner's views well (not interrupting/laughing)	0	8	10	12

Table 4 shows aspects of cooperative behaviour and manners among peers in the Pair phase. The findings of the study found that a total of 14 pupils were at a very good level in finding a partner immediately and starting a discussion. In terms of sharing ideas and information clearly and confidently, 12 students were at a very good level, while 9 students were at a good level. Next, in the aspect of fully focusing and respecting the views of the partner (without interrupting or laughing), 12 students were at a very good level, and 10 students were at a good level. These findings show that the majority of students are able to perform pairing activities well, especially in building clear communication, focusing on discussions, and maintaining manners when interacting with friends.

These findings show the positive attitude shown by the students when looking for a partner after being instructed to identify the same picture. Pupils are able to share ideas and information clearly and confidently, thus showing active involvement in solving problems through collaboration with peers. This is in line with the theory of social constructivism which emphasizes learning through interaction and sharing of ideas. From a social constructivist perspective, the findings illustrate how pupils constructed understanding through peer interaction, dialogue, and shared meaning-making during the Pair and Share phases. Rather than extending or challenging the theory, this study demonstrates the practical application of social constructivist principles within values-based Islamic

Education contexts. This supports the finding of Kaddoura [8] that the pair phase provides an opportunity for students to come up with insightful ideas through social interaction.

Table 5
Share phase (presentation behaviour and manners with teacher/class)

Observational aspects: Share Phase (presentation Behaviour and Manners with Teacher/Class	Frequency Scale			
	Weak	Moderate	Good	Excellent
Pupils show self-confidence when presenting the results of the discussion to the class.	0	0	17	13
Pupils use polite and clear language when interacting with teachers during this phase.	0	1	13	16
Pupils focus on the other couple who are presenting.	4	2	11	13

Table 5 shows the findings on aspects of presentation behaviour and manners with teachers and classes in the Share phase. In terms of self-confidence when the students presented the results of the discussion, a total of 17 students were at a good level while 13 students were at a very good level. Furthermore, in the aspect of using polite and clear language when interacting with teachers, 16 students were at a very good level, while 13 students were at a good level and one student was at a medium level. In terms of focusing on the other couples who are presenting, a total of 13 students are at a very good level, 11 students are at a good level, 2 students are at a medium level, and 4 students are at a weak level. This shows that the majority of students are able to do this Share phase well during the Think Pair Share activity.

Based on the table above, students really need self-confidence when presenting the results of discussions with other peers in line with a study by Ismail *et al*., [11] which showed that the Think Pair Share method increases students' courage to share ideas in front of the class. This can be fostered by the teacher who controls the class to always give positive comments and support each student's presentation session. This greatly emphasizes the teacher's job as a facilitator in the classroom who will develop the students who make the presentation. Therefore, communication in the classroom must always be trained so that students can share well. In addition, students need to be educated to always use polite language in line with manners with teachers when interacting. This is in line with the view of Sulaiman *et al*., [1] that students who respect teachers are believed to obtain blessings in the knowledge learned. Here it can be observed that students attach great importance to manners with teachers because the majority are at a very good level.

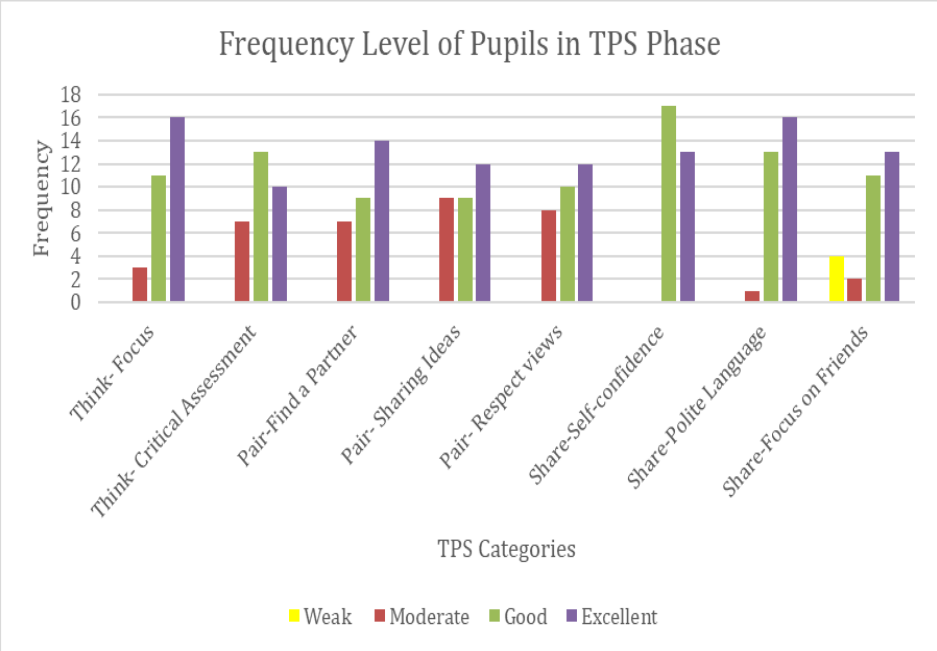

Fig.2. Comparative graph of pupil frequency level in the TPS phase

The figure 2 above shows a comparison of the Think Pair Share method among students in schools. The above can be seen in the think phase. There are the majority of students who are good and very good but there are 7 people who are at the moderate level on the critical assessment. In the pair phase, students are active in finding partners, sharing ideas and respecting their friends, but there are some students who are at a moderate level. In the share phase, the students showed self-confidence and spoke polite language but only a few lost focus on other friends.

The graph shows the changes in pupils during the implementation of the Think Pair Share. Initially, pupils work individually with different cognitive levels, making it difficult for some to explain activities. When pairing, some students are uncomfortable because the pair is chosen at random and needs time to adjust. Teachers play a role in helping them build collaboration to make it easier to share. In the Share phase, pupils showed high self-confidence, proving that the Think Pair Share strategy was effective in increasing pupils' courage and interaction, as reported by Ismail *et al.*, [11].

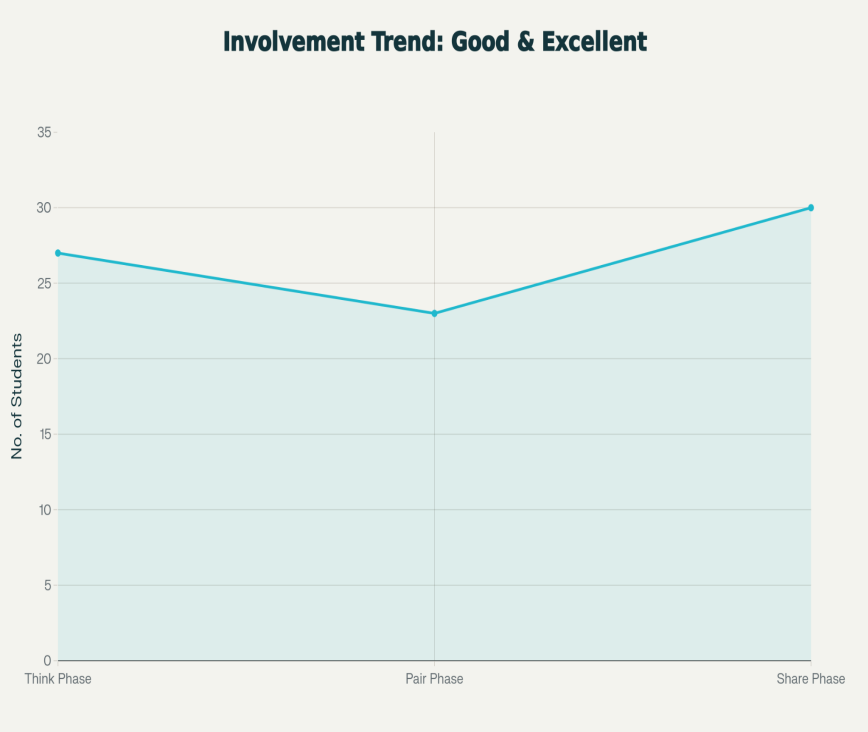

Fig. 3. Good and excellent student engagement trend graph

The figure 3 above shows the trend of good and excellent student engagement in all three phases. The total involvement of students in the Think phase was 27 people, while in the Pair phase it was 23 people and in the Share phase 30 people.

Based on the three phases, it was found that there was a decrease in the Pair phase from 27 people to 23 people. This showed the researchers that there were pupils who could not adapt to their randomly selected peers. In addition, this is also influenced by the cognitive level when the cognitive differences in the pair have a wide gap. This decrease reflects the condition of students who are uncomfortable when having discussions with friends. After that, in the Share phase, the Think Pair Share activity gave the impression that it was able to raise the enthusiasm of students in communicating confidently and being able to share ideas with friends. It is also in line with Slavin's [2] view that cooperative strategies provide opportunities for students to build self-confidence through open sharing.

3.1 Interviews

In conducting this study, the researchers interviewed a teacher of Islamic Education at this school. The researchers used a semi-structured interview method to support and assist the findings in this study after implementation. All interviews were recorded on record and after that the researcher analysed each of the findings and answers that were answered by the Islamic Education teacher. The table below shows the results of the findings that have been recorded by the researchers.

Table 6
Semi-structured interview

Question	Answer
Based on the learning session using the Think Pair Share method, what is the response of the students who are observed?	The teacher thinks that the pupils seem to enjoy the activities carried out. Through this activity, students can discuss with friends and get meaningful ideas to carry out the assigned tasks.
Based on the above activity, can it help improve the manners of teachers?	The teacher stated that the students had more fun because of the activities in the form of play while learning. Pupils can give good ideas to be practiced together in the context of manners towards teachers. Teachers are confident that students will be more civilized with teachers after participating in this program.

Based on Table 6 which shows a semi-structured interview involving an Islamic Education teacher in a primary school. Respondents stated that the students had a lot of fun when the researchers did this Think Pair Share activity. This shows a positive result in studying the teaching method to use the Think Pair Share method. In addition, the effect on manners with the teacher is also good when the researcher does this activity.

The discussion that can be taken as a conclusion based on this interview was found by the researcher that the Think Pair Share activity coincides with the active learning theory of social constructivism carried out in the classroom. This is in line with the findings of Kaddoura's [8] study which emphasizes the effectiveness of the Pair and Share phase in stimulating the production of thoughtful ideas through social interaction. This process allows students to exchange ideas and improve the cognitive development of each student. Among the steps that need to be taken in the Think Pair Share method is that teachers need to be active in helping students complete the activities carried out in a controlled manner. This shows that the Think Pair Share method not only improves students' focus, but also shapes the values of manners through meaningful social interactions.

4. Conclusions

This study suggests that the Think-Pair-Share (TPS) teaching strategy has the potential to enhance Year 6 pupils' engagement in understanding and discussing manners towards teachers. Observations showed that students were more focused during the Think phase, more active in communicating and respecting the views of their peers in the Pair phase, and more courageous and polite when sharing ideas in front of the class in the Share phase. Interviews with teachers also confirmed that students who are usually passive begin to show courage and self-confidence after the intervention is carried out. In this study, pupil engagement refers to observable participation, attention, and interaction during classroom activities, while behavioural change is inferred only from short-term classroom observations. This is in line with the principles of social constructivism which emphasises learning through interaction and sharing of ideas. However, as this study involved only 30 pupils from a single primary school and relied mainly on qualitative observations and interviews, the findings are context-specific and not intended to be generalised. Future studies may examine the implementation of TPS across different contexts and over longer periods to strengthen empirical evidence.

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