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INCREASING INTEREST, ACTIVITY, AND LEARNING OUTCOMES OF SOCIOLOGY THROUGH THE THINK PAIR SHARE LEARNING MODEL

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Abstract

This study aims to explainincreasing interest, activity, and learning outcomes of Sociology through the think pair share learning model in class XI students of SMA Negeri 1 Sedayu for the 2019/2020 school year. This research is a classroom action research. The subjects in this study were class XI students, totaling 32 people. with general procedures covering the stages of planning, acting, observing, and reflecting. The data collection method is observation, questionnaires, documentation, and learning outcomes tests. The results of this study indicate that the application of think pair share can increase the interest, activity, and learning outcomes of Sociology in students. This increase can be proven by an increase in interest in learning which at the pre-cycle stage was 0% to 3.137% in cycle 1, then in cycle 2 it became 78.13% with a minimum category of good; increased activitystudy which at the pre-cycle stage was 0% to 40.63% in cycle 1, then increased to 90.63% with a minimum category of good in cycle 2; and an increase in learning outcomes at the pre-cycle stage by 12.50% to 59.38% in cycle 1, then increasing to 100% in cycle 2.

Keywords: Interest in learning, active learning, learning outcomes, think pair share

PRELIMINARY

Education is a bridge to educate the nation's generation, education has an important role for the progress of this country. If people have a better education, then we cannot be underestimated by others, even by other countries. Education is the main provision in life. In total, education is a system that has quite complex activities, including various components that are related to one another. If you want education to be carried out regularly, the various elements involved in educational activities need to be identified.

Schools have become a place of formal education and have received a lot of trust from families and communities to shape the future of children who are part of the school as students. To achieve educational goals in schools requires the interest and activity of students, so that their learning outcomes are able to reach the minimum completeness criteria (KKM) determined by the school concerned. To achieve these results, collaboration between students, schools and parents is needed.

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Schools need to increase the interest and activity of students and parents need to give sufficient attention to the achievement of educational goals in schools.

One of the subjects that must be studied by students in the Social Sciences (IPS) specialization is Sociology. According to Tahmidaten (2017: 36), Sociology is a social science so it is abstract. In Sociology learning, the goal is formulated as an effort to build a sociological imagination or a certain quality of mind or intellectual capacity that allows students to understand themselves, history, and the world or the structure of society simultaneously or simultaneously (simultaneously). This abstract nature makes this lesson less attractive to students than mathematics or science lessons. According to Slameto (2015: 180) interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling. Interest can be shown through a statement like or interested, but it can also be shown through participation in a behavior or activity.

The interest of students in SMA Negeri 1 Sedayu, based on initial observations, does not show feelings of pleasure. Students are often found not happy or feeling disappointed when certain subject teachers enter the classroom, eventually being forced to take the lesson.

Based on daily observations in the classroom, the factors that cause students' lack of interest in Sociology lessons, apart from the above factors, are also because the main attention of students is devoted to activities outside the classroom, such as sports, activities in class, work. who require mechanical skills or engage in activities that can generate money, such as Skills and Entrepreneurship Education (PKWU) lessons. Furthermore, this attitude that seems to have no interest is because students do not want to compete/or are unable to compete with other students, who they see are far more capable than themselves. Another thing, there are personal conflicts with teachers, or with parents. By showing this attitude he is actually trying to show an attitude against them.

In addition to interest, learning activity is also something that is observed. Students who do not interact with friends and teachers. There is less positive cooperation other than the business of answering test questions. Some are less serious in taking lessons, passively respond to learning, don't want to ask when there is material that is not clear, there is no curiosity about something the teacher says, assignments are not done well, some even don't collect even though they have been billed many times. These things are indicators that the activeness of students is still lacking. Teachers play an important role in the learning process of students through the learning they manage. Therefore, Students need to be given conditions that allow a good interaction process to occur so that they can carry out various learning activities effectively. To create good interactions, teacher professionalism and high responsibility are needed to generate and develop student learning activities. All activitieslearners when learning is very decisive for the success of achieving learning objectives.

The lack of interest and activeness of students affects the understanding of the material being studied. When the learning process students cannot devote their attention, thoughts, and abilities to learn. In the end, at the end of the 2019 assessment process, students were unable to work and scored less than the KKM. Class XI IPS1 with the number of students 32 people the class average value of

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46.69 and none of them reached the KKM score of 75 or complete learning in the class 0%.

The learning model carried out by the teacher to students in the classroom is one of the factors to improve learning outcomes that come from outside students (external). In the learning process in the classroom, the teacher cannot be separated from the problems experienced by students, this can be caused by the learning model applied, so that students think Sociology is boring and difficult to understand the subject matter.

Teachers become important figures in learning to increase interest, activity, and student learning outcomes in Sociology learning. Teachers must be creative, able to choose the right learning model, one of which is the Think Pair Share learning model, which is a cooperative learning model. This learning model is based on class discussion learning, a learning model that provides opportunities for each participant to show participation in class with other students. According to Warsono and Hariyanto (2013: 203), the syntax or way of working in the model *think pair share* namely (1) Students sit in pairs; (2) The teacher makes a presentation and then asks questions. At this stagethe teacher does apperception, explains the learning objectives, and asks questions related to the material to be delivered; (3) At first, students are given the opportunity to think independently. The teacher provides opportunities for students to think about the answers to the problems presented by the teacher. This step can be developed by asking students to write down the results of their respective thoughts; (4) Students then share with each other, exchange ideas with their partners to answer the teacher's questions. The teacher organizes students into pairs and gives students the opportunity to discuss the answers that they think are the most correct or most convincing. The teacher motivates students to be active in their group work; (5) The teacher guides a small plenary discussion. each group presents the results of their discussion. Students present answers or problem solving individually or in groups in front of the class; (6) The teacher provides reinforcement on what principles must be discussed, adding knowledge or concepts that escape the attention of students during discussions with their partners; and (7) Conclusion and reflection.

Previous research was conducted by Salamah and Retno Cahyaningtyas with the title Improving Motivation, Interest and IPS Learning results through the Think-Talk-Write Learning Method published in the International Journal of Innovation, Creativity and Change 11. The purpose of this study was to determine the increase in motivation, interest and results. learn social studies through the Think-Talk Write learning method. This research has similarities and differences with the research conducted. The equation is in the variables used, namely interest and learning outcomes. This research with the research conducted has a difference in the learning model used. In this study using think talk write, while in the research conducted using think pair share.

RESEARCH METHODS

This research will be conducted with the type of Classroom Action Research (CAR). Classroom action research according to Arikunto, et al (2017: 1) is research that describes the causes and effects of treatment, as well as describes what happens

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when the treatment is given, and describes the entire process from the beginning of the treatment to the impact of the treatment.

This study uses 3 indicators, namely indicators of interest, activity, and learning outcomes, each of which needs to be taken data with the appropriate method. In this study, the data collection method was carried out by (1) a questionnaire, used to determine the increase in students' interest in learning after participating in sociology lessons; (2) observation, used to determine the increase in student activity after participating in learning using the think pair share model; (3) test, to determine student learning outcomes after using the think pair share model and carried out at the end of the cycle or in the third learning.

The data that has been obtained will be analyzed. Questionnaire and observation sheets will be analyzed using qualitative (descriptive) methods. This data analysis was carried out continuously based on observations during the research activities carried out. Data from test results, analyzed quantitatively (simple statistics). The final result of data analysis is a comprehensive recapitulation of the data analysis process. The overall results are obtained after the cycles are carried out and are used to answer the problems posed.

RESULTS AND DISCUSSION

Precycle

Pre-cycle activities are carried out in learning by usinglecture method. In addition, observations of student learning activities were also carried out. This is done to find out how the process and how to learn in the classroom. This observation shows that learning activities are still passive, students are less enthusiastic in learning and teachers tend to be the center of learning. Students are also less active in participating in learning because it appears that there are some students who play cellphones, chat with their classmates, and some are doing assignments in other subjects.

Students' learning interest is measured using a questionnaire based on 4 indicators, namely (1) the desire to know or have something, (2) objects or desires that are liked, (3) types of activities to get something they like, (4) Efforts This is done to realize a desire or feeling of pleasure towards a particular object or activity. The formula for calculating the final value of interest in learning according to Sunarti and Selly Rahmawati (2014: 56) is as follows:

$$Final\ score = \frac{acquisition\ score}{\max score} \times 100$$

Table 1. Percentage of Pre-cycle learning interest

No.	Category	Number of students	Percentage
1.	≥ good	0	0%
2.	< good	32	100%

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In the table above, it can be seen that the achievement of students' interest in learning varies in the very poor, less, and sufficient categories. There is no good category achieved by students. In other words, the percentage of students' interest in learning in sociology is 0% with a good category.

Student learning activity is measured using observation sheets based on 8 indicators, namely (1) Participate in carrying out their learning tasks, (2) Involved in problem solving, (3) Ask other participants or the teacher if they do not understand the problems at hand, (4) Trying to find various information needed for problem solving, (5) Carrying out group discussions according to the teacher's instructions, (6) Assessing his abilities and the results obtained, (7) Train yourself to solve problems or similar problems, and (8) The opportunity to use or apply what has been obtained to complete the task or problem it faces. In this cycle, an instrument to obtain data by using an observation sheet which aims to determine the extent to which the activeness of students during the sociology learning activities takes place. The formula for calculating the final value of learning activity according to Sunarti and Selly Rahmawati (2014: 56) is as follows:

$$Final\ score = \frac{acquisition\ score}{\max score} \times 100$$

Table 2. Percentage of Pre-cycle learning activity

No.	Category	Number of students	Percentage
1.	≥ good	0	0%
2.	< good	32	100%

In the table above, it can be seen that the achievement of student learning activities varies in the very poor, less, and sufficient categories. There is no good category achieved by students. In other words, the percentage of active learning of students in learning sociology is 0% with a good category.

To determine student learning outcomes, data were taken from the evaluation at the end of the pre-cycle session on sociology subjects. There were 32 students who took part in the evaluation so that a complete score was obtained. The formula for calculating the percentage according to Sudjana (2016: 131) is as follows:

$$Ph = \frac{fh}{N} \times 100$$

Information:
Ph : the percentage of students who finished studying
fh : the number of students who have finished studying
N : the number of students who attendedr

Table 3. Category of Pre-cycle Learning Outcomes Completeness

Score	Category	Number of Students	Percentage
75 – 100	Complete	4	12.5%

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< 75	Not Complete	28	87.5%

Based on the table above, it can be seen that there is a very clear difference between incomplete and complete students. Students who complete are 4% or have not reached 75% of all students in the class. From the results of the analysis in the pre-cycle, it is very necessary to take further actions to improve student learning outcomes.

Cycle 1

Cycle 1 was carried out in 3 meetings. Each meeting consists of 2 hours of lessons with material on Social Differentiation. At the planning stage, the researcher designed the application of the think pair share model for basic competencies to understand the importance of the principle of equality to address social differences for the realization of a peaceful and democratic social life, with the sub-material of social differentiation.

The designs prepared in this cycle are (1) Exploring the subject matter; (2) Make a Learning Implementation Plan (RPP) which contains several things, namely the steps of learning activities according to the think pair share model, and an assessment which in this case is to assess interest, activity, and learning outcomes. In addition, it also contains learning materials and Student Worksheets (LKPD); and (3) Determine groups or pairs, researchers plan to form groups with members of 2 students or in pairs. Pairs are determined based on the row of seats. In class there are 8 rows, students sitting in row 1 are paired with row 3, row 2 is paired with row 4, and so on.

The results of the analysis of student interest have increased when compared to pre-cycle actions, but this increase is still below the specified criteria.

Table 4. Percentage of Interest in Learning Cycle 1

No.	Category	Number of students	Percentage
1.	≥ good	1	3.13%
2.	< good	31	96.87%

In the table above, it can be seen that the achievement of student interest in learning varies in the very poor, less, sufficient, and good categories with the percentage of interest in learning obtained from student questionnaires of 3.13% in the good category, still very far from the specified criteria, namely 75 % of students reached a good category so that further action needs to be taken to increase student interest in learning.

The following are the results of observing the activity of students in cycle 1 by applying the think pair share learning model.

Table 5. Percentage of Learning Activity Cycle 1

No.	Category	Number of students	Percentage
1.	≥ good	13	40.63%
2.	< good	19	59.37%

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In the table above, it can be seen that the achievement of student learning activities varies in the very poor, less, sufficient, and good categories with the percentage of learning activity obtained from student observations of 40.63% in good category, has not reached the specified criteria, namely 75% of students. students reach a good category so that further action needs to be taken to increase student learning activities.

Learning outcomes are taken from the evaluation of learning outcomes at the meeting of 3 cycles on sociology subjects. There were 32 students who took part in the evaluation so that a complete score was obtained. The values obtained are presented in the following table.

Table 6. Completeness Category Learning Outcomes Cycle 1

Score	Category	Number of Students	Percentage
75 – 100	Complete	19	59.38%
< 75	Not Complete	13	40.63%

Students who have reached the KKM or according to the criteria are 19 people or not 75% of the class with a learning completeness percentage of only 59.38%. From the results of the analysis in the cycle, it is very necessary to make improvements in the next cycle to improve student learning outcomes.

Cycle 1 could not be declared successful because from the observations, students showed interest in learning with a good category of 3.13%, activity with a good category of 40.63%, and learning outcomes in the percentage of 59.382%. The three indicators do not reach the 75% criteria. From this reflection activity, several things were obtained that became the success and shortcomings of cycle 1.

1. Success
   a. Students have shown a better interest in participating in Sociology learning by using the think pair share learning model.
   b. Students have shown an increase in activeness in learning, especially when they have to discuss with their partners
   c. Student learning outcomes have increased from the pre-cycle stage.
2. Deficiency
   a. Classically, students have not shown seriousness in participating in sociology learning with the think pair share model.
   b. Interest, activeness, and learning outcomes are still below the predetermined success criteria.
   c. From the results of observations during the action process, some students said they objected when they had to move seats for discussion and evaluation.

Based on the successes and shortcomings in cycle 1, the researcher seeks to continue in cycle 2 with the aim of correcting the shortcomings of cycle 1 so that interest, activity, and learning outcomes can be achieved according to the success criteria.

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Cycle 2

Cycle 2 was carried out in 3 meetings. Each meeting consists of 2 hours of lessons with material on Social Stratification. At the planning stage, the researcher redesigned the application of the think pair share model for basic competencies to understand the importance of the principle of equality to address social differences for the realization of a peaceful and democratic social life, with the sub-material of social differentiation.

The designs prepared in this cycle are (1) Exploring the subject matter; (2) Make a Learning Implementation Plan (RPP) which contains several things, namely the steps of learning activities according to the think pair share model, and an assessment which in this case is to assess interest, activity, and learning outcomes. In addition, it also contains learning materials and Student Worksheets (LKPD); and (3) Determining groups or pairs, planning the formation of groups with members of 2 students or in pairs. His partner is a classmate so that students will feel more comfortable working together.

The results of the analysis of the interests of students in class XI of SMA Negeri 1 Sedayu in this cycle have increased when compared to the action of cycle 1. When viewed from the achievements of each student, it can be seen in the following table.

Table 7. Percentage of Interest in Learning Cycle 2

No.	Category	Number of students	Percentage
1.	≥ good	25	78.13%
2.	< good	7	21.87%

Based on the table above, it can be seen that the percentage of students' interest in learning is 78.13% with a minimum category of good and it can be concluded that interest in learning has reached the success criteria in this study, which is 75% so that the research implementation in cycle 2 can be stopped.

The following are the results of observing the activity of students in cycle 2 by applying the think pair share learning model.

Table 8. Percentage of Learning Activity Cycle 2

No.	Category	Number of students	Percentage
1.	≥ good	29	90.63%
2.	< good	3	9.37%

Based on the table above, it can be seen that the percentage of student learning activity with a minimum category of good is 90.63% and it can be concluded that learning activity has exceeded the success criteria in this study, which is 75% so that the research implementation in cycle 2 can be stopped.

Learning outcomes are taken from the evaluation of learning outcomes at the meeting of 3 cycles on sociology subjects. There were 32 students who took part in the evaluation so that a complete score was obtained. The values obtained are presented in the following table.

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Table 9. Category of Learning Outcomes Completeness Cycle 2

Score	Category	Number of Students	Percentage
75 – 100	Complete	32	100%
< 75	Not Complete	0	0%

Based on the diagram above, it can be seen the number of students who have completed and have not completed. All students have reached the KKM or according to the criteria have reached 100% with a 100% learning completeness percentage. From the results of the analysis in the cycle, the learning outcomes of students have reached the criteria of success.

The analysis of interest, activity, and learning outcomes in cycle 2 above shows that:

a) The implementation of class actions using the think pair share learning model in cycle 2 runs more smoothly because students are increasingly familiar with the learning flow using this model.
b) In cycle 2, there was an increase in students' interest in learning which reached 78.13% in the good category. This shows that students are increasingly interested and happy to participate in sociology learning.
c) Students are no longer forced to pair up with unwanted friends as happened in cycle 1. Students look more enthusiastic, comfortable and relaxed when they have to exchange ideas in the discussion process and the results are completed faster. This is measured by an increase in the learning activity of students which reached 90.63% in the good category.
d) Student learning outcomes showed an increase from cycle 1. The average value obtained by students was 92.81 with a percentage of completeness of 100%.

The expected results on interest, activity, and learning outcomes in Sociology subjects through the think pair share learning model of class XI students there is an increase from cycle 1 and more than 75%. Therefore, the class action is sufficient to reach cycle 2.

Discussion

Classroom action research conducted in two cycles for 6 meetings through the application of the think pair share learning model to class XI students was declared successful. This success can be proven by an increase in interest, activity, and learning outcomes of Sociology.

From the results of the study, the interest of students showed an increase in learning with the same model in both cycles. From the pre-cycle interest in learning, students with good categories only reached 0%. In cycle 1 the percentage achieved is still below the success criteria, namely 3.13%. The response is getting better in cycle 2 which is 78.13% with good category. The increase in interest is presented in the table.

Table 10. Summary of Increasing Interest in Learning in Pre-cycle, Cycle 1, and Cycle 2

No	Category	Percentage

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		Precycle	Cycle 1	Cycle 2
1	< good	100	96.87	21.87
2	≥ good	0	3.13	78.13

When presented in a diagram, it will appear in the following image.

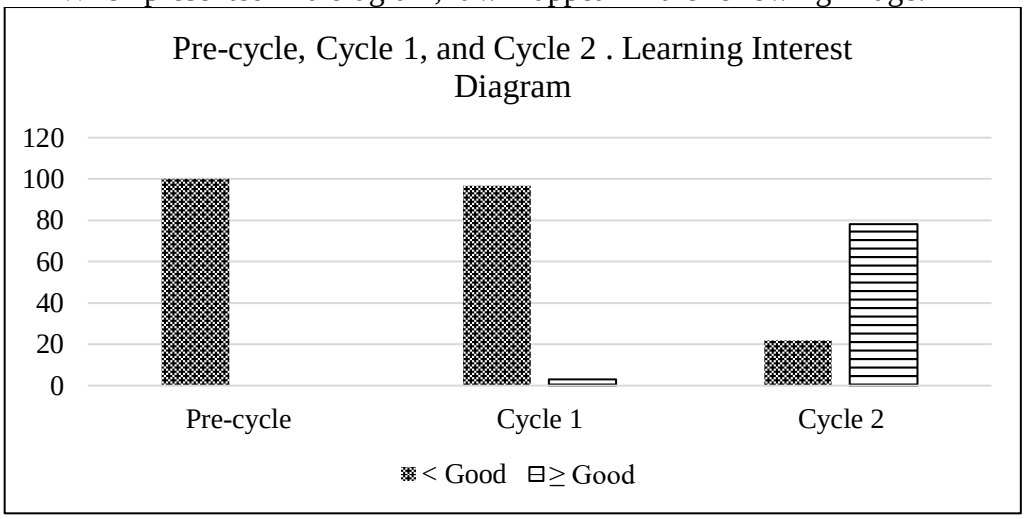

Figure 10. Pre-cycle, Cycle 1, and Cycle 2 Interest Diagrams

Based on the description above, the interest of students has increased in each cycle of action. Each inter-cycle indicator also increased. In cycle 1 the indicators have not reached completeness because there are several causes, namely: first, students do not know clearly what to do later when learning with the think pair share model because this model has never been used in this class. Second, the type of students who are only familiar with certain friends is an obstacle in cycle 1 because this learning model wants students to be able to pair up and exchange ideas. What happens when the learning process takes place, many students talk to other groups and are less focused on discussion tasks with their partners.

This situation became planning material in cycle 2 and in the end in cycle 2 the interest of students increased. All indicators of interest show improvement or achievement of predetermined success criteria.

From the results of the study, the activeness of students showed an increase in learning with the same model in both cycles. From the pre-cycle of students' learning activities in the good category, only 0%. In cycle 1 with the application of the think pair share learning model, the percentage achieved has increased even though it is still below the success criteria, namely 40.63% in the good category. The response of students is getting better in cycle 2. Learning activeness reaches a percentage of 90.63% with a good category. The increased activity is presented in the following table.

Table 11. Summary of Increasing Learning Activity in Pre-cycle, Cycle 1, and Cycle 2

No	Category	Percentage

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		Precycle	Cycle 1	Cycle 2
1	< good	100	59.37	9.37
2	≥ good	0	40.63	90.63

When presented in a diagram, it will appear in the following image.

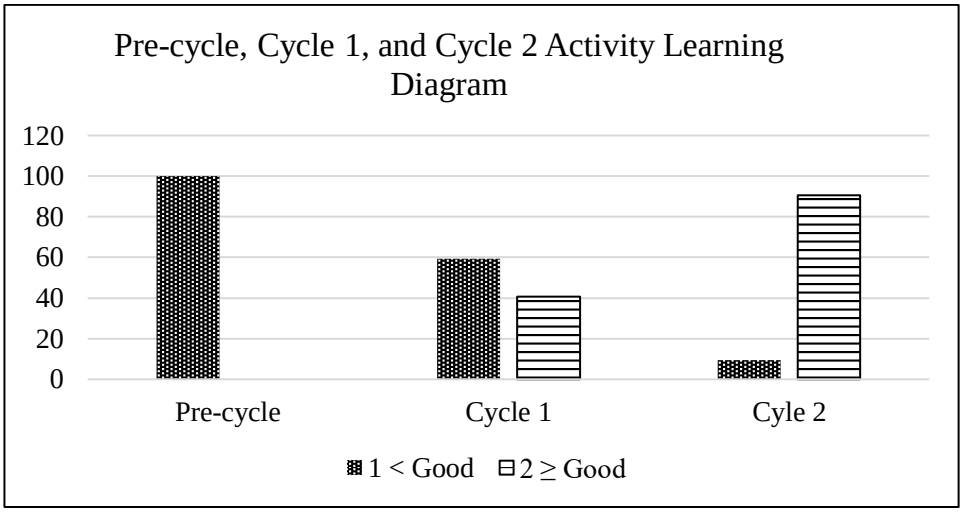

Figure 2. Diagram of Pre-cycle Activity, Cycle 1, and Cycle 2

Based on the description above, the activeness of students has increased in each cycle of action. Each inter-cycle indicator also increased. In cycle 1 there are 3 indicators that have not reached completeness. In the indicators of participating in carrying out learning tasks, being involved in problem solving, and asking other participants or the teacher if they do not understand the problems at hand, considering that in cycle 1, students in this learning have to pair up with other students who are not on the same bench, many complain. because they do not agree with the rules, are not comfortable with their partners so that it results in working in groups. What happens when the learning process takes place, many students are not enthusiastic about working on assignments to think and exchange ideas.

This situation becomes planning material in cycle 2 with the hope that students can achieve the success criteria. After the second cycle of action, it was proven that the activeness of students had increased. All indicators of activity show improvement or achievement of predetermined success criteria.

Student learning outcomes based on the results of pre-cycle research, cycle 1 and cycle 2 can be described as follows:

Table 12. Completeness Categories Summary of Pre-cycle, Cycle 1, and Cycle Learning Outcomes

Score	Category	Precycle	Cycle 1	Cycle 2

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		Number of Students	%	Number of Students	%	Number of Students	%
75 – 100	Complete	4	12.50	19	59.38	32	100
< 75	Not Complete	28	87.50	13	40.63	0	0
Amount		32	100	32	100	32	100

Based on the data obtained from the pre-cycle, cycle 1 to cycle 2 showed an increase in learning outcomes in accordance with the success criteria. This improvement is more clearly shown in the following diagram.

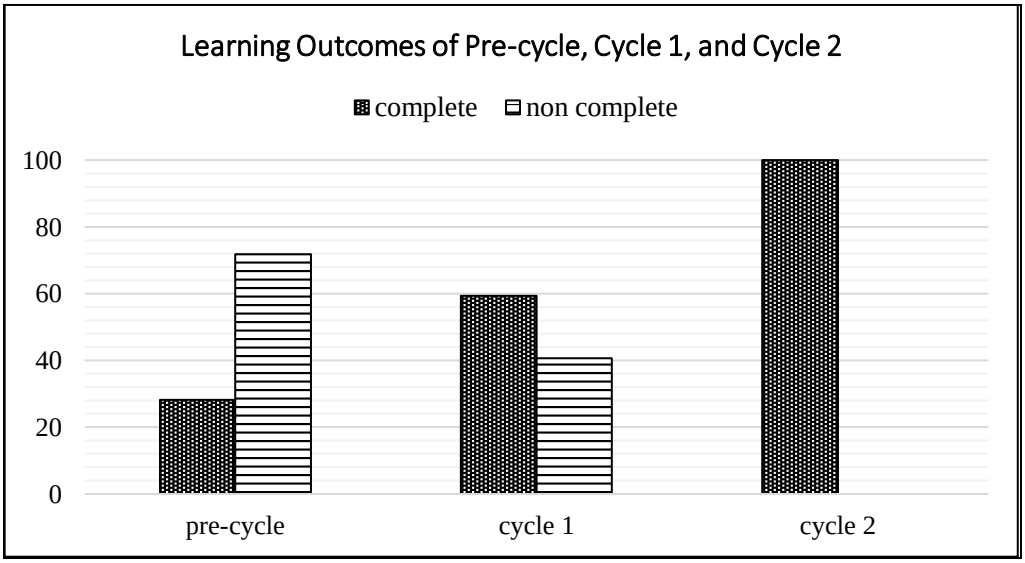

Figure 3. Diagram of Pre-cycle Learning Outcomes, Cycle 1, and Cycle 2

The results of the study explained that in the pre-cycle students who achieved new completeness were 4 people with a percentage of completeness of 12.50%. After implementing the action with the think pair share learning model, it can be seen that the observed learning outcomes have increased in each cycle. In the first cycle that has been implemented, it is obtained that the learning outcomes of students have achieved completeness as many as 19 people with a percentage of 59.38% and students who have not completed as many as 13 people with a percentage of 40.63%. The data becomes a reflection material that the whole series of learning must make students comfortable so that they are able to take part in learning with pleasure, this psychological state will affect the interests and activities of students.

The reflection in cycle 1 became an important input for action in cycle 2. The management of students by pairing them with their classmates turned out to encourage an increase in interest and activity in the process of thinking and sharing with their partners. This also has an impact on learning outcomes. Good understanding during the discussion and presentation process is a savings for

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students' understanding of the material so that when evaluating learning outcomes, questions can be done smoothly and achieve better results. This can be seen in the increase in the number of students who achieved completeness as many as 32 people or all students were able to obtain scores above the KKM with a percentage of 100%.

Based on the analysis of the research results that the application of the think pair share model runs as expected. Interest, activeness, and learning outcomes of Sociology of class XI students of SMA Negeri 1 Sedayu have increased according to predetermined success criteria. The success of learning through the application of the think pair share model in increasing interest, activity, and learning outcomes is an indication that this model is very appropriate to be used in the learning process.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of classroom action research and discussion, the following conclusions can be drawn:

1. There is an increase in interest in learning Sociology through think pair share in class XI students. The learning interest of students at the pre-cycle stage is 0% for the good category. After applying the think pair share learning model, in cycle 1, student interest increased by 3.13% in the good category, and in cycle 2 it increased to 78.13% in the good category.
2. There is an increase in Sociology learning activity through think pair share in class XI students. The learning activity of students at the pre-cycle stage is 0%. After applying the think pair share learning model, in cycle 1 the learning activity of students increased by 40.63% in the good category, and in cycle 2 it increased to 90.63% in the good category.
3. There is an increase in Sociology learning outcomes through think pair share in class XI students. The learning outcomes of 32 students at the pre-cycle stage were 12.50%. After applying the think pair share learning model, in cycle 1, student learning outcomes increased by 59.38%, and in cycle 2 increased to 100%.

Suggestion

Based on the analysis of the results of classroom action research, the researchers convey the following suggestions:

1. For students
   a. Trying to follow the learning in accordance with the teacher's information at the beginning of the lesson so that the learning process becomes meaningful, especially for students to increase interest, activity, and learning outcomes.
   b. School is a means to conduct secondary socialization. Students are faced with challenges in learning and friendship activities. Students who are willing to open up with all their friends will facilitate cooperation in the implementation of learning.
   c. Students are able to increase confidence in expressing opinions, increase courage in asking questions, and be creative in providing answers.

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2. For teachers
   a. The application of the think pair share learning model is expected to be one way of learning sociology and improving the quality of learning.
   b. Think pair share model is a learner-centered learning. Therefore, the application should be communicated with students in advance so that learning can run smoothly and students can be more independent in carrying out their role in learning.
3. For school
   a. Facilitating teachers to increase competence in the use of other think pair share learning models because it has been proven to be able to increase students' interest, activity, and learning outcomes.
   b. Completing supporting facilities in the application of learning models such as supporting books and internet signals.
4. For researchers
   a. The results of this study can be used as a reference in providing information about the application of the Think Pair Share learning model in Sociology subjects.
   b. Provide motivation for other researchers to be able to apply the think pair share learning model.

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