



Enhancing Classroom Engagement and Collaboration: Implementing the Think-Pair-Share Method in Postulant Education (A Case Study)

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Abstract. This qualitative case study examines the implementation of the Think Pair Share (TPS) method in English language instruction within postulant education at Laverna Sanggau, West Kalimantan, Indonesia. The study aims to investigate how TPS impacts classroom engagement and explore postulant students' perceptions of this collaborative learning approach in their religious formation context. Using a qualitative descriptive design, the research involved four first year postulant students aged 18-25 participating in a Catholic Social Teaching course over one week. Data were collected through direct classroom observations (2 sessions), semi structured interviews, and document analysis of student work. The research employed triangulation to ensure validity and followed established qualitative analysis procedures. Findings reveal that the TPS method significantly enhanced student engagement through increased active participation, improved confidence in English communication, sustained cognitive attention, and strengthened collaborative learning behaviors. Students demonstrated increased willingness to participate in class discussions. The structured progression from individual reflection to paired discussion to group sharing proved particularly effective in the postulant context, aligning with contemplative practices central to religious formation. Student perceptions were positive, with participants appreciating the structured reflection time that paralleled their spiritual practices, enhanced peer learning opportunities that strengthened postulant bonds, and improved English language confidence. The method successfully integrated academic instruction with spiritual formation objectives, creating synergy between language learning and religious development. The research concludes that TPS is highly supported for postulant education, providing practical implications for religious formation educators and contributing valuable insights to collaborative learning research in specialized educational contexts.

Keywords: Classroom Engagement; Collaborative Learning; Postulant Education; Religious Formation; Think Pair Share.

1. BACKGROUND

In the contemporary educational context, effective teaching methodologies have become increasingly crucial for fostering meaningful learning experiences, particularly in specialized educational contexts such as religious formation programs. The integration of collaborative learning strategies has gained significant attention as educators seek to enhance student engagement and create more dynamic learning environments (Johnson & Johnson, 2014). Among various collaborative learning approaches, the Think Pair Share (TPS) method has emerged as a particularly effective strategy for promoting active participation and deeper comprehension across diverse educational settings, including English language teaching (Kagan, 2009).

Postulant education offers a distinct and unique setting that integrates academic instruction, spiritual growth, and communal life, requiring pedagogical strategies that support the development of both language and character. Postulants, as individuals in the initial stage of religious formation, undergo a transformative journey that encompasses intellectual,

spiritual, and personal development within a structured postulant setting (Schneiders, 2013). This educational context presents distinct challenges and opportunities that differ significantly from conventional academic institutions, requiring specialized pedagogical approaches that can accommodate both the academic and formative aspects of postulant education. Among the academic subjects taught in postulant education, English holds particular significance as it serves as a bridge for international communication, theological study, and spiritual formation in an increasingly globalized world (Crystal, 2003).

In Laverna Sanggau, West Kalimantan, Indonesia, the postulant education program serves as a foundational stage for young individuals aspiring to religious life. The postulants in this institution embark on a comprehensive journey that involves not only academic pursuits but also spiritual discernment, postulant integration, and personal transformation. The postulant daily lives are structured around prayer, study, community service, and reflection, creating a holistic educational experience that demands innovative teaching methodologies to address the multifaceted nature of their formation (Wittberg, 2006). Within this context, English language instruction serves multiple purposes: it enables access to international theological resources, facilitates communication with global religious communities, and develops the linguistic competencies necessary for future ministry in diverse cultural contexts (Gunantar, 2016).

The journey of postulants in Laverna Sanggau is characterized by several distinctive features that influence their learning experience, particularly in English language acquisition. These young individuals come from diverse linguistic backgrounds, bringing varied educational experiences and cultural perspectives to their formation process. Their adaptation to communal living requires significant adjustment as they learn to balance personal growth with postulant responsibilities while simultaneously developing their English proficiency for academic and spiritual purposes. The spiritual dimension of their journey involves deepening their relationship with God through prayer, meditation, and theological study, often requiring engagement with English language spiritual texts and international religious resources while simultaneously developing their intellectual capacities through formal academic coursework that includes English language instruction (Cada et al., 2017).

Living in a religious postulant presents both opportunities and challenges for postulants. The postulant environment fosters mutual support and shared learning experiences, yet it also requires individuals to develop skills in collaboration, communication, and conflict resolution. The structured nature of postulant life, with its emphasis on shared meals, communal prayer, and collective decision making, creates a unique context for learning that extends beyond

traditional classroom boundaries. This environment necessitates teaching methods that can effectively engage students who are simultaneously navigating personal, spiritual, and academic development (Nygren & Ukeritis, 2012).

From a spiritual perspective, postulants in Laverna Sanggau are called to integrate their intellectual pursuits with their growing spiritual awareness. This integration requires pedagogical approaches that honor both intellectual and reflective aspects of learning. The TPS method, with its emphasis on individual reflection, peer dialogue, and group sharing, aligns well with the spiritual practices of the christian prayer method that involves slow and attentive reading of Bible, with the purpose of listening to and responding to the Word of God, is known as *lectio divina*. and communal discernment that are central to religious formation (Leclerc, 2016). This methodology can facilitate deeper engagement with both academic content and spiritual insights, creating opportunities for holistic learning for postulant development. Despite the growing emphasis on reflective and postulant learning in the class, most English instruction still relies solely on conventional lecture-based instruction, which limits active participation and does not fully support communication skill development. Based on the prior research indicated that passive learning approaches can limit student engagement and struggle to develop the critical thinking and communication skills essential for effective ministry and postulant leadership (Chickering & Gamson, 2017).

To address these challenges, recent pedagogical shifts have advocated for the integration of more interactive and student-centered strategies. One such method, Think Pair Share (TPS), offers a structured yet flexible approach that encourages active participation, peer collaboration, and reflective thinking. Research has demonstrated that TPS can significantly enhance student engagement, improve comprehension, and support the development of communication skills vital for religious vocations (Millis & Cottell, 2019). In the context of English language teaching, TPS has also been found effective in reducing speaking anxiety, increasing learner confidence, and promoting meaningful language use through peer interaction (Arends, 2012). Hence, TPS can enhance language acquisition by providing structured opportunities for speaking practice, vocabulary development, and cultural exchange within a supportive spiritual postulant (Lyman, 2015).

Furthermore, the implementation of more interactive and collaborative teaching methods, such as TPS, has shown promise in enhancing student participation, improving comprehension, and fostering the development of interpersonal skills crucial for religious life (Millis & Cottell, 2019). In English language teaching contexts, TPS has been particularly effective in reducing

speaking anxiety, increasing student confidence, and promoting meaningful language use through structured peer interaction (Arends, 2012).

Also, prior studies have shown the effectiveness of Think Pair Share in general ELT contexts, a few researches have explored its application in spiritually integrated environments like postulant education programs. Azlina (2010) found that TPS implementation significantly improved student engagement and academic performance in Indonesian educational settings. Similarly, Wahyuni and Umam (2017) reported that collaborative learning strategies enhanced critical thinking skills and classroom participation among Indonesian students. In the context of English language instruction, Bamanger and Gashan (2014) demonstrated that TPS improved speaking skills and reduced communication anxiety among EFL learners. Additionally, Suryani (2015) found that the TPS method enhanced vocabulary acquisition and retention among Indonesian English learners. These findings suggest that the Think Pair Share method could be particularly beneficial in the postulant education context, where the development of reflective thinking, collaborative skills, and English proficiency is essential for both academic success and spiritual formation.

The unique characteristics of postulant education in Laverna Sanggau combining academic nature with spiritual formation, individual growth with postulant living, and traditional wisdom with contemporary learning needs, create an ideal environment for implementing innovative teaching methodologies in English language instruction. The TPS method offers potential benefits that align with the multifaceted goals of postulant formation, including enhanced engagement, improved collaboration, deeper integration of learning experiences, and more effective English language acquisition. The structured nature of TPS provides opportunities for postulants to practice English communication skills in a supportive environment while simultaneously developing the collaborative and reflective capacities essential for religious postulant life. The teacher specifically focuses on teaching English tenses such as the simple present, past, and future by incorporating them into the TPS activities. This integration not only reinforces grammatical accuracy but also nurtures confidence and fluency in using English within meaningful, collaborative contexts.

This study seeks to explore the role of the Think Pair Share (TPS) method in improving English instruction, promoting student engagement, and encouraging collaboration within the religious and communal environment of postulant education at Laverna Sanggau. It aims to demonstrate how this teaching strategy can support active participation and strengthen interpersonal learning, while also contributing to the overall formation of postulants academically, spiritually, and socially. The research focuses on how TPS can enhance language

proficiency, boost involvement in classroom activities, and build essential communication skills for future pastoral work in diverse settings. Ultimately, the findings are intended to offer valuable insights into effective instructional practices within religious education and support educators serving postulant learners in English language contexts.

Considering the increasing global demands on religious communities to engage in cross cultural communication and theological discourse, equipping postulants with effective English communication skills through contextually relevant methods like TPS is both timely and necessary.

2. LITERATURE REVIEW

Classroom Engagement and Collaboration

Behavioral Engagement

Bandura's Self Efficacy Theory, as cited by Zhang and Liu (2023), students' beliefs in their capabilities to perform tasks successfully directly influence their behavioral engagement. When students feel confident in their abilities, they are more likely to participate actively in classroom activities. Expectancy Value Theory, recent research by Martinez and Thompson (2024) building on Eccles and Wigfield's framework demonstrates that students' engagement behaviors are influenced by their expectations of success and the value they place on the task. Higher expectancy and value lead to increased participation and effort.

Cognitive Engagement

Bloom's Taxonomy, as applied by Rodriguez and Kim (2024), Anderson and Krathwohl's revised taxonomy provides a framework for understanding different levels of cognitive engagement, from basic recall to higher order thinking skills like analysis, synthesis, and evaluation in contemporary classrooms. Constructivist Learning Theory, recent research by Patel and Singh (2023) building on Piaget and Vygotsky's foundational work emphasizes that students actively construct knowledge through interaction with their environment and social contexts, requiring deep cognitive engagement.

Think Pair Share Methode

Think Pair Share represents a carefully structured collaborative learning strategy that builds on Vygotsky's (1978) social constructivist theory. This approach divides learning into three distinct but interconnected phases. During the "Think" phase, students engage in individual reflection and problem solving. The "Pair" phase allows them to discuss their thoughts with a partner, testing and refining their ideas. Finally, in the "Share" phase, pairs present their conclusions to the larger group, enabling broader discussion and deeper

understanding. The theoretical underpinning of TPS extends beyond Vygotsky's work to incorporate elements of cognitive load theory (Sweller, 2020) and social interdependence theory (Johnson & Johnson, 2019).

Applicability to Postulant Education

The implementation of the Think Pair Share (TPS) method in postulant education aligns with several established pedagogical theories that support collaborative and active learning approaches. Contemporary Social Constructivist Theory, building upon Vygotsky's (1978) foundational work on social interaction in learning, provides a foundational framework for understanding how postulants construct knowledge through collaborative discourse. As Pritchard and Woollard (2013) explain, "constructivism is fundamentally concerned with how we come to 'know' and the processes involved in building our personal understanding of the world around us" (p. 7). Vygotsky's (1978) emphasis on the social nature of learning remains highly relevant, as contemporary research continues to validate his assertion that knowledge construction occurs through meaningful interaction with others.

3. RESEARCH METHODOLOGY

This research employs a qualitative research design, specifically a case study approach. The case study allows for a comprehensive exploration of how TPS enhances student engagement, collaboration, and English language proficiency in a spiritually integrated educational environment. The participants in this research were postulants enrolled in the English language program at Laverna Sanggau, West Kalimantan, Indonesia. A purposive sampling technique was used to select participants who had experienced TPS based activities in their English classes. The sample included four students, aged 18–25.

This research employed three primary data collection techniques to examine the implementation of the Think Pair Share (TPS) method in enhancing student engagement and collaboration within postulant education. To support the three primary data collection techniques observation, interviews, and documentation this research employed specific tools designed to ensure a systematic and comprehensive data gathering process. These tools were developed to align with the objectives of the study and the characteristics of the Think Pair Share (TPS) method, particularly in capturing aspects of student engagement and collaboration during its implementation.

4. RESEARCH FINDING AND DISCUSSION

The Findings

The data analysis revealed several key themes through triangulation of observations, interviews, and document analysis. These themes provide comprehensive insights into the effectiveness of TPS in enhancing student engagement and collaboration within the unique context of postulant education.

Impact of Think Pair Share on Classroom Engagement

Enhanced Active Participation

Observational data consistently showed increased verbal participation rates during TPS activities compared to traditional lecture based sessions. During the "Think" phase, all four participants demonstrated focused attention and individual reflection, with observable behaviors including note taking, thoughtful facial expressions, and sustained attention to the prompt.

The "Pair" phase generated the highest levels of verbal interaction, with observation sheets documenting sustained conversations averaging 3–4 minutes per discussion. Students demonstrated active listening behaviors, including eye contact, nodding, and responsive questioning, indicating genuine engagement with their partners' ideas. Document analysis of student notes from the "Think" phase revealed increasingly detailed and structured responses over the course of the week. These notes progressed from brief, fragmented sentences to more coherent explanations, use of relevant vocabulary, and clearer articulation of opinions or arguments. This development suggests a growing comfort with the reflection process and an improved ability to organize thoughts independently before sharing them with peers. The scaffolded structure of TPS appeared to support this cognitive development by giving students the time and space needed to think critically and express their ideas more confidently.

Increased Confidence in English Communication

Interview data revealed that the structured progression from individual thinking to paired discussion significantly enhanced confidence among postulants. Three of the four participants explicitly mentioned feeling more confident when speaking English after implementing TPS.

Observational evidence supported these interview findings, with documented increases in voluntary participation during the "Share" phase across the two observed sessions. Initially hesitant speakers became more willing to present their paired discussions to the class, demonstrating improved confidence and fluency.

Sustained Attention and Cognitive Engagement

The TPS structure appeared to maintain student attention more effectively than traditional instructional methods. Observation data showed minimal off task behaviors during TPS activities, with students remaining focused throughout all three phases. The cyclical nature of individual reflection, peer interaction, and group sharing created multiple engagement opportunities that accommodated different learning preferences.

Document analysis of student written outputs revealed evidence of deeper cognitive processing, with responses showing increased complexity and critical thinking over time. Students began incorporating ideas from their partners while maintaining their individual perspectives, suggesting meaningful integration of collaborative learning.

Collaborative Learning Behaviors

The "Pair" and "Share" phases fostered specific collaborative behaviors that enhanced overall classroom engagement. Observational data documented students naturally developing turn taking protocols, actively building upon each other's ideas, and providing supportive feedback. These collaborative patterns extended beyond TPS activities into other classroom interactions.

Students' Perceptions of Think Pair Share Implementation

Appreciation for Structured Reflection Time

All participants expressed appreciation for the individual thinking time provided in the "Think" phase. They found this structured reflection period particularly valuable in the context of their spiritual formation, drawing parallels between the TPS thinking phase and contemplative practices central to their religious development.

Students noted that the thinking phase allowed them to organize their ideas and consider multiple perspectives before engaging in discussion, which improved the quality of their subsequent interactions.

Enhanced Peer Learning and Postulant Building

Enhanced Peer Learning and Postulant Building illustrates how the Think Pair Share (TPS) method fosters stronger interpersonal connections and supports academic collaboration among postulant students. Participants consistently highlighted how the "Pair" phase allowed them to engage in meaningful academic conversations, making them feel more connected to their peers while practicing English in a supportive environment.

This experience aligns closely with several key concepts outlined in the literature review. The interaction described reflects the core of collaborative learning theory, particularly the emphasis on positive interdependence and individual accountability as proposed by

Johnson and Johnson. The sense of belonging and mutual engagement also resonates with Wenger's Communities of Practice theory, where shared experiences and collaborative knowledge construction enhance both learning and postulant cohesion. The literature review further supports the importance of shared learning goals and a strong sense of postulant, which were evident in how students perceived TPS as reinforcing both their academic and spiritual formation. These theoretical foundations collectively demonstrate that TPS is not only effective in improving language skills but also in cultivating the communal and relational dimensions essential to postulant education.

Improved English Language Confidence

Two key themes emerged regarding the enhancement of English language skills through the Think Pair Share (TPS) method, particularly within the context of postulant students learning in a spiritually integrated and postulant based environment.

Enhanced vocabulary usage was evident through document analysis, which showed a noticeable increase in the variety and precision of vocabulary used in students' written responses and oral presentations after the TPS activities. Students frequently incorporated new words and phrases encountered during their pair discussions, indicating that peer interaction served as a valuable source of language input and reinforcement. This aligns with the collaborative learning principles described in the literature review, where social interaction facilitates vocabulary acquisition and meaningful language use.

Better pronunciation practice was observed during the "Pair" phase, which offered low pressure opportunities for students to articulate their thoughts in English and receive immediate, informal feedback from their peers. These interactions not only improved pronunciation but also contributed to greater fluency and clarity in oral communication. The scaffolded structure of TPS moving from individual reflection to peer discussion and finally to group sharing enabled students to rehearse and refine their spoken language progressively. As such, the TPS method proved effective in fostering English language confidence by integrating communication practice into a supportive and collaborative classroom environment.

Challenges and Areas for Improvement

The implementation of the Think Pair Share (TPS) method faced challenges regarding time management, as two participants reported feeling rushed during the thinking phase, particularly when addressing complex theological concepts in English. To mitigate this issue, extending the individual reflection time for more conceptually demanding topics was suggested to allow students sufficient space to process intricate ideas before engaged discussions.

In addition to timing concerns, partner dynamics significantly influenced the collaborative experience, with participants noting that being paired repeatedly with the same peer limited their exposure to diverse perspectives and communication styles. Consequently, students expressed a preference for more varied partner arrangements to enhance interaction and broaden their learning opportunities within the course framework.

Furthermore, language level differences presented a notable constraint in pair interactions, as subtle variations in English proficiency affected group dynamics. These disparities occasionally led to more confident speakers dominating conversations, underscoring the need for structured facilitation to ensure equitable participation across all proficiency levels.

Integration with Spiritual Formation

A unique aspect of student perceptions in this postulant education context was the perceived alignment between TPS methodology and spiritual formation practices. Participants drew explicit connections between the structured reflection of TPS and contemplative practices such as *lectio divina*. They appreciated how the method supported both academic and spiritual development simultaneously.

"This method helps us grow in two ways our English gets better, and we also practice listening to each other like we do in our spiritual discussions. It fits well with our formation."

Discussion

The findings of this study demonstrate that the implementation of the Think Pair Share (TPS) method contributed positively to classroom engagement and students' learning experiences in the English language classroom at Postulant House Laverna Sanggau. Through the triangulation of classroom observations, interviews, and document analysis, the research revealed that TPS encouraged active participation, strengthened peer collaboration, increased confidence in English communication, promoted deeper cognitive engagement, and supported the unique educational goals of postulant formation. These findings answer both research questions by showing that TPS not only enhanced classroom engagement but was also perceived positively by students because it created a structured, supportive, and collaborative learning environment.

The first research question examined how the Think Pair Share method influenced classroom engagement among postulant students. The findings clearly indicate that TPS transformed the learning process from a predominantly teacher centered classroom into a more interactive and student centered learning environment. During classroom observations, students actively participated throughout each stage of the TPS process. The Think phase encouraged individual reflection before discussion, the Pair phase facilitated collaborative

exchange of ideas, and the Share phase provided opportunities for students to communicate their understanding confidently before the class. This gradual learning sequence enabled students to become active participants rather than passive listeners, demonstrating that structured cooperative learning can significantly improve classroom engagement.

These findings strongly support the concept of classroom engagement presented in the literature review, particularly the behavioral and cognitive dimensions of engagement. Behavioral engagement was reflected through students' willingness to participate in discussions, answer questions, maintain attention, and cooperate with classmates throughout the learning activities. At the same time, cognitive engagement became evident as students spent time reflecting on the learning materials, organizing their ideas, evaluating their own understanding, and integrating new information gained from their partners during discussions. This confirms Bond et al.'s argument that active learning strategies encourage greater participation because students become directly involved in constructing knowledge instead of merely receiving information from teachers. Likewise, the findings support Mercer and Howe's view that structured classroom dialogue promotes deeper reasoning and meaningful learning through interaction.

The improvement in classroom engagement can also be interpreted through Vygotsky's Social Constructivist Theory. According to Vygotsky, learning is fundamentally a social process in which knowledge is constructed through interaction with others. Throughout the Pair phase, students discussed grammatical concepts, exchanged ideas, corrected misunderstandings, and refined their responses before presenting them publicly. These interactions demonstrate the operation of the Zone of Proximal Development, where students were able to accomplish more with peer support than they could individually. Rather than simply receiving information from the teacher, students actively negotiated meaning with their partners, illustrating how social interaction became the foundation for learning. Consequently, the findings confirm that the TPS method effectively operationalizes social constructivist principles within English language instruction.

The findings further support Johnson and Johnson's Cooperative Learning Theory, which emphasizes positive interdependence, face to face interaction, individual accountability, interpersonal skills, and group processing. During classroom observations, students listened attentively to one another, asked follow up questions, exchanged opinions respectfully, and worked collaboratively to prepare responses before presenting them to the class. Every student participated in the learning process because TPS required each learner to think individually before contributing to pair discussions. This prevented passive participation and encouraged

shared responsibility for learning. The collaborative behaviors observed throughout the implementation demonstrate that TPS successfully created the essential conditions of cooperative learning proposed by Johnson and Johnson.

One of the most significant findings of this study is that the Pair phase emerged as the most productive stage of the TPS process. Students consistently reported feeling more comfortable discussing their ideas with a single partner before speaking publicly. Classroom observations similarly revealed that the highest level of interaction occurred during paired discussions, where students actively negotiated meaning, clarified misunderstandings, and encouraged one another. This suggests that peer interaction functions as an important bridge between individual reflection and public communication. The gradual progression from thinking independently to discussing with a partner and finally sharing with the entire class reduced hesitation and provided opportunities for rehearsal before public speaking. These findings support Kaddoura's conclusion that TPS increases students' confidence because learners have adequate time to organize their thoughts and receive constructive peer support before addressing the whole class.

Another important finding concerns the development of students' confidence in using English. Interview data revealed that participants felt increasingly confident speaking English because the Pair phase provided a supportive environment where mistakes were viewed as opportunities for learning rather than sources of embarrassment. Students explained that practicing English with one partner first enabled them to improve their responses before presenting them publicly. Observation data further confirmed this perception, as more students volunteered to participate during the Share phase in the second observation compared to the first session. These findings suggest that confidence develops through repeated opportunities for meaningful communication rather than through teacher explanation alone. Within the context of English language learning, this confidence is particularly important because speaking competence depends not only on grammatical knowledge but also on learners' willingness to communicate.

The document analysis also demonstrated that TPS contributed to students' cognitive development and language improvement. Students' written responses gradually became more organized, detailed, and linguistically accurate throughout the implementation period. Vocabulary usage expanded, sentence construction improved, and ideas became more coherent after repeated opportunities for individual reflection and collaborative discussion. These improvements indicate that learning occurred not only during oral interaction but also through the structured process of thinking, discussing, revising, and presenting ideas. The findings

therefore support the assumption that TPS enhances higher order thinking by encouraging learners to analyze, evaluate, and synthesize information collaboratively before producing final responses.

The second research question explored how postulant students perceived the implementation of the Think Pair Share method during their learning experiences. Overall, participants expressed highly positive perceptions toward TPS because the method provided sufficient time for reflection, meaningful collaboration with peers, and gradual development of confidence in English communication. Students particularly appreciated the structured nature of the learning process, which allowed them to think independently before participating in discussions. Unlike conventional teacher centered instruction, TPS created opportunities for every student to contribute according to their own pace while still remaining actively involved throughout the lesson.

An interesting finding unique to this study is the relationship between the Think phase and the spiritual practices of postulant formation. Participants perceived individual reflection during the Think phase as similar to contemplative practices regularly practiced within their religious formation. Students described the opportunity to reflect quietly before discussion as helping them organize their thoughts while simultaneously encouraging deeper personal reflection. This finding extends previous TPS research because most studies emphasize only the cognitive benefits of individual thinking. Within the context of postulant education, however, reflective thinking also possesses spiritual significance. Consequently, TPS supports not only academic learning but also the reflective habits central to religious formation, making the method particularly appropriate for this educational context.

Students also emphasized that the Pair phase strengthened relationships within the postulant community. Beyond improving English communication, collaborative discussions allowed participants to understand different perspectives, practice active listening, and develop stronger interpersonal relationships. These findings correspond closely with Wenger's Communities of Practice Theory, which proposes that learning occurs through participation in a shared community where individuals construct knowledge collaboratively. Since postulants live, study, pray, and serve together, the TPS method reinforced the communal values already embedded within their daily formation. Rather than functioning solely as an instructional strategy, TPS became a means of strengthening both academic collaboration and community life.

Despite these positive outcomes, participants also identified several challenges that should be considered when implementing TPS. Some students indicated that additional

thinking time would be beneficial when discussing complex English topics, while others suggested rotating partners more frequently to encourage interaction with different classmates and expose them to a wider range of perspectives. Differences in English proficiency occasionally influenced discussion quality because more proficient students sometimes dominated conversations. These findings indicate that the effectiveness of TPS depends not only on the method itself but also on thoughtful instructional planning. Teachers should therefore manage time carefully, vary student pairings regularly, and monitor discussions to ensure equal participation among learners. These recommendations are consistent with Gillies' argument that successful cooperative learning requires active teacher facilitation and appropriate classroom management.

Overall, the findings demonstrate that the Think Pair Share method is an effective instructional strategy for improving classroom engagement and supporting English language learning within postulant education. More importantly, this study contributes to the existing literature by showing that TPS extends beyond improving academic achievement alone. Within the context of religious formation, the method simultaneously promotes reflective thinking, collaborative learning, interpersonal communication, community building, and language development. The integration of these academic and formative dimensions makes TPS particularly suitable for postulant education, where intellectual growth, spiritual formation, and communal living are inseparable aspects of the educational experience. Consequently, this research suggests that TPS offers considerable potential as a pedagogical approach for educators seeking to integrate active learning with the holistic goals of religious education while fostering greater engagement, confidence, and collaboration among students.

5. CONCLUSION AND SUGGESTION

Conclusion

This research explored the implementation of the Think Pair Share (TPS) method in postulant education, focusing on its impact on classroom engagement and student collaboration within the unique religious and academic context of Laverna Sanggau. Drawing from a qualitative case study involving classroom observations, semi structured interviews, and document analysis, the research confirmed that TPS significantly enhanced engagement, peer interaction, and English language confidence among postulant students.

The findings demonstrate that TPS fostered structured, meaningful participation through its three phases: individual reflection, paired discussion, and group sharing. Postulants showed increased willingness to speak, improved comprehension, and stronger collaborative

behaviors. The “Pair” phase, in particular, emerged as the most interactive and postulant building element, aligning well with the communal values of religious formation. Moreover, TPS supported the development of English language skills, particularly in vocabulary use and pronunciation practice, while creating a psychologically safe environment for communication.

Importantly, the study revealed that TPS is not only academically beneficial but also spiritually congruent. The reflective “Think” phase resonated with contemplative religious practices such as *lectio divina*, suggesting that TPS can serve as an integrative method that supports both intellectual and spiritual growth. The study's findings suggest several practical implications for educators in postulant education contexts: the natural alignment between TPS and contemplative practices indicates that the method can serve dual purposes of academic instruction and spiritual formation when implemented thoughtfully. This integration supports the holistic development objectives central to religious formation programs.

Additionally, the collaborative skills cultivated through TPS such as active listening, respectful dialogue, and clear communication are directly relevant to pastoral preparation. These competencies are not only essential for classroom engagement but also contribute to long term vocational formation. The positive impact on English language learning is particularly significant for international religious communities, where multilingual communication is vital. The method's ability to reduce speaking anxiety and build confidence further highlights its value in preparing postulants for global religious service.

Despite some challenges, such as time constraints and variations in language proficiency, the method was well received and found to be effective within this spiritually integrated learning environment. Overall, TPS offers a pedagogically sound and spiritually resonant approach that contributes meaningfully to both academic and vocational goals in religious formation settings.

Suggestion

After conducting the research, some suggestions are presented below:

Religious Formation Educators

The Think Pair Share method is recommended for religious formation educators, particularly in postulant houses and seminaries, to consider using structured collaborative learning as a medium to enhance theological education. This method not only creates an engaging and meaningful learning atmosphere but also assists students in connecting theological concepts with personal formation experiences, thereby enhancing content retention and active participation in their vocational preparation. Since the TPS method requires careful integration with contemplative practices and formation objectives, it is highly recommended

that educators who intend to implement it prepare thoroughly and receive appropriate training, so that every phase carried out is meaningful for students' academic and spiritual development.

Postulant Students

Students are encouraged to actively engage with the Think Pair Share approach for theological learning, embracing both the individual reflection and collaborative discussion components. It is beneficial if students approach these activities with openness to peer learning and spiritual growth, as this creates a more enriching experience for their formation journey.

Future Researchers

Future researchers are advised to explore the development or implementation of similar active learning methods in other religious formation contexts or educational levels. Further research could examine the long term impact of TPS on vocational discernment and formation outcomes, investigate its effectiveness across different theological subjects, or adapt collaborative learning approaches to other aspects of religious education for wider applicability in specialized formation settings.

The one week implementation period provides initial insights but cannot assess long term effects of TPS on student engagement, collaboration, or English language development. Longitudinal studies examining sustained implementation would provide important information about the method's enduring impact on postulant formation.

Additionally, this research focused specifically on English language instruction within Catholic postulant education. Research examining TPS implementation across different subjects (theology, pastoral studies, liturgy) and various religious traditions would contribute to understanding the method's broader applicability in spiritual formation contexts.

Future research should also investigate the optimal implementation strategies for TPS in postulant education, including effective partner assignment methods, appropriate time allocation for different content types, and integration with traditional spiritual formation practices. Comparative studies examining TPS effectiveness relative to other collaborative learning methods in religious education contexts would provide valuable guidance for educators.

The findings of this research demonstrate that the Think Pair Share method can effectively enhance student engagement and collaboration within postulant education contexts while supporting both academic learning and spiritual formation objectives. The method's alignment with contemplative practices and postulant values central to religious formation creates unique opportunities for integrated development that extends beyond traditional academic outcomes. These insights contribute to the growing literature on effective

pedagogical practices in specialized educational contexts and provide practical guidance for educators serving postulant communities.

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