

Implementation Of The Think Pair Share Model (Tps) In Improving Learning Outcomes Of Islamic Culture History To Students Of MTSN 1 South Aceh

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Abstract

The research in this thesis is motivated by a phenomenon in the learning process that exists at MTs Negeri 1 Aceh Selatan , students are weak in mastering and understanding the lessons of Islamic Cultural History . This is because most teachers only use the lecture method when teaching. So that it can cause students to become bored in responding to the lessons delivered by the teacher, and also cause student learning outcomes to decrease in Islamic Cultural History lessons with an average percentage of 58.83% and completeness of student learning outcomes 33.33% in the pre- cycle. The purpose of this study is to increase student activity in class as well as improve student learning outcomes through learning models Think Pair Share (TPS) in Islamic Culture History lessons at MTS Negeri 1 South Aceh . This research uses Class Action Research in two cycles . The subjects of this study were students of class VII I MTS Negeri 1 Aceh Selatan totaling 24 students taken by total sampling in the study. Data collection techniques used are observation, questionnaires and tests. The results showed an increase in student learning outcomes with an average value of 87.38 % . This proves that with the use of learning models Think Pair Share (TPS) in Islamic Culture History lessons can improve student learning outcomes for class VII I MTS Negeri 1 Aceh Selatan . Based on this conclusion, it is suggested to fellow teachers to master and try to apply the latest learning models such as models Think Pair Share (TPS) so that the learning atmosphere can be lively, varied and proven to be effective in increasing learning outcomes .

Keywords: Think Pair Share Model, Learning Outcomes, Islamic Culture History

INTRODUCTION

Education is the main facility that needs to be managed systematically and consistently based on various theoretical views and practices that develop in life. In Law Number 20 of 2003 concerning the education system, especially Chapter 1 Article 1 paragraph 1 it is explained that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to choose religious spiritual strength, self-control , personality, intelligence, noble character, and the skills needed by himself, the community, the nation and the State" (Hasbullah, 2012: 5).

Think Pair Share (TPS) or think in pairs is a type of cooperative learning designed to influence student interaction patterns. This *Think Pair Share* (TPS) developed from cooperative learning and waiting time research. It was first developed by Frank Lyman and colleagues at the University of Maryland. Arens stated that *Think Pair Share* (TPS) is an effective way to vary the class discussion atmosphere with the assumption that all recitation or discussion requires arrangements to control the class as a whole, and the procedures used in *Think Pair Share* (TPS) give more time. for students to think, respond and help each other when discussing with their partners and provide more opportunities for students to participate in the learning process. The teacher estimates that he only completes a short presentation or students read assignments, or situations that are question marks (Triyanto, 2010: 81). In this learning model, it provides more opportunities for students to be recognized and show their participation to others.

One of the problems faced by the world of education is the problem of weak learning processes. In the learning process, students are not encouraged to develop thinking skills, therefore educators need to develop and carry out teaching and learning activities, one of which is that educators must try to develop students' competencies and abilities. This research was conducted because of the problems found in learning the history of Islamic culture (SKI) at MTS Negeri 1 Aceh Selatan , namely whether the application of the *Think Pair Share* (TPS) learning model can improve student learning outcomes for class VIII MTS Negeri 1 Aceh Selatan, then what is the response class VIII students of MTS Negeri 1 South Aceh towards learning Islamic Cultural History using the *Think Pair share* (TPS) model . The purpose of this study was to find out the application of Think Pair Share (TPS) learning in improving student learning outcomes and to find out how students of class VIII MTS Negeri 1 Aceh Selatan responded to learning Islamic Cultural History using the Think Pair Share (TPS) model.

Teaching and learning activities should place more emphasis on process than results. In teaching and learning activities the teacher plays a very important role. Because in the

learning process the criteria for the success of the teaching process are measured by the extent to which students can master the subject matter delivered by educators. To achieve success in this learning the teacher must have the right model and strategy in the learning process. Learning strategies as an effort to solve learning problems include the Think-Pair-Share learning model. As the name suggests "Thinking", this learning begins with the teacher asking questions or issues related to learning for students to think about. In the "Pairing" stage, students are paired and given the opportunity to discuss. The results of the intersubjective discussion in each pair of results are discussed with the whole class pairs. This stage is known as "Sharing", in this stage it is hoped that there will be questions and answers that encourage the construction of knowledge in an integrative manner.

RESEARCH METHODS

The method is a way used to discuss and examine a problem. While research is an activity to obtain the truth about a problem using scientific methods (Kasiram, 2010: 4). In carrying out this research the authors used classroom action research, namely research on things that happened in the community or target group and the results could be directly used in the community concerned.

Classroom Action Research Design (CAR) was developed from Arikunto et al's research model and carried out in the form of an iterative cycle consisting of four research stages, namely planning, implementing, observing, and reflecting. According to Arikunto, et al., if the reflection results of cycle II still have new problems or old problems that have not been solved, then the cycle can be continued by adding one cycle and so on until the problem to be solved can be fulfilled (Arikunto, 2002: 114).

This research was conducted at MTS Negeri 1 Aceh Selatan, namely in June and then resumed based on a research decree issued by the Head of Tapaktuan Islamic High School, starting on August 22 2019 until it was completed which was carried out at MTS Negeri 1 Aceh Selatan.

As for the determination of subject and object is an attempt to determine the source of data, meaning where the research data can be obtained. Namely what is the population in this study who are the subjects: Teachers in the field of Islamic Cultural History (SKI) study at MTS Negeri 1 Aceh Selatan and Grade VIII students at MTS Negeri 1 Aceh Selatan

While the object of this study is the implementation of Islamic Cultural History (SKI) learning by applying the *Think Pair Share* (TPS) learning model in class VIII at MTS Negeri 1 Aceh Selatan. Data collection techniques used were tests, observations and student response

questionnaires. While the data collection instruments used observation sheets, questionnaires and test questions. Meanwhile, data analysis techniques were carried out collaboratively, namely quantitative and qualitative data collection to answer the hypotheses that had been determined in this study .

RESEARCH RESULTS AND DISCUSSION

Research result

data presented by the researcher are observational data and activity recordings from the implementation of the actions that took place at MTS Negeri 1 Aceh Selatan. This Classroom Action Research was carried out in several stages , namely: pre-cycle, cycle I, and cycle II. The pre-cycle was held on August 28 2019, cycle I on August 29 2019, and cycle II on August 30 2019. The pre-cycle learning process was carried out using the lecture and question and answer method , cycle I cycle II was carried out using the TPS model (*Think Pair Share*).

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Before carrying out the cycle, the researcher carried out the learning process using the lecture and question and answer method with material on progress in the field of religious sciences and ended by giving questions. Of the 24 students who took the *pre-test* in the pre-cycle, 8 students had achieved the maximum completeness criteria (KKM), while 16 other students had not yet achieved the set completeness. For more details can be seen in the table below :

Table 1. Pre-Cycle Student Learning Outcomes

Criteria	Pre Cycle
Average student learning outcomes	58 . 83 %
Completeness of student learning	33 . 33 %

Study Outcome Data Processing , 201 9

In the results above, we can see that in the pre-cycle activities that the researchers applied using the lecture method and carried out with a pre-test, it can be said that the learning outcomes have not reached the KKM. Therefore researchers need to apply the TPS (

Think Pair Share) learning model to improve student learning outcomes. Researchers hope to apply the TPS model *student learning* outcomes will increase.

The Implementation of Cycle I and II Actions occurs in four stages, planning, action, observation, and reflection which form one cycle, each of which will be explained as follows:

Before carrying out the action the researcher compiled an action plan to be carried out the plan was prepared in the form of, compiling a lesson plan (RPP), compiling student observation sheets, teacher observation sheets, questionnaires, and preparing pre-tests and post-tests to be distributed to students, and also distributing groups for learning in class using the TPS model.

At this stage the first round of action was carried out on Thursday 29 August 2019 at 3-4 hours (10.30-12.00) . in this round the giver of the action was the researcher himself while the recipient of the action was 24 students in class VIII. This learning process begins with an opening greeting and asking students to read a prayer before starting learning, followed by taking student attendance and doing apperception of the material taught in the previous material.

Next the teacher conveys the learning objectives, explains and explains material about the progress of the field of religious sciences, then the teacher invites students to ask questions, after completing equipping students with material for progress in the field of religious sciences the teacher explains about the TPS learning model that will be applied and also distribute discussion groups in learning until learning ends. Then the teacher gave a final test (*post test*) and closed the lesson by greeting .

Learning in class begins with an opening greeting , asking about student attendance and asking students to prepare a book on the History of Islamic Culture. Students are given motivation about the importance of studying material progress in the field of religious sciences. Students take part in learning in an atmosphere that is not yet conducive and not fully controlled as expected because students are applying a different learning model for the first time.

Table 2. Observations on Student Activity Cycles

No	Assessment Aspects	Category	Category
		Cycle I	Cycle II
A	Beginning		
1	Answer greetings	4	5
2	Answer the teacher's questions	3	4
3	Listen to the teacher's explanation	3	4

4	Pay attention to the teacher's explanation	4	4
5	Asking opinions or answering teacher questions	3	4
6	Ask questions that are not clear	3	5
7	Pay attention to the teacher's explanation	3	4
8	Record material	4	4
9	Submit an opinion or ask a question related to the material	3	5
10	Answer the teacher's questions related to the material	3	4
B	Core activities		
1	Express opinions	3	4
2	Correcting errors or deficiencies in the learning process	4	5
3	Listen to the explanation from the teacher regarding the application of the TPS model	4	4
4	Follow the learning process in an orderly manner	2	3
5	Comment and conclude the learning process	3	4
6	Fill in/answer the worksheet according to the instructions	3	4
7	Make use of the means appropriately	3	4
C	Cover/end		
1	Ask if something is not understood	4	4
2	Collect answers related to the post test given by the teacher	3	4
3	Students provide conclusions together with the teacher	4	4
4	Set the class in its original position	3	4
5	Answer greetings	4	5
Total score acquisition		73	92
Maximum total score for all activities		110	110
Percentage		66.95%	83.33%
Qualitative Assessment Category		Good	Very good

From the table above it can be understood that the implementation of all cycles has been very good because it is seen from the changes in the increase in student activity, this can be seen from the increase in student learning outcomes activity scores, thus indicating that the application of the Think Pair Share (TPS) model has succeeded in showing an increase in learning outcomes history of Islamic culture in students Mtsn 1 Aceh Selatan Development of observations on the implementation of learning using the Think Pair Share (TPS) model in cycles I and II, with a research focus on teacher activities.

Meanwhile, to see an increase in student learning outcomes from the pre-cycle, cycle I and cycle II can be seen in the following table:

Table 3. List of Improved Post Test Cycle Value Results

Criteria	Pre Cycle	Cycle I	Cycle II
Average student learning outcomes	58.83 %	65.58 %	87 %
Completeness of student learning	33.33 %	37.5 %	83.33 %

To see improvement response _ students in achieving learning success by using the TPS (*Think Pair Share*) learning model , for more details can be seen from the percentage table and diagram below:

Table 4. Student Responses

Stages	Student Response
Cycle I Results	42.42 %
Cycle II	76.84%

Based on the table above, it can be seen that the 24 students/respondents obtained different percentages of answers to each of the questionnaire statements. For example, based on table 4.18, it can be seen that the results of statements regarding the TPS learning model can be said of 24 students who agree that learning using the TPS model can improve learning outcomes and activeness in the teaching and learning process .

The results of observations made in cycle II showed that students were more active, enthusiastic and serious in participating in learning activities. The implementation of cycle II looks better than cycle I, this is evidenced by the increasing evaluation results at the end of

cycle II.

From the data above, it can be seen that each aspect has reached good criteria, namely cycle II is better than cycle I with a percentage of 67 %. Then, based on the observed data, it is known that students are active during the learning process and the deficiencies in the previous cycle have been improved and increased so that they achieve very good results with the percentage gain in cycle II 87 % better than cycle I, which is 67 %.

From the data above, it shows that the class average value in cycle II is 87%. greater than cycle I which was only 67. and also the percentage of student learning completeness was 83.33% greater than cycle I which was only 65%. with the results of the students' response to the TPS model which was very positive, reaching 76.84 %, better than cycle I, which was only 42.42 %. So the research conducted in cycle II experienced success.

Based on the results of round II reflection, the researcher can conclude that learning activities have increased which supports student learning activities and outcomes. Student responses can be seen from the increased enthusiasm of students in asking questions to teachers and other students, students' enthusiasm in working on questions in front of the class, students' enthusiasm in discussing with their groups, and learning outcomes that are able to achieve KKM.

DISCUSSION OF RESEARCH RESULTS

Based on the results of research conducted starting on August 28 2019 at MTS Negeri 1 South Aceh by observing learning activities, the author will discuss the results that have been obtained in the field. After doing research, by applying the TPS learning model there is an increase in student learning outcomes. In accordance with the initial goal of applying the TPS model, the aim is to create learning that is able to attract students' attention, provide knowledge to students to cooperate with each other with student attention, provide knowledge to students to work together with other students in terms of understanding the material, be able to make students active and passionate about learning. Besides that, it can also make students able to reach the KKM passing limit. The comparison between learning outcomes before taking action and after taking action reached 28.17%. where the initial results before taking action were 58.83% but after taking action student learning outcomes reached 87.%.

The increased learning outcomes in class VIII students of MTS Negeri 1 Aceh Selatan is due to learning using the TPS learning model in the learning process can attract students' attention so that it helps increase students' understanding of the material presented by the

teacher and allows it to be remembered longer. Thus it can be said that, increased learning outcomes students through the TPS learning model in SKI class VII I MT S Negeri 1 Aceh Selatan can be said to be in very good significance. This matter evidenced by an increase in learning completeness from pre-test to cycle I then to cycle II.

The main objective in implementing the TPS learning model is for students to learn in groups with their friends by respecting opinions and practicing the ability to think together so as to foster high self-confidence and courage in giving arguments.

To find out the student's response to the TPS learning model, that is done by distributing a questionnaire at the end of the meeting after completing the last test. Filling in the student response questionnaire aims to find out students' feelings, interests and opinions regarding the application of the TPS model in learning. Based on the response questionnaire filled in by 24 students, after participating in learning by applying the TPS learning model to Islamic Cultural History material for class VIII MTS Negeri 1 Aceh Selatan, it can be seen that student responses to learning Islamic Cultural History using the *Think Pair Share* learning model (TPS) that is 76.84% . This shows that the student's response to the learning of Islamic Cultural History in the progress material in the field of religious sciences using the *Think Pair Share* (TPS) learning model shows a positive response.

Thus we can conclude that the student response to the application of the *Think Pair Share* (TPS) learning model is very good. This can be seen from the percentage of student responses that gave a positive response to the *Think Pair Share* (TPS) learning model.

CLOSING

In the learning process of Islamic Cultural History (SKI) which was carried out in this study using the TPS (*Think Pair Share*) learning model . From the results of classroom action research by looking at the results of data analysis and the findings obtained during the process of improving learning, it can be concluded that learning in the Islamic Culture and Culture subject , through the TPS (*Think Pair Share*) learning model is very effective in improving results . student learning. This is evidenced from 1). The results of the pre-cycle values are the average value of 58.83% and the number of learning successes 33.33% , 2). The results of the scores in the first cycle, observation of student activity obtained a percentage of 65.58%. Completeness of student learning outcomes the average value obtained in cycle I was that only 9 students out of 24 students completed, 15 students did not complete, so the percentage of students who completed was 37.5%. Likewise with the student response to the TPS (*Think Pair Share*) model which was still not positive, the percentage obtained was only

42.42%. and 3). While in the second cycle of student activity reached very good criteria with the acquisition of a percentage in the second cycle of 83.33%. The increase in student learning outcomes obtained an average score of 87% and student responses with the acquisition percentage obtained 76.84% greater than cycle I, students who completed 20 people and did not complete 4 people. So that the percentage of students who complete reached 83.33%, this can be seen from the results of the score for each student experiencing completeness in accordance with the KKM that has been determined, namely 70. Likewise with student responses in cycle II there was an increase reaching 76.84% in the positive category.

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