

THE EFFECT OF THINK PAIR SHARE COOPERATIVE LEARNING ON LEARNING OUTCOMES

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ABSTRACT

This study aims to determine the effect of the Think Pair Share Cooperative Learning Model on class XI student learning outcomes. Variable X about the application of the cooperative learning model type of think pair share in learning the Holly Quran of Hadith is 79. Variable Y regarding the learning outcomes of the Holly Quran of Hadith students of Class XI of Religion is 82. Through hypothesis testing obtained a simple regression equation $Y = a + Bx = 11.65 + 0.895(96) = 11.65 + 85.92 = 97.57$ used to predict the value in the variable. So the value of applying the cooperative learning model type think pair share in learning the Qur'an Hadith to 97.57 if the value of the learning outcomes of the Qur'an Hadith increased to 96. This simple regression equation means that for an increase in X by 1. which means the application of the cooperative learning model type think pair share affects the learning outcomes of the Holly Quran of Hadith.

INTRODUCTION

Education is a means to improve the quality of human resources (HR). Through education, students will obtain extensive knowledge and skills needed for the provision of community, nation, and state life. Based on Law No. 20 of 2003 that education is an effort to create an atmosphere of learning so students can develop their potential.

Based on the Regulation of the Minister of Religion No.90 of 2013 concerning the Implementation of Madrasa Education, attaching that there are 4 Subjects in Islamic Religious Education for the level of Aliyah including the Qur'anic Hadith, Aqidah Morals, Fiqh and History of Islamic Culture. Among these four subjects are the Qur'anic Hadith subjects which are important in instilling cognitive values in students so that students know and understand more about the Sources of Islamic Religious Law [1].

Madrasah Aliyah Negeri Asahan is an educational institution under the auspices of the Ministry of Religion which provides education in the Asahan Regency, especially in the City of Kisaran and its surroundings. During this time the education system there are only limited formalities. The formalities in question namely education is only considered as a obligation not as a matter must continue to be improved and developed.

Still a formality to be something important, however keep in mind that the substance of education also not something that can be ignored just to pursue the level of education formal course. A business that needs to be done now is not removing formalities which has walked but reorganized back in the existing education system with a new paradigm that is better [2].

In the classroom teachers are usually most often taught with conventional learning models. With this learning model, students only listen to explanations from educators. Learners sit and accept what they hear from educators. These conditions if continued for a long time and are repeated without any variation in teaching, students will certainly experience boredom in learning. The creativity of students is not explored. Students' minds are not accustomed to being trained to be more creative and open. And usually, if students only listen to it at school, then after returning from school, the memory will forget what has been delivered by the educator [3].

The results of initial observations and interviews conducted by researchers at Madrasah Aliyah Negeri Asahan that in classroom learning especially on the Qur'anic Hadith subjects, teachers are still found teaching using the lecture method, questions, and answers, and assignments. And the dominant method used is the lecture method. During the learning activities of creativity and student, activities are still monotonous and not too active, causing boredom. And also the understanding of the material presented is not optimal which results in not achieving maximum learning outcomes.

Think Pair learning model Share is one model learning that is rarely applied by teacher in the class. The teacher is accustomed using a learning model using a large group. In some research models this learning is still very rare in lift as research material. Some of the advantages of this model are Think Pair Share improves student ability because of students remember and present it to other students who are still in their groups. Student share ideas with in solve common problems with his group friends. In the cooperative learning model Type of Think Pair Share (TPS) students are required to work together to help each other and discuss in use groups solve the given problem and all students must be able to find the answer. In learning activities, Students' thinking skills are not the only thing needed for achieving learning goals. Another thing What is also needed is the ability in collaboration with fellow friends at class. To work together with well then it takes student behavior that is well. When collaborating with friends words are also needed well so nothing will happen an offense with each other. So in the process of cooperative learning, the type of Think Pair Share (TPS) also is needed student s'thinking skills,too the ability to work together is needed students who will improve attitudes scientific students [4].

Based on the above problems, it is necessary to have a solution that is used to improve student learning outcomes. The way that can be used to improve learning outcomes is that the teacher must be able to choose and apply learning models that can motivate students to be more active in participating in learning so that their abilities and learning outcomes can be better.

METHOD

This type of research is quantitative with Ex Post Facto design. Ex Post Facto is research conducted after an event that occurs. This research is research tracing back to an event or an event and then trace back to find out the factors that can cause the event.

The population is stated by Sugiyono is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions [5]. So the population is not only people but also objects and other natural objects [6]. The population is also not just the amount that exists on the object/subject studied but includes all the characteristics/properties possessed by the subject or object. Based on the statement above, the population in this study were all students of class XI Aliyah Negeri Asahan as many as 312 people consisting of 3 majors, namely, Natural Sciences, Social Sciences, and Religion.

Based on the explanation above, the sampling technique in this study is purposive sampling. Purposive sampling means the sampling technique is done intentionally, where the researcher determines the sample taken by himself due to certain considerations [7]. As for some considerations as a reason why researchers determine only one class as a sample because of limited funds, time, and energy. Researchers chose Class XI of Religion as a sample because schools, especially teachers of the Koran of the Hadith in the school, determined that Class XI of Religion was very suitable as a sample by the research title of the researcher, looking at the background of the students in the class could represent all students as participants. the sample. With this sampling technique, the researcher has chosen Class XI of Religion as a research sample consisting of 32 students.

To obtain accurate data in this study, researchers collected data with the following steps: A questionnaire, a questionnaire is a data collection technique that is done by giving a set of questions or written questions to respondents about certain problems that aim to get students' responses.

In this study, data analysis techniques that will be used are descriptive statistical analysis techniques and inferential statistical analysis.

Descriptive statistics are statistics used to analyze data by describing data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. According to Saifuddin Azwar, to determine categories, normal distribution tables are used as follows:

Table 1. Table Normal Distribution

Normal Range	Category
$X \geq (Mi+1,0 \times SDi)$	High
$(Mi-1,0 \times SDi) \leq X < (Mi+1,0 \times SDi)$	Medium
$X < (Mi+1,0 \times SDi)$	Low

After that to find out the percentage of questionnaire answers from respondents, with the following formula:

a) Presentation

$$P = \frac{f}{n} \times 100\% \quad (1)$$

Known:

P = Presentation Number

F = Category frequency

N = Number of Case

b) Mean Score

$$M_x = \frac{\sum fx}{\sum f} \quad (2)$$

Simple regression statistical analysis to predict whether there is an influence of inquiry learning strategies on the learning outcomes of the Holly Alquran of Hadith students of Class XI of the Asahan Madrasah Aliyah Religion. The simple regression formula is as follows: Simple regression analysis Where: = Predicted value (dependent) a = Constant or if the price X = 0 b = Regression coefficient X = Value of independent variables. Values a and b can be calculated using the formula below:

$$a = \frac{\sum y - b \sum x}{n} \quad (3)$$

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum y^2)} \quad (4)$$

RESULT AND DISCUSSION

The learning model is a tactic determined by an educator before carrying out the learning process, so students can achieve the learning objectives. One of them is the cooperative learning model of think pair share (eps), which is often used in learning the Koran, but on the other hand, the cooperative learning model of think pair share (eps) has also been used in other learning such as science learning, Social Studies or Citizenship aims so that students can increase the activity of learning, both in terms of the ability to express opinions and debate or more lead to increased ability, both in the form of cognitive, affective and psychomotor.

Also, learning outcomes obtained by students in learning the Holly Quran of Hadith by using cooperative learning models think pair share type (eps) can raise the awareness of students to practice the teachings of the Holly Quran and Hadith that they have learned both within the scope of schools, families and surrounding communities. So that this can be said that the learning model greatly affects the learning outcomes of

students, especially on the learning outcomes of the Holly Quran with the type of cooperative learning model think pair share (eps).

Obtain data on variable X, the think pair share (eps) type of cooperative learning model in the Qur'anic Hadith subjects in Madrasah Aliyah Negeri Asahan. The researchers used a questionnaire with 24 items of statements given to students as respondents. The results of the questionnaire items are tabulated to get a percentage and the average value is then grouped into 3 categories based on the mean (Mi) and standard deviation (SDi) obtained.

$$\begin{aligned} \text{Mi} &= \frac{1}{2} (\text{highest item score} + \text{lowestest item score}) \\ &= \frac{1}{2} (4 + 1) = 2,5 \\ \text{Sdi} &= \frac{1}{6} (\text{highest item score} - \text{lowestest item score}) \\ &= \frac{1}{6} (4 - 1) = 0,5 \end{aligned}$$

Next, to determine the category, normal ranges are used as follows:

Tabel 2. Normal Distribution Theory

The Normal Range		Category
$X \geq (\text{Mi} + 1,0 \times \text{SDi})$	$X \geq (2,5 + 1,0 \times 0,5)$	$X \geq 3$ High
$(\text{Mi} - 1,0 \times \text{SDi}) \leq X < (\text{Mi} + 1,0 \times \text{SDi})$	$(2,5 - 1,0 \times 0,5) \leq X < (2,5 + 1,0 \times 0,5)$	$2 \leq X < 3$ Midle
$X < (\text{Mi} - 1,0 \times \text{SDi})$	$X < (2,5 - 1,0 \times 0,5)$	$X < 2$ Low

Based on the table, the next process is calculated as follows:
a. Looking for the average value of the variable X is about the type of cooperative learning model think pair share in learning the Holly Alquran in Hadith Madrasah Aliyah Negeri Asahan.

$$\begin{aligned} \text{Mx} &= \frac{\sum fx}{\sum f} \quad (5) \\ &= \frac{2524}{32} \\ &= 78,8 \text{ rounded to } 79 \end{aligned}$$

b. Interpret the mean values that have been obtained by category intervals as follows:

$$i = \frac{R}{K} \quad (6)$$

Information:

i : Class interval

R : Range

K : Class total

While searching range (R) by using a formula:

$$R = X_b - X_k$$

X_b = highest value

$$= 85$$

X_k = lowest value

$$= 45$$

$$R = 85 - 45$$

$$= 40$$

So, the lowest data is 40.

Count lots of classes

$$K = 5,96$$

Because the number of classes must be an integer, then we can make a list of frequency lists with the number of classes 5 or 6. This study used a frequency list with the number of classes as many as 5. Then obtained the interval value.

$$i = \frac{R}{K} \quad (7)$$
$$= \frac{40}{5} = 8$$

So, the interval value is 8

The results of the calculation analysis that has been done it can be seen that the average value of the application of cooperative learning models of think pair share type in the Holly Alquran and Hadith lesson is 79. If the categorization of the cooperative learning model type of think pair share in the Hadith lessons is obtained, the following intervals are obtained:

The results above show the mean of variable X regarding the application of the cooperative learning model type of think pair share in learning the Holly Quran of Hadith is 79 which is classified as Very High because it belongs to the interval (78-85) of 25 people or around 78% of the total number of students (samples) of Madrasah Aliyah Negeri Asahan. This means that the application of the cooperative learning model type thinks pair share in the learning of the Koran Madrasah Aliyah Asahan Negeri Asahan including very high qualifications.

Learning outcomes of the Holly Alquran and Hadith that the author intended in this study is the value of students (samples) in the subjects of the Holly Alquran on the subject of the discussion of the function of Hadith of the Holly Alquran that the author obtained from the Madrasah Aliyah Negeri Asahan document. To find out more clearly the results of learning the Quran Hadith Students Asahan Madrasah Aliyah Negeri can be seen in the following:

The above results show the mean of the Y variable regarding the learning outcomes of The Holly Alquran Hadith students of Class XI Religion is 82 which is classified as Very High because it is included in the interval (82-89) of 22 people or about 69% of the total number of students (sample) Madrasah Aliyah Negeri Asahan. This means that the learning outcomes of the Koran of Hadith students of grade XI of the Asahan Negeri Asahan Madrasah Religion included very high qualifications.

Test the presence or absence of the influence of the use of cooperative learning models of think pair share type on the learning outcomes of the Holly Quran Hadith XI grade students of Religion, then the results of the study are processed using statistical methods, namely simple regression equation analysis. For more details, the following steps are testing the hypothesis:

a. Make a helper table to calculate statistics. Before creating a work table, the variables are first determined, namely:

1. Variable X is the use of the think pair share cooperative learning model.
2. Variable Y is the result of learning the Koran of students of class XI Religion.

Simple regression analysis

$$Y = a + bx \quad (8)$$

Determine prices b by formula:

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum Y^2)}$$

$$b = 0,895$$

Determine prices a by formula:

$$a = \frac{\sum Y - b\sum X}{n} \quad (9)$$

$$a = 11,65$$

in simple linear regression equations:

$$Y = a + bx \quad (10)$$

$$Y = 11,65 + 0,895 (96)$$

$$= 11,65 + 85,92$$

$$= 97,57 \quad X = (\text{number of questionnaire item} \times \text{highest answer criteria})$$

Through the hypothesis test obtained a simple regression equation $Y = a + Bx = 11.65 + 0.895 (96) = 11.65 + 85.92 = 97.57$ used to predict the values in the variable. So the value of using the cooperative learning model type think pair share in learning the Koran of Hadith to 97.57 if the value of the learning results of the Hadith is increased to 96. This simple regression equation means that to increase X by 1, which means the use of cooperative learning models think pair share type affects the learning outcomes of the Qur'an Hadith students of class XI Madrasah Aliyah Negeri Asahan.

CONCLUSION

The results of the variable X about the Use of Think Pair Share (TPS) Cooperative Learning Model shows an average value (mean) of 79 so that it is categorized very high because it is in the interval (78-85). This means that the use of the cooperative learning model type think pair share (TPS) in the Subjects of the Qur'an Class XI Hadith Aliyah Negeri Asahan Madrasa includes very high qualifications. The results of the Y variable about the Holly Quran of Hadith Learning Outcomes show an average value (mean) of 82 so it is categorized very high because it is included in the interval (82-89) of 22 students (samples) or about 69% of the number of students in

Madrasah Aliyah Negeri Asahan Public High School. This means that the learning outcomes of the Holly Quran of Hadith students of grade XI of the Asahan Negeri Asahan Madrasah Religion included very high qualifications. Through the hypothesis test obtained a simple regression equation $Y = a + Bx = 11.65 + 0.895 (96) = 11.65 + 85.92 = 97.57$ used to predict the value in the variable. So the value of the use of cooperative learning models thinks pair share type in learning the Koran of Hadith to 97.57 if the value of learning the results of the Koran hadith increased to 96. This simple regression equation 67 means that to increase X by 1, which means the use of cooperative learning models think pair share has a positive effect on the learning outcomes of the Holly Quran of Hadith students of class XI in Madrasah Aliyah Negeri Asahan.

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