Use of the Think-Pair Share Type Cooperative Learning Model in Improving Islamic Culture History Learning Outcomes for Class VIII Students at MTs Nurul Falah Ciater, South Tangerang, Banten

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Abstract

This research was motivated by a problem, namely low student learning outcomes, as evidenced by the unsatisfactory learning outcomes of class VIII students at MTs Nurul Falah Ciater, South Tangerang, Banten. Based on this problem, the teacher will apply the Think-Pair-Share Type Cooperative learning model. With this research, researchers hope to improve student learning outcomes. The aim of this research is to determine and improve the learning outcomes of History of Islamic Culture for class VIII students at MTs Nurul Falah Ciater, South Tangerang, Banten using the Think-Pair-Share Type Cooperative Learning Model. The method used in this research was Classroom Action Research (CAR) which was carried out in two cycles. The research instruments used tests, observation sheets and documents. Data was obtained from research subjects, namely 28 Class VIII students at MTs Nurul Falah Ciater, South Tangerang, Banten. The results of this research show that there has been an increase in pre-cycle and cycle 1. The learning outcomes achieved by students in cycle 1 achieved good grades. 79%/22 students have reached and passed the KKTP score of 75. This percentage has exceeded the target of 75% of students who have completed learning and are able to demonstrate about Shalahudin Al Ayyubi Al Adil and Al Kamil. It can be concluded that using the Think-Pair-Share Type Cooperative Learning Model can improve the learning outcomes of class VIII students at MTs Nurul Falah Ciater, South Tangerang, Banten in the subject of History of Islamic Culture.

Keywords: Learning Outcomes, Cooperative Learning, Think-Pair-Share Type

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Introduction

The cooperative learning model has a positive impact on students. Cooperative learning is especially helpful for students in special and remedial education, and cooperative learning can increase student success. Cooperative learning contributes to students' acquisition of knowledge and skills (Busahdiar. et al., 2022).

Think-Pair-Share (T-P-S) is cooperative learning developed by Frank Lyman at the University of Maryland in 1981. Many educators who support cooperative learning have adopted similar teaching procedures or methods. The Think-Pair-Share procedure is intended to provide opportunities for students to think about the topic to be studied, then students pair up with their partners to discuss their responses to the topic, and in the Share (S) procedure, students are trained to have the ability to synthesize and share ideas with each other. in their own way, groups and classes (Busahdiar. et al., 2022).

The effectiveness of TPS cooperative learning in improving student achievement and students' general attitudes towards it has been confirmed in various subjects, such as English, mathematics, science and social studies (Ismail et al., 2023). The Think-Pair-Share type cooperative learning model is a cooperative learning model that is able to change the assumption that recitation and discussion methods need to be held in a whole class group setting. Think-Pair-Share has explicitly defined procedures, answering and helping each other. From this method, students are able to work together, need each other and depend on each other in small groups cooperatively (Afrina, 2020).

The use of the Think-Pair-Share strategy has good potential to improve general learning achievement. Therefore, the aim of the current working paper is to investigate Think-Pair-Share as a cooperative learning procedure to improve students' academic content and skills in Islamic Culture History subjects (Busahdiar. et al., 2022). Interest in learning has a positive and significant effect on interactive learning outcomes. Embedding student responses to class discussions increases students' awareness of important issues, increases their knowledge and increases students' interest in the course. Other studies argue that the learning environment has influenced student learning outcomes (Rosfiani. et al., 2019).

Learning the History of Islamic Culture is one of the subjects given to provide knowledge and role models. In learning the History of Islamic Culture, various stories from the past are presented about how Islam, society, civilization and culture have been since the time of the Prophet Muhammad SAW, the Khulafaur Rasyidin, the ruling dynasties after the Khulafaur Rasyidin until the Modern era (Samsiah & Zahara, 2019).

The term "history" comes from Arabic, namely from the word "Syajarotun", which means "tree". If we examine it systematically, history is almost the same as a tree, namely having branches and twigs, starting from a seed, then growing and developing, then withering and falling. The same meaning as in Arabic, the word history in Indonesian means "silsilah", "origins (descendants)", and "events and occurrences that actually happened in the past".

Derived from this, historical science can be interpreted as "Knowledge or description of events and occurrences that actually occurred in the past" (Abdullah, U. M. K. & Azis, A, 2019).

An event can be said to be historical if the event has passed in the past. Events in the future cannot be said to be history because humans have not passed through that time. So, history has something to do with period or time. Meanwhile, culture is a form of expression of the deep spirit of a society. The history of Islamic culture was born by Muslims even though they do not use the term Muslim culture. Islam is not a culture because Islam is a revelation from Allah, while Islamic culture is the work of Muslims (Rifriyanti, E, 2019).

Islamic cultural history subjects explain a lot about the life journey of Muslims from one phase to another in fighting for sharia and spreading morals and creeds. Efforts to emulate figures who carry Islamic missions are important to convey in learning. This indicates that efforts to explore ibrah in every phase of history that Muslims have gone through is something teachers need to do with students (Ramadhan, O. M., & Tarsono, T, 2020).

The learning outcomes of Class IX B students at SMP Negeri 13 Banjarmasin in Cycle II experienced an increase compared to the learning outcomes in cycle I as evidenced by the scores or test results obtained by the students. The average score in cycle I was only 74.86 with the lowest score of 64 and the highest score of 85 and in cycle II it increased to 80.97 with the lowest score of 74 and the highest score of 88. Mastery of Classical Learning shows a significant increase, although it has not yet reached ideal criteria that indicate the level of learning success. Students who succeeded in achieving the KKM score increased to 25 people or 86.21%. Using the Think-Pair-Share (TPS) Type Cooperative Learning Method can Improve the Learning Outcomes of Class IX B Students at SMP Negeri 13 Banjarmasin (Miyati, 2022).

Based on the description above, there is still little published data from the Think-Pair-Share Type Cooperative Learning Model in the Islamic Cultural History subject. Therefore, the aim of this research is to 1) describe the application of the Think-Pair-Share Type Cooperative Learning Model in Improving Islamic Cultural History Learning Outcomes for Class VIII Students at Mts Nurul Falah Ciater, South Tangerang, Banten. 2) analyze the impact of implementing the Think-Pair-Share Type Cooperative Learning Model in Improving Islamic Culture History Learning Outcomes for Class VIII Students at Mts Nurul Falah Ciater, South Tangerang, Banten.

The benefit of this research is that it is one of the teacher's efforts to improve the quality of the learning process with students in realizing the goals of Islamic Cultural History education and National education goals. By using the Think-Pair-Share Type Cooperative Learning Model to improve student learning outcomes.

Literature Review

Learning outcomes are numbers obtained by students who have successfully completed subject concepts in accordance with the stated objectives. Generally, learning outcomes are in

the form of grades, either raw grades or accumulated grades. However, it does not rule out the possibility of learning outcomes in the form of changes in student behavior (Melinda, 2018).

Learning outcomes are very important in the learning process which is a measure of the success of a learning process. This type of affective learning outcome appears in students in various behaviors such as attention to learning, discipline, motivation to learn, respect for teachers and classmates, study habits, and social relationships. With this learning model, researchers also increase curiosity about what is happening and how they solve problems in the form of collaboration, this skill is also included in critical thinking. In general, assessment aims to help students improve their own learning. In practice, it aims to improve students' self-achievement (Hermawan et al., 2020).

As Allah SWT has explained in the Al-Quran surah Ali-Imran verses 190-191, which reads:

اِنَّ فِيْ خَلْقِ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتِلَافِ الَّيْلِ وَالنَّهَارِ لَاٰيٰتٍ لِّاُولِى الْاَلْبَابِ

الَّذِيْنَ يَذْكُرُوْنَ اللّٰهَ قِيَامًا وَّقُعُوْدًا وَّعَلٰى جُنُوْبِهِمْ وَيَتَفَكَّرُوْنَ فِيْ خَلْقِ السَّمٰوٰتِ وَالْاَرْضِۚ رَبَّنَا مَا خَلَقْتَ هٰذَا بَاطِلًاۚ سُبْحٰنَكَ فَقِنَا عَذَابَ النَّارِ

Meaning: "Indeed, in the creation of the heavens and the earth, and the alternation of night and day, there are signs (of Allah's greatness) for those who understand, (namely) those who remember Allah while standing, sitting, or lying down, and they think about about the creation of the heavens and the earth (saying), "Our Lord, You did not create all this in vain; Glory be to You, protect us from the punishment of hell." (QS. Ali-Imran: 191-190) (Fatih, 2014).

Student learning outcomes can increase student understanding, and can increase student motivation to discuss in small groups, which allows students to quickly understand a concept through visualization (Rohmah et al., 2022). Learning outcomes can also help students acquire academic content and skills to address important social and human relationship goals and objectives (Mahmudin Sudin et al., 2021). Learning outcomes can increase student understanding and can increase student cognitive and engagement (Rosfiani et al., 2021). Increasing student competency in skills and achievements (Aep Saepuloh et al., 2021).

Assessment of learning outcomes in education is carried out on the basis of clear principles as a foundation. Principles in this case mean signs or guidelines that need to be adhered to in carrying out learning outcomes assessment activities. The Cooperative Learning Model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and development of social skills. It is assumed that students of lower ability learn more by working alongside those of greater ability and that the latter benefit from the process of serving as tutors to their less capable peers.

Think-Pair-Share is a learning strategy that grew out of research on cooperative learning and waiting time. The Think-Pair-Share (TPS) strategy or think-pair-share is a type of cooperative learning designed to influence student interaction patterns (Nahira, 2022). Think-

Pair-Share is an effective way to change conversation patterns in the classroom. This strategy challenges the consideration of memorizing and discussing what needs to be done in the context of the whole class, it also has procedures to give students more thinking and responding and helping each other (Arends, 2012 in Busahdiar et al., 2022).

History means history or story. In Arabic, history is called date, which means a period or time period. Some people argue that history is equivalent to the word syajarah which means tree (life). Meanwhile, according to the term, history is the process of human struggle to achieve a more perfect human life and as a science that seeks to pass on knowledge about the past of a particular society (Nurulhaq, 2020).

History of Salahudin Al Ayyubi

The Ayyubid Daulah was a Sunni dynasty that ruled Egypt, Syria, parts of Yemen, Iraq, Mecca, Hejaz and Dyarbakir. The Ayyubid dynasty was founded by Shalahuddīn al-Ayyubi. The name al Ayyubiyah is attributed to his last name Al Ayyubi, taken from the name of his grandfather, Ayyub. This dynasty gained a great name when Saladin Yusuf Al Ayyubi succeeded in founding a Sunni sultanate, replacing the Shi'ite Fatimid sultanate (Subhan, 2020).

The Ayyubid Daula government has succeeded in making Damascus a city of education. They not only renovated the city's defensive walls, added several gates and towers, and built government buildings that can still be used today, but also established a madrasa as the first school in Damascus focused on developing hadith knowledge (Subhan, 2020).

Saladin Al Ayyubi succeeded in repelling the attacks of the Crusaders and Byzantine Roman troops who launched the second Crusade against Egypt. Sultan Nuruddin ordered Saladin to take power from the hands of the Fatimid Caliphate and return it to the Abbasid Caliphate in Baghdad starting in 567 H/1171 AD (September). After Caliph Al-'Adid, the last Fatimid caliph died, power was completely in the hands of Saladin Al Ayyubi.

Literature Review

Research (Barus, 2018) states that motivation to improve student learning outcomes through the Think-Pair-Share learning model. After carrying out learning actions through implementing cooperative learning with the think pair share model in cycle I and cycle II, it was found that the motivation and learning outcomes of class VII- C Private MTs Darul Arifin experienced an increase. This proves that the implementation of the cooperative learning strategy of the Think-Pair-Share model is positive, namely that it can increase motivation and learning outcomes in the subject History of Islamic Culture, material on the Umayyad Dynasty, Pioneers of the Advancement of Islamic Civilization.

Research (Fahrozi, 2018) states that the Think-Pair-Share (TPS) method gives students time to think and respond and help each other. The Think-Pair-Share (TPS) method gives students the opportunity to work alone and collaborate with others. To increase academic

cooperation between students, form positive relationships, develop self-confidence and improve academic abilities through group activities. Another advantage of this learning is the optimization of student participation.

Research (Susilowati, 2020) states that the Think-Pair-Share learning model can provide a new alternative in learning activities, through think pair share students are trained to work together in groups and respect other people's opinions.

Research (Busahdiar et al., 2022) states that Think-Pair-Share (T-P-S) is intended to provide time and structure for students to think and work on the topic to be studied, which is done in pairs with peers to discuss the topic, and finally , in the third step, students synthesize and share ideas with the group or class. The findings show that in general, student performance becomes better, and students are more actively involved with the use of the Think-Pair-Share type cooperative learning method. Research also shows that T-P-S is empirically able to increase student collaboration while increasing student academic content.

Research Method

The method used in this research is Classroom Action Research. This research aims to solve a problem and make changes that function as improvements, namely, to improve and increase student learning outcomes in the Islamic Cultural History (SKI) subject using the Think-Pair-Share Type Cooperative Learning Model (Warso, 2021). This research uses the R&H action research model. This research was carried out in the odd semester of the 2022-2023 academic year. The stages in this research are planning, implementation, observation and reflection. The participants in this classroom action research were Class VIII Students at MTs Nurul Falah Ciater, South Tangerang, Banten and Teachers of Islamic Cultural History Subjects.

Research data collection uses tests, documents and observations. The test used is a criterion-referenced test, namely a test where an individual's score is a measure of how well he or she performs compared to a criterion or score. This action plan is reflected in the Classroom Action Research (CAR) model. Then the Classroom Action Research (CAR) model used by the author is as shown in the picture below (Rosfiani and Hermawan, 2018).

Data sources were obtained by: First, qualitative data was obtained from teacher observation sheets carried out by observers using the Think-Pair-Share Type Discussion and Cooperative Learning Model through three steps. Second, quantitative data was obtained from the average results of students' Islamic Cultural History learning tests on the topics of Salahuddin Al-Ayyubi, Al Adil and Al Kamil. Third, documents are used to support the learning process. In this research, the documents used are student test results sheets, photos and videos.

There are 2 data analyzes used in this research, namely: Text analysis, collecting and combining data by typing in Word, from two databases which are analyzed separately and then combined (Creswell, 2019) and descriptive statistical data analysis from student test results, namely by means of calculate the average of student test results and the results of teacher performance observation sheets, then use narrative in the form of text, scientific steps of the Think-Pair-Share Type Cooperative Learning Model.

Results

The results of this research were obtained from the learning process at the Pre-Cycle and Cycle I stages, if the learning process was considered not successful. Each cycle consists of planning, implementation, observation and reflection activities. This learning process discusses material about Salahudin Al Ayyubi, Al Adil and Al Kamil.

The learning process in this pre-cycle uses the Discussion Learning Model, while the learning process in Cycle I uses the Thik-Pair-Share Type Cooperative Learning Model which is used to determine the learning outcomes of Islamic Cultural History with 28 class VIII students at MTs Nurul Falah Ciater discussing material about Shalahudin Al Ayyubi, Al Adil and Al Kamil.

Pre Cycle

Exploration

The teacher explores the problems that may arise for himself. And the teacher also explores the students' side during the learning process and their readiness in the process of evaluating their learning.

Planning

Planning the learning process at the Pre-Cycle stage carried out by researchers and observers. Researchers and observers prepare and discuss Learning Implementation Plans, teacher observation sheets, final Pre-Cycle assessment steps, assessment question sheets, and learning media that will be used in the Shalahudin Al Ayyubi, Al Adil and Al Kamil material. The researcher carried out the learning trial in accordance with the Learning Implementation Plan which applied the Discussion Learning Model to the material of Shalahudin Al Ayyubi, Al Adil and Al Kamil.

Actions and Observations

The introduction is carried out by the teacher, such as by giving an opening greeting and conditioning the students. Then, core activities. Carrying out a series of lessons by discussing material regarding the events of Saladin Al Ayyubi, Al Adil and Al Kamil. The closing is carried out by the teacher by providing a teaching conclusion.

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Discussion

Teachers and observers discuss the learning process, starting from planning, implementation and assessment to determine the strengths and weaknesses of each stage of the process.

The Criteria for Completion of Learning Objectives for class VIII students at MTs Nurul Falah Ciater is 75%, while the learning outcomes of students who reach the KKTP from the Pre-Cycle results in the table above show that of the 28 students, 13 students have achieved individual completeness or around 47% have reached the limit. completeness is equal to or greater than a score of 75. Meanwhile, those who have not reached the KKTP score determined at the school are 15 students or around 53%, so classical completeness is 47%.

Student learning outcomes that reach or exceed the KKTP are 75% for SKI subjects. In the table above it is shown that of the 28 students, 15 students or around 53% have not achieved the KKTP score, which is less than 75. Meanwhile, those who have achieved the complete score, namely greater than 75, are 13 students or 47% with the highest score of 90 and lowest 55.

Table 1

Pre-cycle value data

No	Score	Completeness	The number of students	Percentage
1	≥ 75	Complete	13 Student	47%
2	< 75	Incomplete	15 Student	53%
Amount			28 Student	100%

Diagram 1

Pre-cycle value diagram
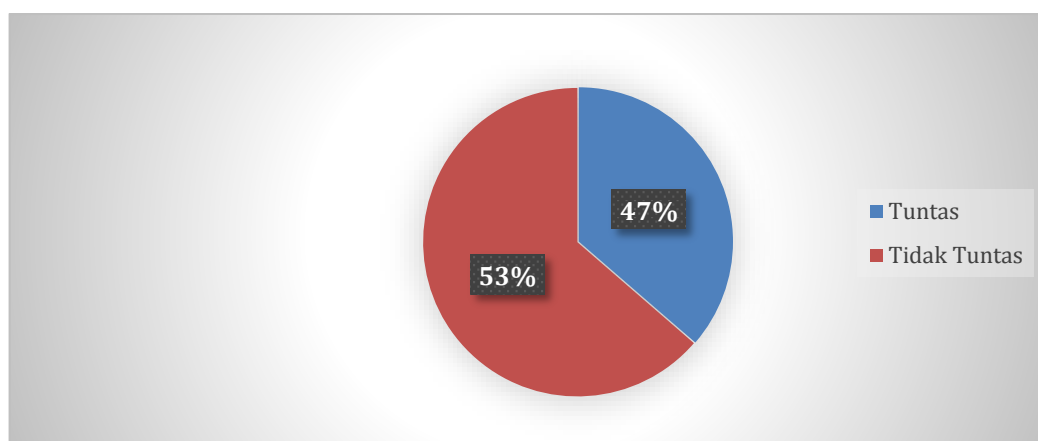
Cycle 1

Exploration

The teacher explores the problems that may arise for himself. Then the teacher checks all stages of the learning process starting from planning, implementing learning, to ongoing assessments which are still not optimal. And the teacher also explores the students' side during the learning process and their readiness in the process of evaluating their learning.

Planning

Planning the learning process at Cycle 1 stage carried out by researchers and observers. Researchers and observers prepare and discuss the Learning Implementation Plan, teacher observation sheet, final assessment steps for Cycle 1, assessment question sheet, and learning media that will be used in the Shalahudin Al Ayyubi, Al Adil and Al Kamil material.

The researcher carried out the learning trial in accordance with the Learning Implementation Plan which implemented the Think_Pair-Share Type Cooperative Learning Model on the Shalahudin Al Ayyubi, Al Adil and Al Kamil material.

Actions and Observations

Introduction, carried out by the teacher giving an opening greeting, then conditioning the students. Then, Core Activities. Done with the teacher discussing the learning objectives of presenting information about the history of Saladin Al Ayyubi, Al Adil and Al Kamil. And explain to students how to form a learning team with the Think-Pair-Share Type Cooperative Learning Model, namely: Think (Think) about the lesson of the History of Islamic Culture, Pair (Pairs) to discuss the History of Islamic Culture material, Share (Share) to discuss the results of discussions that have been discussed.

Encouraging student interaction in groups so that the learning process through the Think-Pair_Share Type Cooperative Learning Model becomes active and masters the subject matter discussed, namely about Shalahudin Al Ayyubi, Al Adil and Al Kamil. Students presented the results of their work on Saladin Al Ayyubi, Al Adil and Al Kamil.

Discussion

Teachers and observers discuss the learning process, starting from planning, implementation and assessment to determine the strengths and weaknesses of each stage of the process. Observers note the strengths and weaknesses of the learning process.

Table 2

Cycle 1 value data

No	Score	Completeness	The number of students	Percentage
1	≥ 75	Complete	22 Student	79%
2	< 75	Incomplete	6 Student	21%
Amount			28 Student	100%

Diagram 2

Cycle 1 value diagram
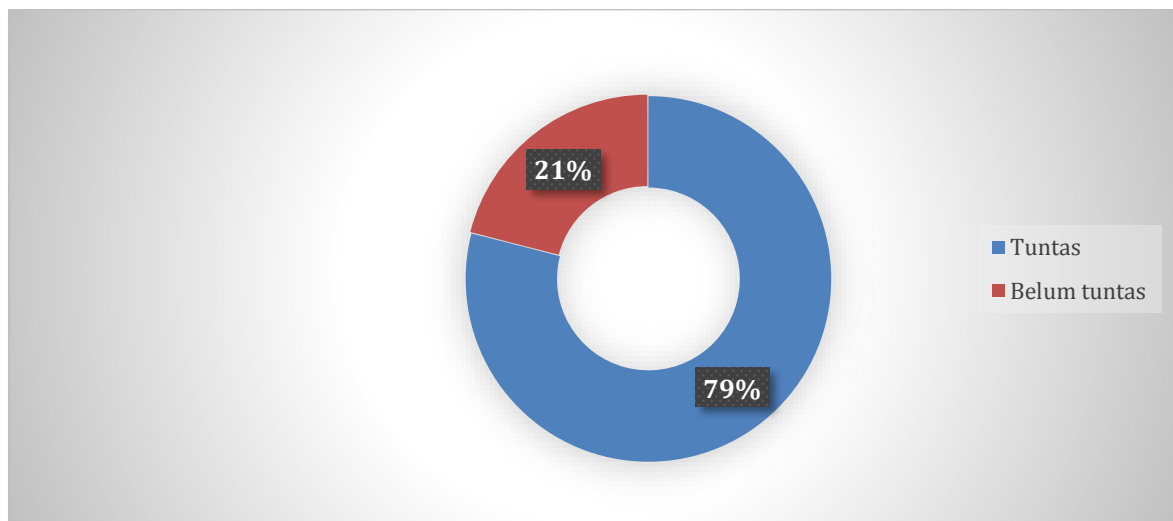
Table 3

Recapitulation of learning outcomes of cycle

Cycle	Student Complete		Students Incomplete	
	Amount	Percentage (%)	Amount	Percentage (%)
Pre Cycle	13	47%	15	79%
Cycle 1	22	53%	6	21%

Diagram 3

Pre-cycle and cycle 1 completeness diagram

Pre Cycle and Cycle 1 Results

Cycle I was carried out on February 9 2023, the results of this Cycle I research showed that the constructivist teacher's strategy in formative assessment was using the Think-Pair-Share Type Cooperative Learning Model for 28 class VIII students at MTs Nurul Falah Ciater, South Tangerang. Banten can improve students' formative assessment in the History of Islamic Culture lesson with material from Saladin Al Ayyubi, Al Adil and Al Kamil.

This can be seen from the results of the values obtained during the Pre-Cycle with Cycle I which experienced an increase. In the Pre-Cycle stage, 13 students completed with a percentage of 47% and in Cycle I, 22 students completed with a percentage of 79% of the number of students studied. Based on this data, in Cycle I there was an increase in the number of students who completed the data, namely 8 students, while the number of students who did not complete the data was 6 students. Students who do not complete it are because students rarely participate in studying the History of Islamic Culture.

The results of research regarding student learning outcomes which increased by exceeding the KKTP, namely 75%, the results in the Pre-Cycle were 47% and in the First Cycle 79% have proven that the implementation of learning through the Think-Pair-Share Type Cooperative Learning Model can be applied in the Cultural History subject Islam.

Conclusion

Learning the History of Islamic Culture through the Think-Pair-Share Type Cooperative Learning Model in class VIII MTs Nurul Falah Ciater experiences improvements from each cycle implemented. In Cycle I, it can be seen that student learning outcomes have increased, namely from the insufficient category to the sufficient category.

After implementing the Think-Pair-Share Type Cooperative Learning Model on the materials of Salahuddin Al Ayyubi, Al Adil and Al Kamil in class VIII MTs Nurul Falah Ciater

South Tangerang Banten there has been an increase. From the description of the discussion that has been presented in this research, it can be concluded that the use of the Think-Pair-Share Type Cooperative Learning Model in Improving Islamic Culture History Learning Outcomes for Class VIII Students at MTs Nurul Falah Ciater, South Tangerang, Banten was successful and achieved the KKTP that has been determined at the school and achieve satisfactory grades.

There needs to be support from relevant agencies in efforts to significantly improve the quality of education, both with moral and material support. As a teacher, you should train students more often with various learning models, so that students can discover new knowledge and skills to solve the problems they find and face. Then, further research is needed related to the implementation of the Think-Pair-Share Type Cooperative Learning Model to perfect this research.

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