

Improving Student Learning Outcomes Through the Think Pair Share Method in the Subject of Akidah Akhlak in MAN 2 Padang Lawas

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Abstract

This research aims to: (1) understand student learning outcomes in the subject of Akidah Akhlak, specifically in the compulsory attributes of Allah SWT in MAN 2 Padang Lawas, (2) measure the improvement in student learning outcomes before and after the application of the Think-Pair-Share method in the subject of Akidah Akhlak, specifically in the compulsory attributes of Allah SWT in MAN 2 Padang Lawas. The research method is classroom action research. The research was conducted in two action cycles, and the data was collected using observation sheets, documentation, and field notes. The research instrument used was an observation sheet on student learning activity. Data analysis was conducted using quantitative descriptive analysis. The results of the research show that the level of student learning outcomes in the subject of Akidah Akhlak, specifically in the compulsory attributes of Allah SWT in MAN 2 Padang Lawas, increased from 25% (low category) in cycle I to 85% (high category) in cycle II after the application of the Think-Pair-Share method.

Keywords: *Method; Think-Pair-Share; Learning Outcomes.*

Abstrak

Penelitian ini bertujuan untuk: (1) memahami hasil belajar siswa dalam mata pelajaran Akidah Akhlak, khususnya pada sifat wajib Allah SWT di MAN 2 Padang Lawas, (2) mengukur peningkatan hasil belajar siswa sebelum dan sesudah penerapan metode Think-Pair-Share dalam mata pelajaran Akidah Akhlak, khususnya pada sifat wajib Allah SWT di MAN 2 Padang Lawas. Metode penelitian ini adalah penelitian tindakan kelas. Penelitian dilakukan dalam dua siklus tindakan, dan data dikumpulkan menggunakan lembar observasi, dokumentasi, dan catatan lapangan. Instrumen penelitian yang digunakan adalah lembar observasi aktivitas belajar siswa. Analisis data dilakukan dengan menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa tingkat hasil belajar siswa dalam mata pelajaran Akidah Akhlak, khususnya pada sifat wajib Allah SWT di MAN 2 Padang Lawas, meningkat dari 25% (kategori rendah) pada siklus I menjadi 85% (kategori tinggi) pada siklus II setelah penerapan metode Think-Pair-Share.

Kata kunci: *Metode; Think-Pair-Share; Hasil Belajar.*

INTRODUCTION

The quality of learning can be seen from two equally important perspectives: the process and the learning outcomes (Sanjaya, 2016). The learning process is related to the behavior patterns of students in studying the subject matter. In contrast, the learning outcomes are related to the behavioral changes obtained as a result of the learning process. Learning outcomes are one of the factors that can determine the learning process. In other words, how students should learn will be greatly determined by the outcomes that students want to achieve.

The significant changes that have occurred in Indonesia, specifically in society and other nations in the world, are not separate from certain adjustments in the field of education. Education cannot be carried out traditionally, without clear targets and proven effective and efficient target achievement procedures.

The Akidah Akhlak curriculum of Madrasah Aliyah Negeri 2 Padang Lawas, which is developed with this approach, is expected to guarantee the growth of faith and devotion to Allah SWT, improvement in living skills, work skills, scientific attitudes, and at the same time, ensure the development of a strong and noble character for the nation.

The purpose of the Akidah Akhlak subject is to develop a holistic behavioural pattern for students through training of the soul, intelligence, reasoning, emotions, and senses (Fatimatuzahroh et al., 2019). Akidah Akhlak education with this goal must serve the growth of students in all aspects, spiritual, intellectual, imagination, physical, scientific, and language. Akidah Akhlak education must encourage all these aspects towards excellence and the achievement of a perfect life based on Islamic values.

According to Suyatno, the Think-Pair-Share learning method is a collaborative learning method where the teacher presents classical material, provides questions to students, and the students work in pairs with their classmates (Think-Pair), then present their group work (Share) (Suyatno, 2016). Similarly, (Dol, 2014) stated that Think-Pair-Share is a cooperative learning method where students think about their responses to the problem given by the teacher, then discuss the solution together with their partner and share the solution in front of the class.

Revealed that the general idea of Think-Pair-Share is to encourage students to independently think or solve a problem calmly, then pair up and share their thoughts or solutions with someone nearby (Azlina, 2010). According to Triyanto, "think" refers to thinking, "pair" means pairing, and "share" means sharing. Therefore, Think Pair Share is a collaborative learning method that is designed to influence student interaction patterns and make classroom discussions more effective (Triyanto, 2015).

Think Pair Share is a simple yet highly useful learning method developed by Frank Lyman at the University of Maryland in 1981. It is a collaborative learning method that provides a fun, group-oriented atmosphere. The method is a development of the concepts of "Think" (thinking), "Pair" (pairing), and "Share" (sharing) (E.E. Barkley, Cross, K.P., Major, 2012).

According to Agus Suprijono, "think" is a learning process that starts with the teacher asking a question or presenting a problem related to the lesson that makes the student think. Then, the teacher gives students the opportunity to think of their answers. Next, the teacher places students in pairs. Then, the teacher allows each pair to discuss their answers in the hope that this discussion will deepen the intersubjective understanding of the answers thought of while pairing. The results of the intersubjective discussion of each pair are discussed among the whole class. This phase is called "sharing". In this phase, students are expected to actively communicate and facilitate the construction of knowledge so that students can find the structure of the knowledge they have learned (Suprijono, 2015).

The Think-Pair-Share learning method can encourage students to think before discussing with their partner. The students will then present their findings in front of the class and collaborate with their group members. By discussing or exchanging opinions in pairs, can motivate students to solve problems. Then, students can summarize their findings in pairs to complete the topic that they find difficult (Badar, 2015). Think-Pair-Share is a collaborative learning method that offers students the opportunity to work alone or with others (a group). Students also have the opportunity to share their answers that are considered the most correct. This method can cultivate students' enthusiasm, and by applying the Think-Pair-Share method, it is expected that learning outcomes will be better compared to students who learn alone.

Based on the opinions of several experts, researchers can conclude that the Think-Pair-Share learning method is designed to influence student interaction patterns by thinking, pairing, and sharing. Then, based on grouping students into pairs improves student interaction, independence, responsibility, and activity in learning. Furthermore, students are trained to actively solve the problems they face and discuss them with their partners. Students are trained to be more confident and appreciate differences in opinions.

METHODS

In this study, the Classroom Action Research (CAR) method was used. CAR is an ideal method for teachers to develop learning because it is relatively simple and easy to apply in class. The term "Action Research" originated from the English language. Action research is a type of research that refers to research actions and observations. This

type of research is also known as classroom research or action research. In other words, Classroom Action Research (CAR) is a translation of Action Research conducted in the classroom. CAR is a reflective study that is carried out cyclically by teachers or prospective teachers in the classroom. The process of CAR begins with planning, action, observation, and reflection to solve problems and try new things for the improvement of the quality of learning (Huda, 2015).

CAR is one of the self-reflection investigations carried out as an effort to develop policies and system planning. CAR focuses on how to meet the needs of students for the reformulation of teaching programs that are expected to improve student's learning experiences (Herawati Susilo, 2011).

Therefore, CAR aims to improve the quality of learning and help empower teachers in solving learning problems in schools. On the other hand, CAR will encourage teachers to think critically about what they do every day in carrying out their duties. They will be critical of what they do without relying on grand and universal theories found by researchers that are often not suitable for classroom situations and conditions.

RESULTS AND DISCUSSION

To reveal the initial conditions of the class that was the object of this class action, the researcher took the following steps:

1. Cycle I (First)

a. Planning

To find out the initial conditions of class The researcher prepared a test tool in the form of a formative assessment which will be used as a tool to measure students' initial mastery of the material on the Mandatory Attributes of Allah SWT.

b. Implementation

The implementation to measure students' initial abilities was carried out on Tuesday 25 July 2023 in class X-1 MAN 2 Padang Lawas teaching material on Mandatory Qualities of Allah Sw using the Think Pair Share method. In this lesson, the researcher researched directly, namely from the assessment given by the students, analyzing it individually, and then while it was going on, the students exchanged ideas with their partners. Researchers examined and recorded active

and inactive students and copied friends' answers, as well as students who had mastered, had not mastered and had little mastery of the material on Mandatory Qualities of Allah SWT. After completing the specified time, answers are exchanged with other students, time to discuss \pm 15 minutes, then discuss by answering questions from each student for students who answer, the researcher explains for those who are not correct in the students' answers and explains. In addition, so that students better master the material, researchers continue to record all activities in class. After completing the last learning activity, a summative assessment is given, and students work on the questions given for \pm 25 minutes.

c. Observation

The results of the students' work on the summative assessment were 7 students who received a complete score, then after carrying out the learning above, the results of the summative assessment and the results of the student's work on the test equipment that had been designed by the teacher after corrections were made, the results were less than satisfactory. The results of the correction of the initial assessment of the 28 students in the class were that 14 students got a score of less than 60, 7 students got a score between 60 and 70, and students who had completed or got a score above the minimum completion limit were as many as 7 students.

From the presentation of the results obtained by students, it appears that only 25% achieved learning mastery.

d. Reflection

From the existing initial conditions, it is necessary to take action to improve the ability to master the material on Mandatory Attributes for Allah SWT from students in class X-1 MAN 2 Padang Lawas.

Based on questions and answers conducted by researchers with students, it was revealed that students had weaknesses in developing skills to analyze a problem because students were less active in teaching and learning activities. Starting from these initial conditions, the researcher planned research actions by applying the Think Pair Share method to learning material on the Mandatory Attributes of Allah in class X-1 by treating active learning in pairs.

2. Cycle II (Second)

a. Planning

In the second cycle, the researcher made direct observations when teaching the material on Mandatory Attributes of Allah SWT. The researcher prepared a test tool in the form of a formative assessment which will be used as a tool to measure students' initial mastery of the material on the Mandatory Attributes of Allah SWT.

b. Implementation

The implementation to measure students' initial abilities was carried out on Tuesday 8 August 2023 in class X-1 MAN 2 Padang Lawas teaching material on Mandatory Qualities of Allah Sw using the Think Pair Share method. In this lesson, the researcher researched directly, namely from the assessment given by the students, analyzing it individually, and then while it was going on, the students exchanged ideas with their partners. Researchers examined and recorded active and inactive students and copied friends' answers, as well as students who had mastered, had not mastered and had little mastery of the material on Mandatory Qualities of Allah SWT. After completing the specified time, answers are exchanged with other students, time to discuss \pm 15 minutes, then discuss by answering questions from each student for students who answer, the researcher explains for those who are not correct in the students' answers and explains. In addition, so that students better master the material, researchers continue to record all activities in class. After completing the last learning activity, a summative assessment is given, and students work on the questions given for \pm 25 minutes.

c. Observation

The results of the students' work on the summative assessment 21 students received a complete score, then after carrying out the learning above, the results of the summative assessment and the results of the student's work on the test equipment that had been designed by the teacher after corrections were made, satisfactory results were obtained. The results of the initial assessment correction from 28 students in the class were obtained, 6 students got a score of less than 75, 9 students got a score between 76 and 80, 9 students got a score between 81 and 90, 9 students got a score between 91 to 100 as many as 4 people. So the minimum number of students who have completed or obtained a score above the completion

limit is 24 people.

d. Reflection

As for the conditions that illustrate the success that occurred in cycle II, teachers are starting to get used to creating a learning atmosphere that leads to learning by applying the Think Pair Share method. This is proven from the results of observations in cycle II that it has achieved completeness. And students are also starting to get used to the learning conditions of applying the Think Pair Share method. This was also proven from the results of observations in cycle II that 24 students had achieved completeness. So 85% of students pass.

CONCLUSION

Based on the problem formulation, the Think Pair Share (TPS) method can be used to improve the learning outcomes of Moral Aqidah in class X-1 students at MAN 2 Padang Lawas, and this research answers the problem formulation. This can be seen from the results of data analysis, namely before implementing the Think Pair Share (TPS) method. Previously a formative assessment was held and the results were that 13 students had completed it with a percentage of 46.43%, and 15 students had not completed it with a percentage of 53.57%.

In cycle I, the average student summative assessment result was 53.57. 7 students achieved completeness with a result of 25%, while 21 students whose results were not yet complete reached 75%, so that in the first cycle learning completion only reached 25%. Meanwhile, in cycle II activities, the results obtained from applying the Think Pair Share method through formative assessments showed that 22 students achieved completion with a percentage of 85% and 6 students had not yet completed with a percentage of 15%. This is in direct line with the results of the summative assessment which was carried out showing the same percentage figures, namely 22 students achieved completion with a percentage of 85% and 6 students had not yet completed with a percentage of 15%.

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