DIFFERENCES IN STUDENT LEARNING OUTCOMES IN ISLAMIC CULTURAL HISTORY LESSONS USING THE THINK PAIR SHARE (TPS) COOPERATIVE LEARNING MODEL WITH STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TYPE

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Abstract: *The purpose of this study is to see if there are any differences in student learning outcomes when using the Think Pair Share (TPS) cooperative learning model with the Student Teams Achievement Division (STAD) type in Islamic Cultural History Subject with Umayyad Bani material in class VII MTs. Gunung Sitoli City State, Academic Year 2020/2021 This is an example of experimental research. The research population consisted of all VIIMTs students. The population of Gunung Sitoli City was 51 students, and the sample size was 51 people. A test is a tool used to collect data. According to the data analysis, the average pre-test value for the experimental class was 56.48, with a standard deviation (SD1) of 10.09, and the average pre-test value for the control class was 45.23, with an SD2 of 7.57. The average post-test value for the experimental class () is 86.36, with a standard deviation (SD1) of 7.97, while the control class's average post-test value is 78.46, with a standard deviation (SD2) of 6.60. The normality test revealed that $L_o > L_{table}$ and the homogeneity test revealed that $F_{table} > F_{count}$. The two-party t-test was used to test the research hypothesis, and the results were $t_{count} = 2.401$ and $t_{table} = 1.677$ at a significance level of 0.05, indicating that $t_{count} > t_{table}$. As a result, it is possible to conclude that there is a positive and significant difference in student learning outcomes in grade VII MTs when using the TPS type cooperative learning model versus the STAD type. Gunung Sitoli City's State in Islamic Culture Subjects with Umayyad Material for the 2020/2021 Academic Year.*

Keywords: *Cooperative; Student Team Achievement Division; Think Pair Share.*

INTRODUCTION

Education is critical to the development of human resources. With such a role, the content and process of education must be adapted to scientific progress and societal needs. The implication is that if the people of Indonesia and the rest of the world want human resources with national and international standards of competence, the content and process of education must be geared toward achieving these competencies.

To achieve this competence, the government has implemented a variety of strategies, including attempting to improve the quality of national education. Efforts to improve the quality of national education are expected to boost Indonesian people's dignity. This is by the demands of a constantly changing global world, to encourage education to make reforms in a more positive direction.

In the context of educational reform, three major issues must be highlighted: curriculum renewal, improving learning quality, and the effectiveness of learning methods. Curriculum renewal is underway in Indonesia, with the 2013 curriculum being tested in schools, though it is still limited to certain classes. Improving the quality of learning is equally important in the process of improving the quality of education because the quality of learning is the

implementation of the government-prepared curriculum. It is hoped that quality learning will result in quality students as a product of education.

The education system in Indonesia is divided into three levels: basic, secondary, and higher education. At the primary level, formal schools are known as elementary schools (SD) or Madrasah Ibtidaiyah (MI), while secondary schools are known as First Middle Schools (SMP) or Madrasah Tsanawiyah (MTs). Upper Middle Schools (SMA) are equivalent to Madrasah Aliyah (MA) and Vocational High Schools (SMK). While in higher education, universities, high schools, academies, institutions, and other names are used.

Madrasah Tsanawiyah (MTs) is a school under the auspices of the Ministry of Religion of the Republic of Indonesia that promotes a more comprehensive synergy between general education and religious education in the educational process. Various subjects are studied in general and religious education. Subjects studied in general fields, for example, include mathematics, natural sciences, social sciences, and so on. The Qur'an and Hadith, Aqidah Akhlak, Fiqh, History of Islamic Culture, and other subjects are studied in the field of religion.

The History of Islamic Culture is one of the subjects studied in grade VII Madrasah Tsanawiyah. History of Islamic Culture is an Islamic religious subject that discusses various Islamic historical events that occurred in the past. The Umayyads were one of the subjects studied in the SKI subject. This subject is taught in semester II, class VII.

Initial observations by field researchers revealed a lack of interest in students when the teacher explained the material for the Umayyads, as evidenced by post-test scores of students who had not yet reached the KKM, which was set at 75. This could be due to a variety of factors, including boredom and a lack of motivation. This information was interestingly conveyed by the teacher. Another possibility is the use of a monotonous learning method, in which the teacher only conveys material using conventional methods, without allowing students to explore the abilities that exist within themselves. Another possibility is the use of inappropriate learning models that do not pique students' interest in learning. To address this issue, it is necessary to employ a more diverse learning model, so that the learning provided by the teacher can pique students' interest and make them realize the value of learning SKI in self-development and daily life.

The cooperative learning model is one of the learning models that can accommodate the interests of making students more passionate/interested in learning and able to collaborate on self-development in the learning process. Cooperative learning is a learning model in which the system learns and works collaboratively in small groups of 4-6 people to encourage students to be more enthusiastic about learning (Isjoni, 2009).

Collaborative learning is another name for cooperative learning. Agus Suprijono defines collaborative learning as a philosophy of personal responsibility and respect for others

(Suprijono, 2010). Students are expected to be responsible for their learning and to seek information to answer the questions that are posed to them.

With the students' notes, the teacher acts more as a facilitator who serves as a connecting bridge to higher understanding in this cooperative learning. Teachers must not only impart knowledge to students but also instill knowledge in their minds. Students can gain hands-on experience in putting their ideas into action; this is an opportunity for students to discover and apply their ideas.

RESEARCH METHOD

Quantitative research methods were used to conduct this study at Madrasah Tsanawiyah Negeri Gunung Sitoli in the second semester of the 2020/2021 academic year. Based on this, it can be concluded that the research population is the entire object of research that has certain quantities and characteristics that are expected by the author as a source of research data. Among the 70 participants in this study were all students in the seventh grade at Madrasah Tsanawiyah Negeri Gunung Sitoli.

As the primary source of research data, the research instrument is a device for obtaining information from respondents. The test used in this study is a multiple-choice test with four answer options prepared by the teacher as a pre-test and post-test (a, b, c, and d). There were 25 questions about the Umayyads on the test that was taken by each group.

Research data can be gathered in a variety of ways, including through the use of various data collection techniques. Students at Madrasah Tsanawiyah Negeri Gunung Sitoli took tests to provide the researchers with information on their learning outcomes in the seventh grade.

RESULT AND DISCUSSION

The students in the TPS and STAD classes were given a pre-test at the beginning of this study to determine their initial abilities. There was a 56.48 average pre-test score in the TPS class and a 45.23 average pre-test score in the STAD class. This can be seen from the pre-test results, in which students in the experimental class outperformed their counterparts in the control group. These differences can be seen in the average grade of 11.25 for students. It is determined, however, that the data is moderate and homogeneous.

The average post-test score in the class taught using the TPS-type cooperative learning model was 83.36, while the average post-test score in the class taught using the STAD-type cooperative learning model was 78.46. STAD class of 78.46.

Students who were taught using the TPS type of cooperative learning model or the STAD type of cooperative learning model had better learning outcomes, according to this study.

A mean post-test score of 83.36 was calculated from the study's findings for the TPS class. Achieving mastery standards shows that the teaching and learning process has been successful. The percentage of students who meet the completion standard is also quite high: 22 students or 88% of the total student body.

The average post-test score for STAD students was 78.46. Only 19 students, or 73.08 percent of the total, have met the completion standard, which is below the TPS class average. The average value of student learning outcomes differs by 4.9 between these two classes. Student learning outcomes in TPS class are 14.92 percent more valuable than those in STAD class, according to this data. Moreover, the distribution of individual scores shows that the TPS class achieves better learning outcomes; from this value distribution, it can be seen that in the TPS class, 72 students have scores that have not yet reached the standard of completeness, while in the STAD class, 64, 68, 72 up to seven students have scores that have not yet reached the standard of completeness.

Although the TPS class has the highest average score, the STAD class has seen the greatest increase in learning outcomes. As a result, cooperative learning models such as Think Pair Share (TPS) and STAD can be used to change the atmosphere of class discussions. Students who have a strong aptitude for learning will benefit most from the TPS model of cooperative learning.

Class discussion patterns can be improved by using ThinkPairShare. With Think Pair Share, students always have more time to consider their responses before moving on to the next question. There is an expectation that students will be able to assist one another in this activity, which should lead to an increase in the number of student responses. There is a brief presentation or reading assignment, or a situation that marks it, that is completed by the teacher. It's the teacher's goal to get students to think more critically about what they're learning. To compare the group as a whole, the teacher decides to use Think Pair Share. To teach students how to speak in front of a group, Think Pair Share encourages students to share their thoughts and ideas with their partners. To improve their learning outcomes, students can refine their thinking skills through this type of peer-to-peer discussion.

Because students in cooperative learning are diverse in terms of gender, race, ethnicity, and ability to help each other and work together to master the subject matter, TPS (Think-Pair-Share) can also create student activity in the classroom. As a result, the students are more motivated to learn the material. A teacher who can effectively manage a classroom is essential for the smooth operation of TPS (Think Pair Share) in cooperative learning (Alfahmi, 2014).

In Yatim's opinion, This is a chance for students to work through problems on their own and come up with their solutions. My friends and I brainstorm together when we pair up.

With other pairs (four students), sharing (sharing) is a discussion (Riyanto, 2012). TPS, or thinking in pairs and sharing, is a cooperative learning strategy developed by Trianto to alter the way students interact with one another (Trianto, 2007). The Think Pair Share (TPS) was born out of research into cooperative learning and long waits. According to Arends in Alfami and Gunansyah, who cite Frang Lyman and colleagues at the University of Maryland as the source for the idea, "Think Pair Share" can be an effective tool for varying the tone of class discussions (Alfahmi).

Think Pair Share, according to Julianto et al., is a structure for cooperative learning. Think Pair Share pairs up with students to make group learning more efficient. It is a low-risk and short cooperative learning structure that is ideal for instructors and students who are just getting started with collaborative learning. Provides students with "food for thought" on specific topics so that they can form their own opinions and ideas and then share those opinions with their peers (Julianto, 2011). Nevertheless, Isjoni claims that Think Pair Share (TPS) allows students to work independently as well as collaboratively (Isjoni, 2009).

TPS is a cooperative learning model that allows students to think and discuss or collaborate with other people in heterogeneous pairs to solve problems posed by the teacher and formulate ideas or answers to problems faced by students individually and in groups.

Basic principles and characteristics in TPS type cooperative learning according to Julianto et al. are groups formed from students with high, medium, and low abilities. The group members should be of different races, cultures, and ethnicities as well as gender-balanced, and the appreciation places more emphasis on the groups than on individuals. In the TPS type cooperative learning model, there are three stages, which are referred to as: Stage 1: (think)

During the lesson, the instructor will pose questions or bring up issues that are relevant to the material being covered. After that, students are expected to think about the issue or question for a short period on their own. Stage 2: Matching.

In the first stage, students are asked to work in groups of two to discuss what they have been thinking. When a group of people is comparing their answers or thoughts, each person defines the answer that they think is most correct, convincing, or original. Typically, the teacher gives pairs 4-5 minutes to work together. Stage 3: *Share*

The teacher asks the pairs to present their findings to the class at the end of the lesson. Assigning pairs willing to share their group work results or taking turns until about a quarter of pairs have had a chance to report can be done in the whole class.

According to Think-Pair-Share (TPS) methodology, the following advantages and disadvantages are:

1. Advantages of TPS:

    a. Give students more time to think, answer, and assist one another. Students who can think for themselves will be better able to manage their education.

    b. There are more chances for each member of the group to contribute.

    c. Improved communication

    d. Groups can be formed more quickly and easily.

    e. As a fifth option, students can learn from each other and share their thoughts before delivering them to the class.

    f. All students have the opportunity to participate in class, which has been shown to boost self-esteem.

    g. As students interact with one another and work in small groups, they can learn to think critically and effectively communicate their ideas.

2. The Drawbacks are:

    a. Coordinating multiple tasks at once is a challenge.

    b. Special attention must be paid to how classrooms are used.

    c. When teaching in small groups, it can be difficult to switch back and forth between large and small groups. Because of this, the teacher must be able to plan meticulously to avoid wasting time.

    d. More than one group is reporting and must be kept track of.

    e. There are fewer new ideas.

    f. There is no middleman if there is a disagreement.

    g. Depending on the coworker or coworkers.

Both TPS and STAD are examples of cooperative learning models that can help students learn more effectively in the classroom. Using STAD, a form of cooperative learning, students of various abilities can work together to learn new concepts and skills (Slavin, 2005). A simple and effective approach for teachers who are new to cooperative learning is the Student Teams Achievement Division (STAD).

STAD was developed by Robert Slavin and his colleagues from Johns Hopkins University and is a model for student teams. Small groups of 4-5 students are used in STAD-type cooperative learning, which is a type of cooperative learning model. Starting with the communication of learning objectives, the delivery of information, the participation in groups, tests, and awards for groups.

In the STAD type of cooperative learning model, students are placed in teams of 4-5 people that are diverse in terms of academic ability, gender, and ethnicity. After the teacher has presented the lesson, students work in groups to ensure that everyone on their team understands it. To conclude the lesson, all students take a final exam on the material, during

which they are not permitted to seek assistance from one another. Groups students based on their level of academic achievement, gender, and ethnicity. Students work in groups after the teacher has presented the lesson to ensure that each member of the group has completed it. Lastly, all of the students took individual quizzes on the lesson materials, and they were not allowed to consult with one another during this time. As a result, the results of the research reflect the unique abilities of the students who took part in it.

Preparation is key to the success of STAD-style cooperative learning as well as any other kind of class-based instruction. Preparations for this include the development of learning tools, the formation of cooperative groups, determining scores, and seating arrangements.

Group study, quizzes, development scores, and group rewards are all components of STAD-type cooperative learning. There is a lot more to it than this:

1. **Teaching**

   The primary goal of this method of instruction is to ensure that the subject matter is delivered exactly as the teacher intended. When it comes to STAD-style learning, the presentation is always the first step. An emphasis on conveying the subject matter is placed throughout the presentation, which includes the lesson's introduction, development, and guided practice sessions.

   Opening, there are:
   a. Tell students what they need to know and why it's important to them.
   b. The teacher can ask students to work together in groups to discover concepts or to pique their interest in the subject matter.
   c. Reiterate any prerequisite knowledge or skills concisely.

   On the other hand, in terms of creation, we have:
   a. Develop learning materials based on what students will learn in groups, and then test them.
   b. Learning in a group setting fosters an emphasis on conceptual understanding rather than memorization.
   c. Using questions as frequently as possible to monitor students' comprehension.
   d. Give a rationale as to why the answer is correct or incorrect.
   e. If students have a firm grasp of the material, move on to the next one.

   Other options for guided practice include:
   a. Give each student a set of questions to work on.
   b. Randomly calling students to solve or answer questions. All students are expected to prepare themselves as thoroughly as possible at all times.
   c. It should not take long to assign homework to students. Students should work on one or two questions (problems) at a time and get immediate feedback.

2. **Study Group**

   Participants' roles in a study group revolve around gaining a thorough understanding of course material and assisting fellow students in their efforts. Students are given worksheets to practice the skills they are learning to evaluate their performance and the performance of their peers. It's important to remember that the first time you use cooperative learning, you'll need to help your students understand what they'll be doing. In addition, the teacher's steps are as follows:

   a. Request that everyone in the group move their table/stool and change their group shirts together.

   b. A group name should take no longer than 10 minutes to come up with.

   c. Hand out worksheets for the students to complete.

   d. Allow students to work in pairs, threes, or as a whole group, depending on the goals of the lesson. Each student must work on the problem on their own before being paired up with a fellow student to solve it. A member of the group must explain a question if the narrator is unable to do so. Students will ask more questions and try to answer them more frequently if they are given only a limited number of answers to choose from.

   e. Reiterate the importance of studying with a group to ensure that all members of the group can score at least 100 on the quiz. The purpose of the activity sheet is to teach, not to be completed and turned in. To monitor their progress, students should keep track of their assignments on an activity sheet. Tell students that if they have questions, they should first ask their classmates.

   f. Teachers circulate the classroom while students work in groups. The teacher needs to praise groups where all members are doing well, where members sit in their groups to hear how their peers are progressing, and so forth.

3. **Quizzes**

   Students take the tests on their own time and their computers. It aims to show what students have learned while working together in a group environment. In addition to providing individual scores, quiz results also contribute to the overall group score.

4. **Group Award**

   Calculate the group value and individual development value and then award certificates or awards to other groups in this activity as the first step. It is possible to give group awards based on how much each member of the group has grown. STAD has both advantages and disadvantages as a teaching model. The following are some benefits of using a STAD-style learning model:

a. Because the teacher first explains the description of the material being studied, the lesson's direction will be more obvious.

b. Students in heterogeneous groups have a more enjoyable learning experience. In learning, he makes new friends, which keeps him from getting bored too quickly.

c. Because the teacher first presents the material before assigning group work, students are better able to retain the information.

d. Can improve student cooperation, as students are allowed to discuss in a group while learning.

e. It will be possible to increase the interest of children in answering the questions posed by using the quiz model questions.

f. When students are asked questions by the teacher, the teacher evaluates their comprehension of the material before concluding.

However, there are some drawbacks to this model of learning:

a. For teachers, it can be difficult to identify heterogeneous groups.

b. A mismatch exists between the students in one group because weak students feel inferior when they are paired with strong students. It's also possible that some students have a hard time getting along with others because they think they don't fit in with what they consider to be in opposition to them.

c. Sometimes only a few students do it, while others are just complementary in discussions.

d. Students cheat from their peers to get an unfair advantage in the evaluation process.

This study also demonstrates that the proposed hypothesis is empirically tested, with the results of testing the hypothesis with a t-test at a significance level of 5% ($\alpha= 0.05$) yielding a t_{count}> t_{table} of 2.401> 1.677, implying that Ha is accepted and Ho is rejected, or that there is a difference between student learning outcomes taught using the cooperative Think Pair learning model (Think Pair type). TPS) with student learning outcomes taught on Bani Umayyah material in class VII MTs using the Student Teams Achievement Division (STAD) cooperative learning model.
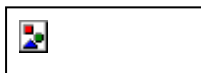
CONCLUSION

Based on the preceding discussion, it can be concluded that authentic assessment of Akidah Akhlaq subjects is carried out at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli at the start of learning, during learning, and after learning. Assessments in learning Akidah Akhlaq are conducted in an integrated manner. This assessment is carried out to achieve competence in the 2013 Curriculum, with teaching activities including three assessment aspects: cognitive, affective, and psychomotor. Several assessment techniques are used in the authentic assessment

process for Akidah Akhlaq subjects, including written tests, written tests, assignments, practices, projects, portfolios, observations, self-assessments, peer assessments, and teacher journals.

The teacher analyzes the assessment results to determine how successful the students are in mastering the material that the teacher has conveyed. If any students do not achieve the KKM score, the teacher implements a follow-up program that includes remedial and enrichment activities. The assessment results are also analyzed for the overall score for one semester as well as for each aspect.

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