

IMPLEMENTATION OF THE THINK PAIR SHARE METHOD AS AN EFFORT TO IMPROVE STUDENT LEARNING ACHIEVEMENT AT MI WALISONGO PAESAN 02

Mariyatul Fadhilah¹, Akbar Falaqul Mubarak², M. Dimas Abdurrahman³,
Khikmatul Fatwah⁴, Zakiatul Fauziah⁵, Mustafidah Putri Atsalisa⁶, Fatmawati
Nur Hasanah⁷

UIN K.H. Abdurrahman Wahid Pekalongan

mariyatulfadlillah@email.com, akbarfalaqul1907@gmail.com, dimasbdrhmn@gmail.com,
khikmatulfatwah28@gmail.com, zakiazafa345@gmail.com, mustafidah1911@gmail.com,
Fatmawati.nur.hasanah@uingusdur.ac.id

ABSTRACT

Student learning achievement is important in the world of education. One of the efforts to improve student learning achievement is by implementing effective learning methods. This study aims to analyze the implementation of learning methods as an effort to improve student learning achievement in Madrasah Ibtidaiyah (MI) by using qualitative research methods. This research was conducted by interviewing teachers at MI Walisongo Paesan 2. The results of this study indicate that the implementation of learning methods that focus on the method of approach to students, has had a positive impact on student learning achievement. Students are actively involved in the learning process, so their learning motivation increases. In addition, this learning method also helps students in understanding the subject matter better. The results also show that the factors that support the success of student learning methods include: competent teachers who care about students' development, support from the school in providing adequate learning resources, positive interaction between students in learning groups, and the role of parents is very important in improving students' learning achievement.

Key words: Implementation, Method, Achievement

ABSTRAK

Prestasi belajar siswa merupakan hal yang penting dalam dunia pendidikan. Salah satu upaya untuk meningkatkan prestasi belajar siswa adalah dengan mengimplementasikan metode pembelajaran yang efektif. Penelitian ini bertujuan untuk menganalisis implementasi metode pembelajaran sebagai upaya peningkatan prestasi belajar siswa di Madrasah Ibtidaiyah (MI) dengan menggunakan metode penelitian kualitatif. Penelitian ini dilakukan dengan cara wawancara, terhadap guru di MI Walisongo Paesan 2. Dari hasil penelitian ini menunjukkan bahwa implementasi metode pembelajaran yang berfokus pada Metode pendekatan terhadap siswa, telah memberikan dampak positif

terhadap prestasi belajar siswa. Siswa terlibat aktif dalam proses pembelajaran, sehingga motivasi belajar mereka meningkat. Selain itu, metode pembelajaran ini juga membantu siswa dalam memahami materi pelajaran dengan lebih baik. Hasil penelitian juga menunjukkan bahwa faktor-faktor yang mendukung Keberhasilan metode pembelajaran siswa antara lain: guru yang kompeten dan peduli terhadap perkembangan siswa, dukungan dari sekolah dalam menyediakan sumber daya pembelajaran yang memadai, interaksi positif antara siswa dalam kelompok belajar, serta peran orang tua sangat penting dalam meningkatkan prestasi belajar siswa.

Kata kunci : Implementasi, Metode, Prestasi

INTRODUCTION

In the National Education System Law No. 20 of 2003 states that learning is the process of interaction between students and educators and learning resources in a learning environment.

2003 states that learning is the process of interaction between students and educators and learning resources in a learning environment.

Thus, learning is a process that occurs in the learning environment as a result of interaction between students. Good learning can be created with the presence of educators and learning resources.

According to Syaiful Sagala, learning is learning to teach learners using educational principles and learning theories which are the main determinants of educational success.

It is the main determinant of educational success. Learning is a two-way communication, namely teaching is done by the teacher as an educator while learning is done by students.

According to Corey in Ramayulis, learning is a process by which a person's environment is intentionally managed to enable him to participate in behavior under special conditions or produce responses to certain situations.⁵ Meanwhile, according to

Oemar Hamalik, learning is a combination of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals procedures that influence each other to achieve learning goals. (Hamalik, 2001)

Ideal learning is learning that can increase student creativity and activeness to achieve learning. Learning objectives can be achieved through a reciprocal relationship between teachers and students. An unbalanced ratio causes problems in the learning process. This can cause understanding of material in the learning process to be boring and inefficient so that it can reduce student achievement.

The problem faced by students in learning is the difficulty in understanding the subject matter. The existence of these problems hinders the optimal improvement of student learning outcomes. One of the factors that influence student learning outcomes is the teaching method used. The use of ineffective teaching methods can reduce student interest in learning because the teaching methods often used in MI are still traditional. The teacher is the source of information and students only listen and record the lesson material. In our opinion, this method is not effective in improving student learning outcomes.

Therefore, teachers must be wise in choosing the right teaching method so that students can more easily understand the subject. Teachers' efforts to overcome students' difficulties in understanding the material taught are carried out through the Think Pair Share method. The Think Pair Share method is a collaborative learning model that can encourage students (Khafied, 2023)

to think critically and realistically. The Think Pair Share method is one way to get students to work together in their groups, giving them more time to think, respond and help each other. Seeing the above problems, researchers are interested in raising the title of **"Implementation of the think pair share method as an effort to improve student learning achievement at MI Walisongo Paesan 02"**.

METODE PENELITIAN

The method used in this research is qualitative methodology. Nana Syaodih Sukmadinata, states that qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions of people's thoughts individually or in groups.

DISCUSSION

Learning

a. Definition of Learning Learning is essentially an interaction between students, either directly or indirectly. Learning is a teacher's effort to help students to receive the knowledge given and facilitate the achievement of learning objectives.

b. Components of Learning

There are several components that must be fulfilled to achieve a learning goal, among others: Learning objectives, learning materials, learning methods, learning media, and learning evaluation. Each component interacts with each other, namely actively interconnecting and influencing each other. (riyana, 2012)

Think Pair-Share Learning Method

a. Definition of Think Pair Share Learning Method

The Think Pair Share (TPS) method is a cooperative learning method designed to influence students' interaction patterns, where they actively participate with their group mates in discussing how to solve a problem.

According to Frank Lyman as cited by Arends (1997), Think pair share is an effective way to form a variety of class discussion atmosphere. (A.Rukmini, 2020)

b. Steps of Think Pair Share Method

According to Huda (2014) the steps in the TPS learning model are: 1) students are placed in groups. Each group consists of 4 members or students; 2) the teacher gives a task to each group; 3) each member thinks and works on the task individually first; 4) the group forms its members in pairs. Each pair discusses the results of their individual work; and 5) the two pairs then meet back in their respective groups to share the results of their discussion. (huda, 2013)

c. Stages in applying the TPS method

There are three stages in the TPS learning model, namely the think stage, the pair stage and the share stage. By realizing the three stages in the Think-Pair-Share learning model, these packages can directly focus and improve student learning outcomes, because they provide opportunities for students to actively participate so that students can show and improve their learning achievements. (Hartini, Maharani, & Rahman , 2016)

d. Advantages and disadvantages of the TPS Method In a method there are disadvantages and advantages of each. Likewise with the Think Pair Share (TPS) method, which has the following advantages:

- 1) presence. The tasks given by the teacher at each meeting will make students play an active role in the learning process. For students who are absent once, these students automatically do not work on the assignment that day and have an impact on their learning outcomes.
- 2) Provide variations in the learning process so that students feel happy and get better learning results.
- 3) By using the Think Pair Share (TPS) method, students become active in the learning process, this can reduce the tendency of students to feel lazy because of monotonous learning and having to listen to what the teacher says so they feel bored.
- 4) Improve their social spirit such as sensitivity and tolerance, because the Think Pair Share (TPS) method requires students to be able to work together, so that students can empathize, respect other people's opinions and be sportive when their opinions are not accepted.

Besides having advantages, this Think Pair Share (TPS) method also has disadvantages, including the following:

- A. The learning process is dominated by several students who stand out.
- B. Requires a lot of time to conduct in-depth discussions
- C. If the discussion atmosphere is warm and students dare to express what they have in mind, it is usually difficult to limit the subject matter.
- D. If the number of students is too large, it will affect the opportunity for each student to express their opinion. (suyatno, 2009)

From the description above, it can be understood that with the paired thinking - sharing activity with the TPS method, it provides individual student benefits. They can develop their own thinking which can help their thinking time and concentration ability. So that low students can be handled by the teacher, with simple stages that are interesting enough to be applied to the TPS learning method. The application of this method can trigger students' interest in thinking critically communicating well and working together so as to create pleasant learning conditions. This TPS learning method is also able to make students participate and play an active role in the learning presented so that it has a positive impact on the cognitive aspect which is characterized by the addition of students' knowledge insights so that it also has an impact on learning

achievement (Ramlawati & Yunus, 2021). The learning achievement achieved by students is optimal because it is supported by the TPS learning method, so that by using this approach both teachers and students become easier to accept learning materials. Interaction between teachers and students can also be created well. (hasanah, yuniati , & labieb, 2023)

Implementasi metode think pair share di MI Walisongo Paesan 2

Think Pair Share (TPS) is a collaborative learning method that has three main steps, namely. thinking alone or thinking about ideas separately (think), discussing with a partner or classmate (pair) and sharing the results of the discussion with the whole class (Share). This method is designed to encourage students to think critically, communicate well and work together to achieve learning objectives. (asih, 2013)

In the implementation of Think Pair Share (TPS) at MI Walisongo Paesan 02, the teacher provides material or questions to students that they can reflect on individually for several minutes (think). Students are then asked to discuss with their partners to share ideas, thoughts or answers (pair). After that, each pair shares the results of their discussion with the whole class (share) so that all students get different points of view and gain a deeper understanding of the subject matter.

By applying the Think Pair Share (TPS) method, MI Walisongo Paesan 02 students can actively participate in learning, develop critical thinking and communication skills, and learn to collaborate with fellow students. This not only helps to improve student achievement, but also helps to create a more collaborative and inclusive learning environment in the classroom.

Thus, the Think Pair Share (TPS) method is proven effective in increasing student engagement and achieving learning objectives at MI Walisongo Paesan 02. As a teacher, it is important to continue to develop and apply teaching methods that can improve the quality of learning and student achievement.

To improve student learning achievement at MI Walisongo Paesan 02 by using TPS (Think-Pair-Share) in the learning process, involving students more actively in learning. They are encouraged to think independently, discuss with their peers and share their thoughts with their group. This can improve their understanding of the learning material and their communication skills.

Through the Think Pair Share (TPS) method, MI Walisongo Paesan 02 students are expected to participate more actively in the learning process. They will also be more able to express opinions, convey ideas, and ask questions. This makes them feel motivated to learn and develop different social skills.

Teachers at MI Walisongo Paesan 03 can also guide students more easily with the help of the Think Pair Share (TPS) method to achieve the learning objectives that have been set. Students are asked to think critically, collaborate with their peers and find solutions together. This helps them better understand the concepts being taught.

Think Pair Share (TPS) also provides opportunities for students to collaborate with their peers to solve problems or complete specific tasks. Through collaboration, students can help each other, build on each other's strengths, and learn from different experiences and perspectives. This helps them develop social skills, cooperation and empathy.

When implementing Think Pair Share (TPS), it is important to ensure that each student has the right partner. This can be challenging when students have different levels of ability. As a teacher, it is also necessary to think about how to pair students wisely so that they can support and learn from each other.

In addition, time management is also an important aspect in the application of the Think Pair Share (TPS) method. Careful planning needs to be done so that each stage of Think Pair Share (TPS) can run smoothly and according to the research schedule. Teachers must ensure that the time given at each stage is not too long and not too short so that students can understand the material well without rushing.

By realizing these challenges and considering these factors, teachers at MI Walisongo Paesan 02 can improve the application of the Think Pair Share (TPS) method to provide maximum results in student learning.

The Think Pair Share method is a useful learning strategy to improve student learning achievement at MI Walisongo Paesan 02. With proper application, Think Pair Share (TPS) can increase student activeness, strengthen understanding of the material, and achieve learning objectives.

From the research at MI Walisongo Paesan 2, it is concluded that the Think Pair Share (TPS) method is an effective learning strategy to improve student achievement. With proper application, Think Pair Share (TPS) can trigger student

activeness, deepen understanding of the material, and achieve learning objectives efficiently and effectively.

CONCLUSION

Thus, learning is a process that occurs in the learning environment as a result of interaction between students. According to Frank Lyman as cited by Arends, Think pair share is an effective way to form a variety of classroom discussion atmosphere. By using the Think Pair Share method, students become active in the learning process, this can reduce the tendency of students to feel lazy because of monotonous learning and having to listen to what the teacher says so that they feel bored. Improve their social spirit such as sensitivity and tolerance, because the Think Pair Share method requires students to be able to work together, so that students can empathize, the opinions of others and be sportive when their opinions are not accepted.

From the description above, it can be understood that the existence of paired thinking - sharing activities with the TPS method provides the advantage that individual students can develop their own thoughts, because of the thinking time and low concentration ability of students that can be handled by the teacher.

REFERENCES

- A.Rukmini. (2020). Model Kooperatif Tipe Think pair Shere (TPS) dalam pembelajaran PKN SD. *social, Humanities, and Education Studies (SHEs)*, 2176.
- asih, n. m. (2013). Penerapan Model Pembelajaran Think Pair SHare Untuk Meningkatkan Aktivitas Memecahkan Masalah Dan Hasil Belajar Dalam Mata Pelajaran PKN Siswa Kelas VIIIA MTs.AL-Khairiyah Tegallingsgah Tahun Ajaran 2012/2013. . *pendidikan pancasila dan kewarganegaraan* , 5-6.

- Hamalik, O. (2001). *Perencanaan pengajaran berdasarkan pendekatan sistem*. Jakarta: PT bumi akasara.
- Hartini, Maharani, Z. Z., & Rahman, B. (2016). Penerapan model pembelajaran thibk pair shere untuk meningkatkan kemampuan komunikasi matematis siswa SMP. *Jurnal matematika kreatif-inovatif*, 7.
- hasanah, F. n., yuniati, m., & labieb, a. r. (2023). *dampak model pembelajaran inkuiri terbimbing dengan pendekatan stem terhadap motivasi dan prestasi siswa*. Pekalongan: UIN K.H Abdurrahman Wahid .
- huda, m. (2013). *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta : pustaka pelajar.
- Khafied, n. (2023). *Implementasi Metode Think Pair Share Pada Pembelajaran Fiqih Materi Zakat Kurikulum Merdeka Belajar Kelas X Madrasah Aliyah Nahdlatul Ulama 01 Banyuputih Kabupaten Batang*. Pekalongan : UIn K.H Abdurrahman Wahid .
- Riyana, c. (2012). *komponen-komponen pembelajaran* . Bandung : Universitas Pendidikan Indonesia.
- Suyatno. (2009). *menjelajah pembelajaran inovatif*.