

**THE INFLUENCE OF COOPERATIVE LEARNING STRATEGY  
THINK PAIR SHARE AND INTEREST IN LEARNING ON ISLAMIC  
RELIGIOUS EDUCATION RESULTS OF JUNIOR HIGH SCHOOL  
STUDENTS 2 TRIPE JAYA GAYO LUES ACEH DISTRICT**

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**Abstract**

The purpose of this study was to determine the effect of implementing think pair share cooperative learning strategies and learning interest on learning outcomes of Islamic Education. This research method is a quasi experiment. The study population was all grade V students spread over 3 classes. The sampling technique used was cluster random sampling. The data collection instruments were questionnaires and tests. The data analysis technique used was two-way analysis of variance in the  $\alpha = 0.05$  test. The results showed: (1) the average learning outcomes of students taught with the TPS learning strategy were higher than the average learning outcomes of students taught with expository learning strategies, (2) the average learning outcomes of Islamic Education for students with high learning interest were higher than those for students with low learning interest, and (3) there is an interaction between learning strategies and interest in learning.

**Keywords:** Cooperative Learning, Learning Interest

**INTRODUCTION**

In school learning, there are many elements that are interrelated and determine success in the learning process. These elements are: educators (teachers), students (students), curriculum, teaching, and the environment. Students as subjects in the process also play a very important role in the success of learning activities.

One of the duties of an educator or teacher is to create a learning atmosphere that can make students always learn well and be enthusiastic. Such a learning atmosphere will have a positive impact in achieving optimal learning achievement. Hamalik (2004: 85) explains that teachers should have the ability to choose the right learning method or strategy. Inaccuracies in the use of learning methods or strategies will cause boredom for students in receiving the material presented so that the material cannot be understood which will result in students becoming apathetic.

Think pair share cooperative learning strategy is a learning strategy that involves students in a group, so that they can work together to share knowledge according to the characteristics of students, basically they learn with peers from different backgrounds and how students learn according to their learning styles. each. This think pair share cooperative learning strategy is considered to be able

to improve student learning outcomes which have been dominated by expository learning strategies where the teacher is the center of student learning. The results of research related to the think pair share cooperative learning strategy that show its advantages include: Muhfahroyin (2016), Kasim (2017), Surayya, Subagya and Tika (2014), Nurhaeda, Tellu and Ramadhan (2016), Wardhani, Masykuri and Utami (2014), and Nisa, Musdi and Jazwinarti (2014).

Student characteristics are factors that must be considered by the teacher which include motivation, interests, initial abilities, learning styles and so on. Researchers focus on the characteristics of students on aspects of interest in learning. Each student has an interest in learning that is not the same as one another, therefore in a learning process, a teacher should be able to know and understand the trends in learning interest that students have. By knowing the tendency of students 'interest in learning, a teacher can adjust, compile and make relevant teaching materials to help and direct students' readiness to receive subject matter. Some of the research results contained in various journals show that the influence of interest in learning in students has an influence on learning outcomes, including: Budiwibowo (2016), Nitalia (2015) Wilda, Salwah and Ekawati (2016), Simamora (2014) Rusmiati (2017) .

### **Research Methods**

The research method used is a quasi experiment (pseudo experiment) which aims to determine the effect of learning strategies and interest in learning on learning outcomes of Islamic Education. using a 2 x 2 factorial design. The population in the study were all class VII students of SMPN 2 Tripe Jaya in the 2020/2021 school year which consisted of 3 (three) classes. The sampling technique used was cluster random sampling. This technique was chosen because what is sampled from the population is the number of classes (as many as 3 classes) not the number of students in the population. The sample taken consisted of two groups, namely, the class group carried out learning using the TPS cooperative learning strategy and one more class using the expository learning strategy. The data collection techniques were questionnaires and learning outcome tests, with the data analysis technique used was two-way analysis of variance.

### **RESEARCH RESULT AND DISSCUSSION**

The mean of student learning outcomes of Islamic Education taught with the think pair share learning strategy ( $\bar{X} = 29.32$ ) was higher than the average learning outcomes of students taught by the expository learning strategy ( $\bar{X} = 27$ ). Furthermore, based on hypothesis testing, it shows significant results, namely the Fcount price (13.32) is greater than the Ftable price (4.00).

This shows that the think pair share learning strategy is proven to be effective in improving the overall student learning outcomes of Islamic Education, both for groups of students with high learning interest and groups of students with low learning interest. Thus it can be interpreted that the think pair

share learning strategy is more effective in improving learning outcomes of Islamic Education without paying attention to student interest in learning.

The application of the think pair share learning strategy can encourage students to actively learn because students can connect what they learn with previous material and cognitive structures that students already have. In addition, the think pair share learning strategy aims to foster student participation in solving problems or solving questions raised by the teacher in learning, fostering discussion among students in finding solutions to these problems or questions. Therefore, the teacher's role in the think pair share learning strategy is more dominant as a facilitator who directs students to discover and construct their own knowledge.

The above can be understood because the think pair share learning strategy explained by Lie (2004) explains that the think pair share learning strategy provides opportunities for students to work alone and collaborate with others. Another advantage of this technique, as explained by Lie, is the optimization of student participation. When compared with the classical method which allows only one student to advance and share the results for the entire class, the think pair share cooperative learning strategy provides relatively more opportunities for students to be recognized and show their participation to others. Think pair share learning strategies can improve student learning outcomes. In addition, based on several studies, students can also make and explain predictions about how problems can be solved and summarize the main elements of a story to other story elements.

The think pair share learning strategy, which starts with giving time to analyze the material or questions, causes learning to be more fun and arouses students' interest and curiosity about the material presented. This makes it easier for students to concentrate on the learning material, and of course this makes the learning activities carried out easier to implement because students are interested and concentrated in learning.

The curiosity of students who have concentrated the students will make it easier for students to acquire new knowledge, so that this knowledge will stick and remain in the long-term memory of students, and at times it can be raised again for student learning needs, especially when the teacher provides training at the final stage of learning and during the implementation of the learning outcome test at the end of the learning meeting. The findings of this study also support research conducted previously including research by Wardhani, Masykuri and Utami (2014), Nurdin et al (2017), Nisa, Musdi and Jazwinarti (2014).

The results of this study and the findings of other studies indicate that the think pair share learning strategy that begins with giving time to read the text causes learning to take place more fun and arouses students' interest and curiosity about the material presented. This makes it easier for students to concentrate on the learning material, and of course this makes reading activities easier to implement because students are interested and concentrated in learning. Students' interest and curiosity and the concentration of students will make it

easier for students to acquire new knowledge, so that this knowledge will stick and remain in the long-term memory of students, and from time to time it can be revived for student learning needs, especially when the teacher provides training at the final stage the implementation of learning and the implementation of the learning outcome test at the end of the learning meeting.

The average learning outcomes of students with high learning interest ( $\bar{X} = 29.90$ ) overall, both those taught by think pair share learning strategies and expository learning strategies are higher than the average learning outcomes of students with low learning interest ( $\bar{X} = 26.20$ ).

Furthermore, based on testing the second hypothesis, it shows that the learning outcomes of students with high learning interest are higher than students with low learning interests. The results of statistical analysis prove that the price of  $F_{count}$  (10.41) is greater than the price of  $F_{table}$  (4.00).

These results prove that interest in learning is significant to differentiate student learning outcomes of Islamic Education. This is understandable because students with high learning interest are more able to understand and master the subject matter of Islamic Education than students with low learning interest. Interest in learning basically refers to individual behavior. However, because behavior is a manifestation of individual psychological conditions, to determine the level of student interest in learning, it is necessary to pay attention to psychological aspects.

A student who has a high level of interest in learning who is able to improve learning outcomes, because these students are accustomed to being creative and innovative. High learning interest has meaning for efforts to improve learning abilities as well as in achieving learning outcomes that are obtained when following a lesson. In addition, students with high learning interest will act according to their own thoughts according to their abilities, in the end it will lead to the maturity of thought patterns and learning patterns as well as a strong willingness to learn to obtain better learning outcomes.

The explanation above is in line with the explanation given by Djamarah and Zain (2002: 133) to explain that interest has a great influence on learning activities. Students who are interested in a lesson will study it seriously, because of its attraction to it. Students easily memorize lessons that interest them. The learning process will run smoothly if accompanied by interest. The findings of this study also support research conducted previously by Simamora (2014), Rusmiati (2017), and Daradjad and Fitriyati (2016).

The results of this study and other research findings indicate that the level of interest in learning internalized in a student will provide support for his learning activities. Interest in learning as a strength in individuals in doing something without depending on others certainly has meaningful meaning for a student in planning, managing and completing their learning activities. It can be predicted that if a student's level of interest in learning is high, it is expected that these students will be able to achieve better results than their peers. So a

student's interest in learning has meaning for efforts to increase learning abilities as well as in the framework of achieving the learning outcomes he gets.

The mean of student learning outcomes of Islamic Education taught with the think pair share learning strategy and high learning interest ( $\bar{X} = 31.38$ ) was higher than the learning outcomes of students with low learning interest ( $\bar{X} = 25.38$ ). Whereas in the expository learning strategy, the average learning outcomes of Islamic Education students with high learning interest ( $\bar{X} = 28.43$ ) were higher than the learning outcomes of students with low learning interest ( $\bar{X} = 26.37$ ).

Furthermore, based on testing the third hypothesis, it shows that there is an interaction between learning strategies and interest in learning in influencing student learning outcomes of Islamic Education where the results of statistical analysis prove where the Fcount (12.51) price is greater than the Ftable price (4.00).

Taking into account the above information, it can be seen that: (1) the average learning outcomes of Islamic Education in groups of students with high learning interest and being taught using think pair share learning strategies are higher than the average learning outcomes of Islamic Education for groups of students with learning interests low and taught with expository learning strategies, and (2) the average learning outcomes of Islamic Education in groups of students with low learning interest and taught with think pair share learning strategies are lower than the average learning outcomes of Islamic Education for groups of students with learning interests low and taught with expository learning strategies.

Groups of students with low learning interest are better taught using expository learning strategies than using think pair share learning strategies. Thus it can be concluded that the learning strategy and interest in learning significantly affect student learning outcomes of Islamic Education.

Learning interest is one of the significant factors to differentiate student learning outcomes of Islamic Education, where the learning outcomes of Islamic Education students with high learning interest, whether taught using think pair share learning strategies or expository learning strategies are higher than the learning outcomes of Islamic Education. students with low learning interest. In particular, students with low learning interest in Islamic Education learning activities are given more tasks so that they can cover their weaknesses in mastery of Islamic Education material.

The results of further tests carried out show the following: (1) the learning outcomes of Islamic Education of students who are taught with think pair share think pair share learning strategies and high learning interest and student learning outcomes of Islamic Education students who are taught with interest expository learning strategies High learning does not show a significant difference, (2) the learning outcomes of Islamic Education of students who are taught with think pair share learning strategies and high learning interest and learning outcomes of Islamic Education students taught with think pair share

learning strategies show low learning interests. significant, (3) the learning outcomes of Islamic Education students who are taught with think pair share learning strategies and high learning interest and the learning outcomes of Islamic Education students taught with expository learning strategies low learning interest show a significant difference, (4) Education learning outcomes Religion a. Islamic students who are taught with expository learning strategies and high learning interest with groups of students taught with think pair share learning strategies and low learning interest do not show a significant difference, (5) the learning outcomes of Islamic Education students are taught expository learning strategies and interest high learning with groups of students who are taught with expository learning strategies and low learning interest does not show a significant difference, and (6) the learning outcomes of students taught with think pair share learning strategies and low learning interest with groups of students taught with expository learning strategies and low learning interest did not show a significant difference.

Furthermore, paying attention to the breadth and scope of teaching materials for Islamic Education, a learning strategy is needed that is able to describe in detail, define and understand concepts, understand theories and be able to evaluate and perform skills in effective and efficient learning. Thus these students are expected to be able to build or construct their own knowledge and skills needed to solve their learning problems.

In addition, students must discover these knowledge and skills by themselves, and not because they are told by others. Students are able to learn actively and independently by developing or using ideas in solving learning problems, so that knowledge and skills will be remembered and understood in long-term memory, and can be used at any time according to student learning needs.

This is in line with Siregar and Nara's (2011: 175) statement that there are two main factors that influence learning outcomes, namely internal factors and external factors. Internal factors include: (1) physiological factors consisting of body condition, state of certain physiological functions, and (2) psychological factors including talents, interests, intelligence and motivation. While the external factors are: (1) social factors include the family environment, namely parents, home atmosphere, family economic ability, cultural background, teacher environment, namely teacher and student interactions, student relationships, presentation methods, and the community environment, namely patterns. environmental life, activities in society and mass media, and (2) non-social factors including school facilities and infrastructure, namely curriculum, educational media, building conditions, learning facilities, study time, home and nature.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions that can be drawn from the results of the study are as follows: (1) there is an effect of implementing think pair share learning strategies on student learning outcomes of Islamic Education. It is known that

the average learning outcomes of students who are taught with the think pair share learning strategy ( $\bar{X}=29.32$ ) are higher than the average learning outcomes of students taught by the expository learning strategy ( $\bar{X} = 27.00$ ). Thus the think pair share learning strategy is more effectively applied in learning Islamic Education in order to improve student learning outcomes of Islamic Education without paying attention to differences in learning interests, (2) there is a difference in the average learning outcomes of Islamic Education students with different learning interest characteristics. In this case, students with high learning interest who are taught with think pair share learning strategies and expository learning strategies ( $\bar{X} = 29.90$ ) are higher than the average learning outcomes of Islamic Education students with low learning interest ( $\bar{X} = 26.20$ ), and (3) there is an interaction between learning strategies and student interest in learning which gives a different effect on the learning outcomes of Islamic Religious Education.

Recommendations that can be given are: (1) learning strategies and student characteristics are a component that can determine and influence learning outcomes. Therefore, the teacher as a learning designer pays attention to the learning strategies and characteristics of students in designing learning so that the teacher can determine the choice of learning strategies that are more appropriate to the characteristics of students to be implemented, (2) the characteristics of students studied from this study are only limited to their interest in learning. For this reason, other researchers are advised to examine other student characteristics such as initial ability, retention, learning motivation, learning styles, and (3) think pair share learning strategies are applied to the subject of Islamic Religious Education and in the cognitive realm, it is suggested that other researchers can researching in other fields of study.

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