

Think-Pair-Share (TPS) Learning Model in Improving Students' Pediatric Learning Outcomes Mts. Tarbiyatul Islam Sumberkerang Gending Probolinggo

Samsul Hadi ¹, Wiwik Kusmawati ²

^{1,2}Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Eksakta dan Keolahragaan, Universitas Insan Budi Utomo

Abstract

The aim of this research is to improve the PJOK learning outcomes of MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo students with the Think Pair Share learning model. Data analysis techniques were used to examine all the data that had been collected while the researcher carried out the practice of implementing the TPS model in class IX A through PJOK lessons at MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo. Data comes from observations, interviews, tests and other data. Data analysis was carried out in three stages, namely: data reduction, data display (data presentation), conclusion drawing/verification (drawing conclusions). Using the Think-Pair-Share learning model can improve PJOK learning outcomes for class IX A students at MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo. This can be seen from the increase in learning completeness criteria when before action was taken, it was 0%, after action in cycle I it increased to 45,1% while after action in cycle II it increased again to 87,1%.

Keywords: Think Pair Share Learning outcomes

INTRODUCTION

Learning is a process of interaction or reciprocal relationship that occurs between educators and students in conveying information or material in order to achieve effective and efficient learning goals. The problems that exist in Indonesia include the lack of quality of human resources and the low quality of existing education. Several efforts have been made, including the procurement of learning equipment in the form of books and learning facilities, training to increase the competency of educators and curriculum development. The teacher's role as an educator is actually a facilitator in conveying information in the form of material to students.

Based on observations made at MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo in the PJOK lesson for class IX A students with a standard passing score of 7. The class IX A PJOK teacher stated that the PJOK lesson had a lot of material that had to be understood and memorized. The research subjects are students who are in class IX A this year.

Students' lack of motivation towards learning will give rise to various problems. This situation is indicated by students who appear lazy, busy alone, disturbing their friends, pacing

back and forth, there are even students who deliberately do not attend lessons, hiding in the school canteen. The existence of a learning atmosphere accompanied by decreased learning motivation, has an impact on learning results that are less than optimal. Efforts to increase learning motivation for PJOK class IX A MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo need to apply innovative learning methods in the teaching and learning process that provide opportunities for students to be active. The existence of a learning atmosphere that stimulates students as the main factor will attract students to be more willing to respond to the material and interact with other students. A learning atmosphere that allows students to share knowledge with each other both when discussing and answering questions during presentations.

Increasing learning motivation which influences student activity can use the Think Pair Share learning model. TPS model learning is able to move students to be more active (Dewi, 2007). The learning model that allows students to interact with each other is the cooperative learning model. The cooperative learning model helps students learn every subject from basic skills to problem solving. Cooperative learning

has several types, one type of cooperative learning model that can build self-confidence and encourage their participation in class is the Think-Pair-Share cooperative learning model (Widarti, 2007). The Think-Pair-Share type cooperative learning strategy gives students more time to think to respond and help each other. The teacher only estimates and completes a short presentation, while students read unknown assignments or learning materials. During the teaching and learning process, students appear to be moving towards fulfilling their own intellectual needs and developing potential individuals by involving students as thinkers rather than knowledge gatherers (Chotimah, 2009).

Therefore, the researcher will develop a problem solution to improve the learning outcomes of class IX A students at MTs.Tarbiyatul Islam Sumberkerang Gending

Probolinggo by using the application of the Think-Pair-Share model which is stated in the research title "Think-Pair-Share (TPS) Learning Model in Improving PJOK Learning Outcomes for MTs Tarbiyatul Islam Sumberkerang StudentsGending Probolinggo".

RESEARCH METHOD

Data analysis techniques were used to examine all the data that had been collected while the researcher carried out the practice of implementing the TPS model in class IX A through PJOK lessons at MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo. Data comes from observations, interviews, tests and other data. Data analysis was carried out in three stages, namely: data reduction, data display (data presentation), conclusion drawing/verification (drawing conclusions).

RESEARCH RESULTS AND DISCUSSION

1.1. Research result

Cycle I Research Results

Giving a post test at the end of the cycle is carried out to determine the comparison of student learning outcomes before and after being given the action. The following are the results of the analysis of student learning outcomes based on the results of daily tests in cycle I:

Table 1 Student learning outcomes

No.	Name	UH value before PTK		Cycle I UH value	
		Mark	Information	Mark	Information
1	Aris	45	Not Completed	50	Not Completed
2	Anggi	60	Not Completed	53	Not Completed
3	Sabilillah	55	Not Completed	42	Not Completed
4	Daniel	45	Not Completed	65	Complete
5	Eri	35	Not Completed	67	Complete
6	Eminent	50	Not Completed	46	Not Completed
7	Dawn	50	Not Completed	48	Not Completed
8	Fara	58	Not Completed	45	Not Completed
9	Farisa	45	Not Completed	67	Complete
10	Fariz	55	Not Completed	65	Complete
11	Fatma	52	Not Completed	61	Not Completed
12	Kamila	60	Not Completed	65	Complete
13	Charisma	45	Not Completed	56	Not Completed
14	Latitude	50	Not Completed	65	Complete
15	Belle	52	Not Completed	45	Not Completed
16	Satrio	58	Not Completed	44	Not Completed

17	Adam	55	Not Completed	69	Complete
18	Desi	60	Not Completed	73	Complete
19	Dandy	60	Not Completed	65	Complete
20	Nabila	58	Not Completed	64	Not Completed
21	Nad	48	Not Completed	43	Not Completed
22	Son	45	Not Completed	49	Not Completed
23	Achieveme nt	55	Not Completed	65	Complete
24	Rey	50	Not Completed	51	Not Completed
25	Russy	48	Not Completed	75	Complete
26	Septeti	52	Not Completed	65	Complete
27	Septiana	40	Not Completed	72	Complete
28	Hanifah	58	Not Completed	70	Complete
29	Zuli	55	Not Completed	70	Complete
30	Zein	60	Not Completed	70	Complete
31	Jihan	53	Not Completed	75	Complete
	Amount	1612		1860	
	Average	52		60.0	
	Percentage		0%		45.1%

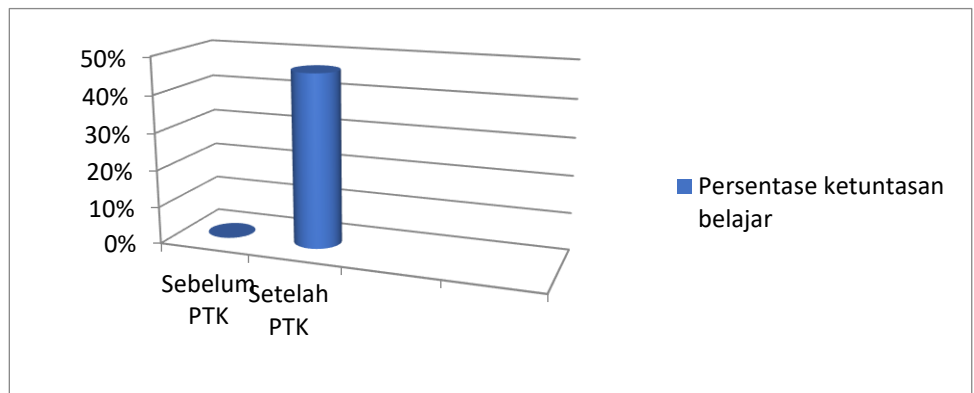


Diagram 1 Percentage of cycle I student learning completeness

Cycle II Research Results

Giving tests at the end of the cycle is carried out to determine the comparison of student learning outcomes in the actions of cycle I and cycle II. The following are the results of the analysis of student learning outcomes based on the results of daily tests in cycle I and cycle II:

Table 2 Comparative student learning outcomes of cycle I and cycle II

No.	Name	Cycle I Values		Cycle II UH value	
		Mark	Information	Mark	Information
1	Aris	50	Not Completed	68	Complete
2	Anggi	53	Not Completed	70	Complete
3	Sabilillah	42	Not Completed	77	Complete
4	Daniel	65	Complete	77	Complete

5	Eri	67	Complete	70	Complete
6	Eminent	46	Not Completed	61	Not Completed
7	Dawn	48	Not Completed	45	Not Completed
8	Fara	45	Not Completed	72	Complete
9	Farisa	67	Complete	42	Not Completed
10	Fariz	65	Complete	67	Complete
11	Fatma	61	Not Completed	79	Complete
12	Kamila	65	Complete	85	Complete
13	Charisma	56	Not Completed	50	Not Completed
14	Latitude	65	Complete	78	Complete
15	Belle	45	Not Completed	69	Complete
16	Satrio	44	Not Completed	85	Complete
17	Adam	69	Complete	70	Complete
18	Desi	73	Complete	79	Complete
19	Dandy	65	Complete	85	Complete
20	Nabila	64	Not Completed	74	Complete
21	Nad	43	Not Completed	88	Complete
22	Son	49	Not Completed	86	Complete
23	Achievement	65	Complete	76	Complete
24	Rey	51	Not Completed	85	Complete
25	Russy	75	Not Completed	75	Complete
26	Septeti	65	Complete	88	Complete
27	Septiana	72	Complete	87	Complete
28	Hanifah	70	Complete	80	Complete
29	Zuli	70	Complete	80	Complete
30	Zein	70	Complete	87	Complete
31	Jihan	75	Not Completed	75	Complete
	Amount	1860		2310	
	Average	60.0		74,5	
	Percentage		45.1%		87.1%

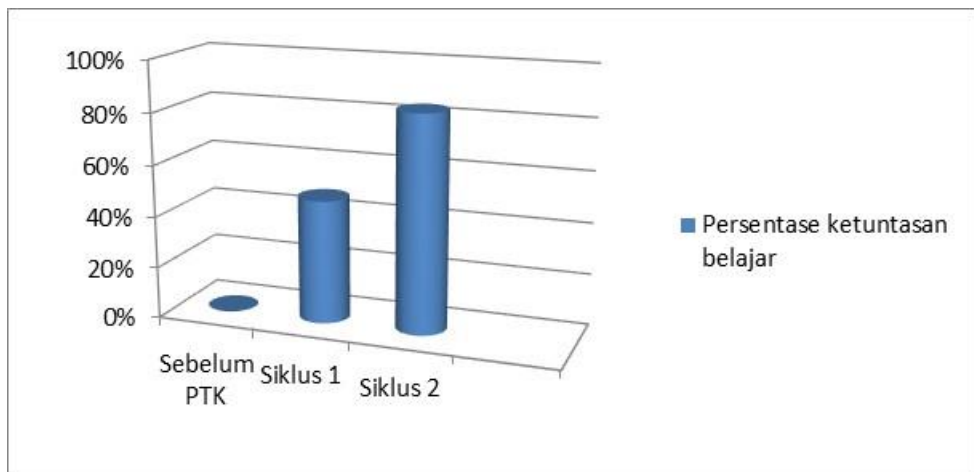


Diagram 2 Percentage of student learning completeness in cycle II

3.2 Discussion

Learning is a process activity and is a very fundamental element in every type and level of education. This means that success or failure in achieving educational goals really depends on the learning process experienced by students, both when they are at school and in the home or family environment. Learning or learning is a relatively long-lasting change in behavior obtained from experiences. Learning is a form of behavior that is very important for human survival. Learning helps humans adapt (adapt) to the environment (Muhibbin in Risa, 2009).

The quality of learning at a school can be seen in terms of the process and learning outcomes at that school. If the process and product are good, it can be said that the quality of learning is also good. The success of a lesson can be influenced by the learning methods used by the teacher. If the learning method is interesting and centered on students (student-centered learning), student motivation and attention will be aroused so that there will be increased interaction between students and students and students with teachers so that the quality of learning can increase (Mulyasa in Zulfah, 2006).

Learning outcomes are the abilities that students have after receiving their learning experience, and every effort made in learning activities both by teachers as teachers and by students as students, aims to achieve the highest possible achievement (Bloom in Sudjana (2005) . According to Slameto (2003:54-72) in Dewi (2007) there are factors that influence learning including internal and external factors.

Internal factors include:

1. Physical factors, including health factors and physical disabilities.
2. Psychological factors, including intelligence, attention, interests, talents, motives, maturity and readiness.
3. Fatigue factors, fatigue in a person, although difficult to separate, can be divided into two types, namely physical fatigue and spiritual fatigue (psychic in nature).

Meanwhile, external factors that influence learning can be grouped into 3 factors, including:

1. Family factors, including the way parents educate, relationships between family members, home atmosphere, family economic situation, parental understanding, and cultural background.
2. School factors, including teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school time, lesson standards above size, building condition, learning methods, and homework.
3. Community factors, including student activities in society, mass media, social friends, and forms of community life.

According to Joko in Pujiati (2008), student learning success is influenced by factors, including: the time available to complete a teaching material, the effort a person makes to master the teaching material, a person's individual talent, the quality of teaching or the level of clarity of teaching by teachers, and students' ability to obtain optimal benefits in the learning process.

Table 3 Student learning outcomes

Action	Before PTK	Cycle I	Cycle II
Completeness	0%	45.1%	87.1%
Criteria	Very less	Not enough	Good

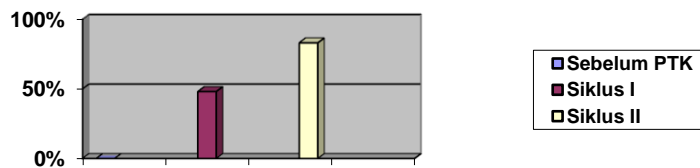


Diagram 3 Student learning outcomes

If PJOK learning uses the Think-Pair-Share learning model, it will be able to improve PJOK learning outcomes for class IX A students of MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo. This can be seen from the increase in learning completeness criteria when before action was taken, it was 0%, after action in cycle I it increased to 45.1%, while after action in cycle II it increased again to 87.1%.

CONCLUSION

Using the Think-Pair-Share learning model can improve PJOK learning outcomes for class IX A MTs.Tarbiyatul Islam Sumberkerang Gending Probolinggo. This can be seen from the data on student learning outcomes which have increased, namely: before the PTK action was carried out, it was 0%, after the action was carried out the percentage of student success increased, namely from 45.1% included in the "less" criteria to 87.1% with "good" criteria.

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