

THE INFLUENCE OF THINK PAIR SHARE COOPERATIVE LEARNING STRATEGIES AND INTERPERSONAL COMMUNICATION AGAINST THE LEARNING RESULTS OF THE QUR'AN HADITH STUDENTS OF MADRASAH TSANAWIYAH NEGERI 2 DELI SERDANG

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Abstract

The purpose of this study was to determine: (1) the effect of TPS cooperative learning strategies on learning outcomes of Al-Qur'an Hadith MTs Negeri 2 Deli Serdang students, (2) the influence of interpersonal communication on learning outcomes of Al-Qur'an Hadith students of MTs Negeri 2 students Deli Serdang, and (3) the interaction of TPS cooperative learning strategies and interpersonal communication to the learning outcomes of Al-Qur'an Hadith of MTs Negeri 2 Deli Serdang students. The study was conducted at MTsN 2 Deli Serdang. This type of research is a quasi-experimental. The study population was all grade VII students spread over 3 classes. The sampling technique used is cluster random sampling. Data collection instruments are questionnaires and tests. The data analysis technique used is the analysis of two-path variance in testing $\alpha = 0.05$. The results showed: (1) the average learning outcomes of Al-Qur'an Hadith students who were taught with the TPS learning strategy were higher than the average learning outcomes of the Al-Qur'an Hadith students who were taught with strategies expository learning. (2) the average learning outcomes of Al-Qur'an Hadith students with high interpersonal communication is higher than the learning outcomes of Al - Qur'an Hadith students with low interpersonal communication, and (3) there is an interaction between learning strategies and interpersonal communication.

Keywords: Cooperative learning, Interpersonal Communication, learning outcomes

INTRODUCTION

Learning is an activity carried out so that the behavior changes from not knowing to knowing in the learning self. Hamalik (2004: 27) states that learning is: (1) modifying or reinforcing behavior through experience. Because learning is a process or activity not merely an outcome or objective but a change of behavior, and (2) learning is a change in individual behavior through interaction with the environment.

Referring to the explanation above, it can be seen that basically learning is an active process that requires encouragement and guidance towards achieving the desired goals. Learning brings changes to individuals who learn, these changes are not only about the amount of knowledge but also in the form of skills, habits, attitudes, regarding all aspects of a person's organism or person. The essence of learning is the change in behavior of students from not knowing to knowing.

The subject of Al-Qur'an Hadith is one part in achieving the goal of education to make humans who are (perfect). Education as a transfer of knowledge is the main thing in conveying the teachings contained in the Qur'an and Al-Hadith as the main source of Islamic teachings. Where with this education, religious teachings can be passed on to the next generation and truly internalized in future generations.

Applying the right strategy the teaching material in learning the Qur'an the Hadith can be absorbed by students as well as possible. The right strategy will determine the effectiveness and efficiency of learning. As a teacher of Islamic education, it is necessary to know learning strategies that can be applied in learning. By knowing these strategies, the teacher is expected to be able to deliver Islamic teaching materials with a variety of variations so that the objectives of Islamic learning can be achieved more easily.

Teachers have a very strategic role in improving the quality of education in Indonesia. They are expected to develop the potential of students in order to live and practice the teachings of Islam in daily life. They are the main figures in instilling the values of Islamic teachings in the framework of forming attitudes and character, and moral behavior through various learning strategies developed in madrasahs.

Efforts to realize the implementation of learning the Qur'an Hadith, teachers are required to master adequate knowledge and good teaching techniques so that he is able to create an effective and efficient teaching atmosphere or can achieve results that are in accordance with the expected goals. Most of the techniques and teaching atmosphere in madrasahs make students must be willing to listen, want to receive all the information and obey all the treatment of the teacher.

THEORITICAL REVIEW

Siregar and Nara (2011: 77) learning strategies are the systematic way chosen and used by a learning to convey learning material, so that it

makes learning easier to achieve certain learning goals. Reigeluth in Rusmono (2012: 21) explains learning strategies are general guidelines that contain different components of learning in order to be able to achieve the desired output optimally under the conditions created. Through the application of learning strategies, it is expected that learning outcomes can proceed effectively and efficiently and have a special attraction.

Sagala (2012: 222) explains the learning strategies are general patterns of teacher activities, students in the realization of teaching and learning activities to achieve the goals outlined. Furthermore, Sagala explained that the learning strategy includes: (1) setting specifications and qualifications for changes in learning behavior, (2) determining choices regarding approaches to teaching and learning problems, choosing teaching-learning procedures, methods and techniques, and (3) norms and criteria for success teaching and learning activities.

Dick and Ceray as quoted by Uno (2008: 1) explain learning strategies are all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning goals. In this case the learning strategy is not only limited to the procedure or stages of learning activities but also includes the arrangement of the material or package of learning programs that will be delivered to students.

Yaumi (2013: 206) explains the learning strategy is the overall plan that directs the learning experience of students in achieving learning objectives. Furthermore Sanjaya (2014: 126) explains the learning strategy is a plan that contains a series of activities designed to achieve certain educational goals.

Pribadi (2011: 213) explains the learning strategy is an overall plan of activities aimed at achieving learning objectives that can be applied before learning activities take place during the presentation of subject matter and at the time of assessment and further learning activities.

Rothwell and Kazanas in Suparman (2012: 238) explain the learning strategy is a comprehensive plan about managing learning content and how the learning process is organized. The learning content and process is known as the material and learning process, in which there is a sequence of activities, a table of contents align with the sequence of activities, methods, media and tools as well as the time spent during the learning process.

Learning strategies are a combination of the sequence of activities, learning strategies, media, and time used by teachers and students in a learning process to achieve the expected results. A learning strategy applied by the teacher will depend on the approach used, while how to implement the strategy can be applied to various learning methods.

The TPS cooperative learning strategy was developed by Frank Lyman of the University of Maryland. In this case Arends (2008: 87) explains that the TPS cooperative learning strategy emphasizes the use of certain structures that are designed to influence students' interaction patterns. The structure that was developed was intended as an alternative to more traditional class structures such as recitation, that the instructor asked questions to the whole class and students gave answers after raising their hands and calling their names.

Think pair share cooperative learning strategies still pay attention to the basic principles of cooperative learning, in this case Stahl as quoted by Solihatin and Raharjo (2008: 72) namely: (1) the formulation of learning objectives must be clear, (2) comprehensive acceptance by students about learning objectives, (3) positive dependence, (4) open interactions, (5) individual responsibilities, (6) heterogeneous groups, (7) positive social attitudes and behavioral interactions, (8) follow-up, and (9) satisfaction in learning. The same thing was explained by Lie (2004: 8) that five elements were considered in cooperative learning strategies, namely: (1) positive interdependence, (2) personal responsibility, (3) face to face, (4) communication between members, and (5)) evaluation of group processes.

Sagala (2012: 78) describes expository learning strategies based on views, classroom behavior and the dissemination of knowledge controlled and determined by the teacher / instructor. Students are seen as objects that accept what is given by the teacher. Brady as quoted by Rusmono (2012: 67) explains expository learning strategy is a strategy that is centered on the teacher with a focus approach through lectures (explanation), explanation and use of exercises and improvements in coordinating student learning.

Sanjaya (2014: 179) explains expository learning strategies are learning strategies that emphasize the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.

Gulo (2008: 11) explains the expository learning strategy by the teacher to thoroughly process the message / material before it is delivered in class so that students just have to accept it. The same thing was explained by Rusmono (2012: 66) that the learning strategy is a form of a teacher-oriented learning approach, because in this strategy the teacher plays a very dominant role. Through this strategy the teacher conveys the subject matter in a structured manner with the hope that the subject matter delivered can be well mastered by students.

Expository learning strategies are learning strategies in which the teacher verifies information verbally to students. In this strategy the learning process that is centered on the teacher and the teacher is the main source of information (Barry and King in Rusmono, 2012: 66). This is in line with the explanation of Jacobsen, Eggen and Kauchak that the expository learning strategy is a teacher centered learning process, the teacher being the main source and information provider (Rusmono, 2012: 66).

Communication is sending a message to someone in a way that allows the recipient of the message to understand correctly what the sender intended. In other words communication is the sending and understanding of meaning, whereas good communication is when the meaning sent by the sender of the message is understood correctly by the recipient of the message.

Based on the number of interactions, communication is classified into interpersonal communication, small group communication, and public communication. Devito, as quoted by Thoha (2003: 187), explained that interpersonal communication is the process of delivering news by someone and receiving the news by other people or small groups of people, with an immediate result and feedback.

According to Muhammad (2007: 124) interpersonal communication is the process of exchanging information between a person with at least one other person or usually between two people who can be directly identified. Interpersonal communication forms relationships with others. Abizar (1988) argues that interpersonal communication is a very important element in organizations, while the ability to communicate interpersonal enables people to coordinate their behavior. Ivancevic and Matesson as quoted by Syafaruddin and Asrul (2007: 98) explain that interpersonal communication is communication that flows from individuals to individuals in face-to-face or group settings.

Muhammad (2007: 125) explains that in interpersonal communication there are several general principles namely; (1) communication cannot be avoided, (2) communication cannot be reversed, (3) communication has the content and dimensions of the relationship, (4) communication includes the adjustment process, (5) the relationship is determined by the marking, and (6) the interaction may be viewed as something symmetrical. Furthermore Muhammad (2007) explains the purpose of interpersonal communication, among others: (1) finding oneself, (2) discovering the outside world, (3) forming and maintaining meaningful relationships, (4) changing attitudes and behavior, (5) for play and fun, and (6) to help.

Rohani and Ahmadi (1995: 169) explain that the assessment of learning outcomes aims to see the progress of student learning in terms of mastery of teaching material that has been learned in accordance with the objectives set. The goal is the target or object to be achieved. The goal or object of evaluation of learning outcomes is a change in behavior that includes the cognitive, affective and psychomotor fields in a balanced manner. These aspects should be revealed through the assessment. Thus it can be seen which behavior has been mastered by students and which behavior has not been mastered by students.

Gagne and Briggs in Sudjana (2002: 45) suggest that learning outcomes can be grouped into five categories, namely intellectual skills, cognitive strategies, verbal information, motor skills and attitudes. Meanwhile Bloom as quoted by Rusmono (2012: 8) explains the learning outcomes covering three domains, namely: (1) the affective domain includes learning goals related to recalling knowledge and the development of intellectual abilities and skills, (2) the affective domain includes objectives learning objectives that explain changes in attitudes, interests, values and the development of appreciation and adjustment, and (3) the psychomotor domain includes behavioral changes that indicate that students have learned certain physical manipulative skills.

Methods

The method used in this study is a quasi-experimental method. This method was chosen because the class used for treatment for both the learning class with TPS and the expository learning class is a pre-formed class and the characteristics of the students being controlled are interpersonal communication. The research design used in this study was a 2 x 2 factorial. Data collection instruments are questionnaires and tests.

The data analysis technique used is the analysis of two-path variance in testing $\alpha = 0.05$.

RESEARCH RESULTS AND DISCUSSION

The average learning outcomes of Al-Qur'an Hadith students taught with think pair share learning strategies ($\bar{X} = 28.12$) is higher than the average learning outcomes of Deli Serdang 2 MTsN students who are taught with expository learning strategies ($\bar{X} = 27.00$). This fact shows that think pair share learning strategies are proven to be effective in improving the learning outcomes of the Al-Qur'an Hadith as a whole both for groups of students with high interpersonal communication and groups of students with low interpersonal communication.

The above can be understood because the goal of implementing think pair share learning strategies is to foster students in order to develop students' cognitive, affective and psychomotor aspects comprehensively (thoroughly) and interact with their friends. Think pair share learning strategies emphasize learning where students find out for themselves what they have learned, not just knowing from the teacher.

The implementation of think pair share learning strategies also emphasizes the active and creative role of students, given that learning will be more meaningful if cognitive, affective, and psychomotor functions can work together. With think pair share learning strategies, students learn directly by witnessing, observing the behavior of the strategy. Learning support materials are very numerous and are found around students. Therefore, teachers can plan learning activities inside and outside the classroom.

In this connection it can be that in learning think pair share activities take place as follows: (1) examine a situation, problem or game that helps the group try to achieve learning objectives through role playing activities, (2) organize activities so that roles are clear and responsibilities to be carried out and adequate material, time and space available, (3) prepare clear directions to participating students and classify activities that will help achieve the identified objectives, (4) explain these directions to students, (5) answering questions related to the activity, (6) selecting students to perform activities that play a number of skills in the classroom, (7) helping students involved in the planning stage, (8) supervising activities to find out whether the roles and responsibilities are carried out according to d with rules and instructions, (9) provide

suggestions for improving student activities, (10) evaluating activities that are centered on students' understanding of the goals that have been achieved and to improve learning activities next think pair share.

Furthermore, Sudjana (2002: 96) emphasized the superiority of think pair share learning strategies, namely: (1) think pair share activities are closer to the real life problems of students, (2) can encourage students to think about problems in real life and trying to solve, (3) learning activities are more interesting because they are connected with roles in life, (4) encourage the growth of cooperation among students in dealing with problems.

The findings of this study also support previous research by: (1) Wardhani, Masykuri and Utami (2014) research shows that there are differences in cognitive learning achievement models think pair share strategies concept maps and mind maps. This is evidenced from the calculation of the two-way t test with a significant level of 5% with the results of the two-way t test obtained $t_{\text{count}} = 2.05 > t_{\text{table}} = 2.00$, and there are differences in learning achievement models think pair share strategies concept maps and mind maps, things This is evidenced from the calculation of two-way t test with a significant level of 5% with the results of two-way t test obtained $t_{\text{count}} = 3.08 > t_{\text{table}} = 2.00$, and (2) research Nurdin et al (2017) shows based on the calculation results obtained $F_{\text{count}} = 4.912$ then compared to F_{table} with a significance level of 0.05, the result of F_{count} (4.912) is greater than F_{table} (4.09). From the results of these calculations, the hypothesis stating there is an influence of the use of think pair share learning models on the learning outcomes of Social Sciences is proven to be true. This means that the use of think pair share learning models in Social Sciences learning towards student learning outcomes has significant differences.

The research findings indicate the average learning outcomes of the Al-Qur'an Hadith with high interpersonal communication ($\bar{X} = 29.61$) overall both taught with think pair share learning strategies and expository learning strategies are higher than the average learning outcomes of Al- Qur'an Hadith students with low interpersonal communication ($\bar{X} = 25.93$). This shows that interpersonal communication without regard to the learning strategies applied affects the learning outcomes of Al-Qur'an's Hadith students.

If it is further noted that in the think pair share learning strategy the average learning outcomes of Al-Qur'an Hadith students with high

interpersonal communication ($\bar{X} = 31.21$) are higher than student learning outcomes with low interpersonal communication ($= 25$). Whereas in expository learning strategies, the average learning outcomes of Al-Qur'an Hadith students with high interpersonal communication ($\bar{X} = 28$) are higher than the learning outcomes of Al-Qur'an's Hadith students with low interpersonal communication ($\bar{X} = 26,14$).

This shows that interpersonal communication is significant to differentiate learning outcomes of Al-Qur'an Hadith students, where student learning outcomes with high interpersonal communication both taught with think pair share learning strategies and expository learning strategies are higher than learning outcomes with low interpersonal communication. This is understandable because interpersonal communication as a strength in the individual in doing something without being dependent on other people certainly has a meaningful meaning for a student in planning, managing and completing his learning activities. It can be predicted that if a student's level of interpersonal communication is high, then it is expected that the student will be able to achieve better results than his peers.

The findings of this study support the findings of previous studies including: (1) Usman's study (2015) showed the results of descriptive statistical analysis obtained an average of interpersonal communication of teachers by 72 with a percentage of 57%. The average student interest in learning mathematics is 48.4 with a percentage of 63%. It can be concluded that there is a positive influence between interpersonal communication of teachers on learning interest in mathematics subjects of class VIII at SMP Pesantren IMMIM Putra Makassar by 35%, and (2) Sagala and Saragih research (2016) shows the learning outcomes of Biology students groups of students who have High interpersonal communication is higher than the group of students who have low interpersonal communication $F_{\text{count}} = 11.67 > F_{\text{table}} = 4.016$.

Further findings show that there is an interaction between learning strategies and interpersonal communication in influencing students' learning outcomes in the Qur'an. When seen the average learning outcomes in groups of students with high interpersonal communication and taught with think pair share learning strategies is better than the average learning outcomes of groups of students with high interpersonal communication and taught with expository learning strategies.

Average learning outcomes of Al-Qur'an Hadith in groups of students with low interpersonal communication and taught with think pair share learning strategies is lower than the average learning outcomes of Al-Qur'an Hadith groups of students with low interpersonal communication and are taught with expository learning strategies.

This finding means that for groups of students with low interpersonal communication better taught by using expository learning strategies than using think pair share learning strategies. Thus it can be concluded that learning strategies and interpersonal communication are quite significantly affect the learning outcomes of Al-Qur'an Hadith students.

The extent and depth of the Qur'anic subject matter of the Hadith, it requires a learning strategy 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 students are expected to be able to build or construct their own knowledge and skills needed to solve their learning problems.

Students are to have the ability to find their own knowledge and skills proficiency level proficiency level, and not because it was told by others. In addition, students are expected to be able to determine their own important materials for their learning needs. 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 at any time can be used in accordance with student learning needs.

The results of this study can be said that the learning strategy must be adjusted to the characteristics of students namely interpersonal communication and subject matter to be delivered. The selection of learning strategies or the ability to design learning the right Al-Qur'an Hadith is needed and must be adapted to the characteristics of students so that it will help in determining learning strategies, learning theories, and learning media that are suitable for use. This is done so that the lessons delivered can attract the attention of students and each lesson hour does not feel boring.

CONCLUSIONS

Based on the research findings it can be concluded that: (1) there is an effect of the application of think pair share learning strategies to the

learning outcomes of the Al-Qur'an Hadith. This can be seen from the difference in the average learning outcomes of students taught with the think pair share learning strategy as a whole higher than the average learning outcomes of students taught with expository learning strategies. Thus the think pair share learning strategy is more effectively applied in learning the Al-Qur'an Hadith in order to improve student learning outcomes without regard to interpersonal communication differences, (2) there is the influence of interpersonal communication on the learning outcomes of Al-Qur'an Hadith. This can be seen from the difference in the average student learning outcomes with high interpersonal communication taught with think pair share learning strategies and expository learning strategies higher than the average student learning outcomes with low interpersonal communication, and (3) there is an interaction between strategies learning with interpersonal communication, where students with high interpersonal communication are better taught using think pair share learning strategies compared to using expository learning strategies, whereas students with low interpersonal communication are better taught using expository learning strategies compared to think pair learning strategies share.

RECOMMENDATIONS

Recommendations that can be given are: (1) to the headmaster of madrasa to motivate teachers, especially teachers of the Al-Qur'an Hadith in learning activities to implement think pair share learning strategies because through this research it is proven to improve student learning outcomes, (2) to the teacher should pay close attention to the characteristics of students' interpersonal communication in applying think pair share and expository learning strategies. For students with high interpersonal communication, communication is better taught with think pair share learning strategies, while students with low interpersonal communication, learning strategies that are more appropriate are expository learning strategies, and (3) to other researchers who want to research more about learning strategies. think pair share should pay attention to other variables especially those related to student characteristics such as learning styles, initial abilities, cognitive styles and so on in order to obtain more comprehensive knowledge.

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