

# INCREASING INTEREST IN LEARNING MATHEMATICS THROUGH THE TPS METHOD AT MTSN 4 PIDIE

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## ABSTRACT

The problem raised in this CAR is that only 9 or 43% of 22 students achieve the Minimum Completeness Criteria (KKM) in Mathematics at Madrasah, where students lack mastery and understanding of Mathematics KD: 3.6.1. Identify the circle elements in the form of lines and their characteristics, which are inseparable from the learning system carried out by the teacher. The problem faced by the author in Mathematics about circles so that the focus that needs to be improved is by changing learning methods, normative and fun, namely through the implementation of the Think Pair Share (TPS) cooperative learning method. As for the research results in the first cycle of students who completed as many as 15 students or 68.18%. Meanwhile, in cycle II, 20 students or 90.91% of students who completed the completion had mastered the basic competencies of the role of state institutions. So that seen from the completeness of learning from before the action was carried out up to Cycle II there was an increase of 50%.

Keywords: *Achievement, Interest in Learning, TPS, Circle.*

## 1. INTRODUCTION

Mathematics is a language that symbolizes a series of meanings of the statements we want to convey. Mathematical symbols are artificial which only have meaning after a meaning is given to them (Suriasumantri, 2003: 190). Mathematics is considered difficult, and when studying mathematics students tend to be less motivated to learn even the learning outcomes in the written exam, namely the average score is only obtained 63.64 while 9 students complete or 40.91%, the teacher must strive for ease in learning by using the appropriate method. In the opinion of Mulyasa (2005a: 52) the ease of learning is provided through a combination of personal individual learning with field experience.

On the basis of this idea, the researcher wanted to conduct research on how to apply the Think Pair Share cooperative learning method as an effort to improve mathematics learning achievement in the Circle material by selecting research objects, namely students in grade VIII-7 even semester MTsN 4 Pidie, Pidie Regency for the 2019/2020 academic year.

The formulation of the problem in this study: Can the application of the Think Pair Share (TPS) type cooperative learning method improve mathematics learning achievement in circle material in class VIII-7 even semester MTsN 4 Pidie, Pidie Regency in the 2019/2020 academic year? The purpose of this study was to improve mathematics learning achievement in circle material by applying the Think Pair Share (TPS) cooperative learning method in class VIII-7 even semester MTsN 4 Pidie, Pidie Regency in the 2019/2020 academic year. The hypothesis of this study is: The application of the Think Pair Share (TPS) type of cooperative learning method can improve mathematics learning achievement

in circle material in class VIII-7 even semester of MTsN 4 Pidie, Pidie Regency in the 2019/2020 academic year. This research is expected to develop their reasoning abilities through investigative, exploratory and experimental activities, as a problem solving tool through mindset and mathematical models and other researchers can develop different research models based on the results of this study.

Based on the description of the literature review and framework for thinking above, the hypothesis of this research action is that through the application of the Think Pair Share (TPS) learning method can improve student achievement in mathematics subject circle material in class VIII-7 even semester MTsN 4 Pidie Pidie Regency Year Lesson 2019/2020 is 75% complete or even more.

## 2. LITERATURE REVIEW

### 2.1 Mathematics

Mathematics is a language that symbolizes a series of meanings from the statements we want to convey. Mathematics lessons are often felt difficult when the learning process is less interesting and gets bored quickly and even the learning outcomes are lacking.

### 2.2 Achievement

Achievement is explained in the Big Indonesian Dictionary, namely a business result achieved from what is done or what is attempted. Someone can be considered an achiever, if he has obtained something from what he has worked for, either because of the results of studying, working or practicing certain field skills.

### 2.3 Interest

Interest is a human liking for something that is caused by various things. As Azhar has a high interest in writing articles.

### 2.4 Think-Pair-Share (TPS) cooperative learning model

TPS learning is a cooperative learning that gives students enough time to think and respond to new things. This learning model prioritizes students to play an active role with their friends through discussions in solving a problem so that students have a greater sense of responsibility.

## 3. METHODS

### 3.1 Implementation Location

This research was conducted at MTsN 4 Pidie

### 3.2 Research Subjects

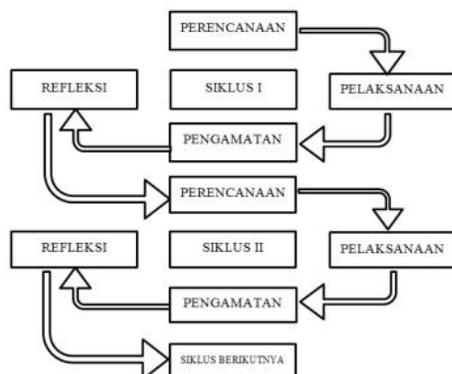
The subjects of this study were students in class VIII-7 even semester of MTsN 4 Pidie, Pidie Regency for the 2019/2020 academic year, including 22 students consisting of 8 boys and 14 girls.

### 3.3 Research Focus

The focus of this research is to improve learning achievement through the application of the Think-Pair-Share (TPS) cooperative learning model so that there is an increase in student achievement from 50% of students not achieving KKM to 80% of students and above achieving KKM.

### 3.4 Types of Research

In this study used the type of classroom action research (CAR). Classroom Action Research (CAR) or Classroom Action Research (CAR) is a research activity carried out in the classroom. The research approach used in this research is a class action research method. This research was designed using several cycles or stages of research. The cycle used in this classroom action research uses a cycle model adapted from Kemiis and Taggart (1992:11). Each cycle consists of four stages, namely planning (Planning), implementation of action (Action), observation (Observation) and follow-up reflection (Reflection). After the first cycle was carried out, then continued with the second cycle which was an improvement and improvement from the first cycle, and after the second cycle was carried out then continued with the third cycle which was a repair and improvement from the second cycle. Based on the results of this reflection, the researcher and the teacher carry out what has been prepared to suit the initial plan which may still be in accordance with what the researcher wants. This is the flow can be seen in the following image:



Pidie Pidie District. The names of students who will be studied are as in the table below:

Table 1  
The names of class VIII-7 even semester students of MTsN 4  
Pidie, Pidie Regency, academic year 2019/2020

Num	Name	Gender
1	Muhammad Fadhil	L
2	Reza Aulia	L
3	Rian Munandar	L
4	Syahril Ramadhan	L
5	Teuku Ahmad Dairabi	L
6	Zaid Lajuna	L
7	Zaufi Mursal	L
8	Zulfahmi	L
9	Shinta Murti	P
10	Tasya Rahira	P
11	Ulfa Maulida	P
12	Umul Syifa	P
13	Wildatun Ahyar	P
14	Yesica Mutiara Octaviani	P
15	Zikriana	P
16	Tasya Rahmatul Ula	P
17	Thuhfatun Munawarah	P
18	Vivi Uktila	P
19	Wahyu Yunita	P
20	Zikratul Maulina	P
21	Zurriatun Khaira	P
22	Raihanun Nisa	P

Through the results of the initial test conducted on Wednesday 12 February 2020 hours 1-2 at 07:45-09:05 WIB it was found that out of a total of 22 students, only 9 students or 40.91% had achieved learning completeness, while those who have not reached completeness as many as 13 students or 59.09%. The result of the class average value is 63.64, thus classically it has not reached learning mastery with a mastery limit of 75%.

a. Cycle I Findings

It can be seen that the class average value is 71.59 of 22 students. The number of students who had not achieved completeness was 7 students or 31.82%, while students who had achieved a completeness score of 70 or more were 15 students or 68.18%. Thus learning by applying the Think Pair Share (TPS) method in Cycle I has not achieved the expected learning mastery qualifications.

b. Cycle 2 Findings

It can be seen that the class average value is 89.09 of 22 students. The number of students who have not achieved completeness is 2 students or 9.09%, while students who have achieved a completeness score, namely obtaining scores above 70 or more, are as many as 20 students or 90.91%.

The average value of the learning achievement class before the action was 63.64, in Cycle I was 73.64 and in Cycle II was 89.09. Thus, judging from the class average values from before the action was carried out up to Cycle II, there was an increase of 25.45 or 50%.

Judging from the completeness of learning, before carrying out the research action, students who completed were 9 students or 40.91%, in cycle I students who completed were 15 students or 68.18%. While in cycle II, 20 students or 90.91% of students have mastered the basic competencies of the role of state institutions. So that seen from the completeness of learning from before the action was carried out up to Cycle II there was an increase of 50%.

The overall learning outcomes can be seen in the following table:

Table 2  
Data on Class VIII-7 Student Learning Test Results  
in pre-action, Cycle I and Cycle II

Num	Name	Preaction	Cycle I	Cycle II
1	Muhammad Fadhil	55	65	90
2	Reza Aulia	70	75	90
3	Rian Munandar	75	80	85
4	Syahril Ramadhan	55	60	90
5	Teuku Ahmad Dairabi	75	75	100
6	Zaid Lajuna	55	60	90
7	Zaufi Mursal	55	80	100
8	Zulfahmi	70	75	100
9	Shinta Murti	75	80	100
10	Tasya Rahira	55	60	65
11	Ulfa Maulida	60	75	90
12	Umul Syifa	70	75	100
13	Wildatun Ahyar	55	60	65
14	Yesica Mutiara Octaviani	75	80	90
15	Zikriana	60	65	85
16	Tasya Rahmatul Ula	75	80	90
17	Thuhfatun Munawarah	55	60	80
18	Vivi Uktila	60	80	100
19	Wahyu Yunita	55	70	90
20	Zikratul Maulina	75	75	90
21	Zurriatun Khaira	65	70	80
22	Raihanun Nisa	55	75	90
	Amount	1400	1575	1960
	Average	63,64	71,59	89,09
	The highest score	75	80	100
	Lowest Value	55	60	65
	Number of students completed	9	15	20
	Number of students completed (%)	40,91	68,18	90,91
	Number of students not complete	13	7	2
	Number of students not complete (%)	59,09	31,82	9,09

## 5. CONCLUSION

As for the results of the research that has been done, the researchers draw conclusions including: 1) The use of the Think Pair Share learning model for students in class VIII-7 odd semester MTsN 4 Pidie, is proven to increase student learning achievement, before the action the average value the class average

of learning achievement before the action was 63.64, in Cycle I was 73.64 and in Cycle II was 89.09. Thus, judging from the class average values from before the action was carried out up to Cycle II, there was an increase of 25.45 or 50%. 2) Judging from the completeness of learning, prior to carrying out the research action, 9 students or 40.91% completed the students, in cycle I the students who completed were 15 students or 68.18%. Meanwhile, in cycle II, 20 students or 90.91% of students who completed the completion had mastered the basic competencies of the role of state institutions. So that seen from the completeness of learning from before the action was carried out up to Cycle II there was an increase of 50%. 3) The use of the Think Pair Share learning model is proven to be able to improve the quality of learning in class VIII-7 odd semester MTsN 4 Pidie. Before the action the average value of the quality of learning before the action was 16.67%. while in cycle I it was 27.27% and in Cycle II it was 22.73%. Thus the quality of learning from before the action to Cycle II increased by 2,875, with the qualification "Very Good".

The suggestions from this study are: 1) Teachers must motivate students to learn innovatively using learning models. 2) Teachers should have a paradigm that students learn not just listening to lectures but learning by doing. 3). Learning Mathematics should be delivered using methods that are able to please students and are able to make students active.

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