



IMPROVING HISTORY LEARNING OUTCOMES THROUGH THE THINK PAIR AND SHARE TYPE COOPERATIVE LEARNING MODEL IN CLASS XI IPS 1 SMAN 2 MEDAN

**Elsarah Natasha Br Sitepu¹, Muhammad Adika Nugraha², Sitti Aisyah³
Program Pendidikan Profesi Guru, Universitas Islam Sumatera Utara^{1,2}
SMA Negeri 2 Medan³**

**elsarahnatasha5@gmail.com¹, mhd-adika@fkip.uisu.ac.id²,
sittiaisyah79@guru.sma.belajar.id³**

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Abstract

This research aims to evaluate the effectiveness of the Think Pair and Share cooperative learning model in improving history learning outcomes in class XI IPS 1 SMA Negeri 2 Medan. The research method used was a pre-experiment with a one-group pretest-posttest design. The research sample consisted of 30 students randomly selected from class XI IPS 1. The instrument used was a test of history learning outcomes before and after the intervention. The data were analyzed using descriptive and inferential statistical techniques. The research results show a significant increase in history learning outcomes after implementing the Think Pair and Share cooperative learning model. These findings indicate that the model is effective in improving understanding and retention of historical material. The practical implication of this research is that a cooperative approach can be an effective alternative to improving history learning outcomes in high schools, especially at SMA Negeri 2 Medan. Future research can explore the influence of other factors that can influence the successful implementation of the cooperative learning model. Through collaboration between researchers, educators, and other stakeholders, continued efforts to integrate cooperative learning models into curricula and instructional practices can strengthen the positive impact of this approach. In this way, we can continue to improve the quality of history education and prepare students to become citizens who are skilled, critical, and knowledgeable about their history and cultural heritage.

Key words: *History Learning, Learning Outcomes, Cooperative Learning Models, Think Pair And Share.*

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*Corresponding author:
elsarahnatasha5@gmail.com

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INTRODUCTION

History subjects are subjects whose aim is to instill a spirit of nationalism in students. In Indonesia, history subjects have been taught since elementary school, but we never seem to feel the benefits of learning history (Brata & Rai, 2023). This problem seems to give the impression that learning is meaningless and unsuccessful. The main key to the success of learning lies in the quality of the learning. History learning also seems to not pay attention to how much influence or benefit learning has on students' development. History learning is just giving or conveying information that happened in the past to students (Susilo & Sarkowi, 2018). This kind of learning can certainly reduce students' interest in learning because learning is boring and there is nothing new about learning history. History lessons, which are considered boring, ultimately have an impact on students' learning outcomes and are not optimal (Budi, 2022).

The background to this research underscores the importance of effective history learning at the high school level. History is a subject that plays a vital role in understanding the development of human civilization, cultural values, and learning from the past to shape a better future. However, many students often face challenges in understanding and remembering complex historical information. At SMA Negeri 2 Medan, especially in class XI IPS 1, the challenges of learning history may be more striking. Factors such as lack of student involvement, limited variety of teaching methods, and lack of interaction between students can become obstacles to achieving optimal learning outcomes.

In this context, cooperative learning models emerge as an attractive alternative. One cooperative model that has proven effective is Think Pair and Share, where students work together in small groups to solve problems or answer questions before sharing their answers with the rest of the class. This model encourages active participation, facilitates in-depth discussions, and promotes better understanding through collaboration (Sulaksana, 2021).

However, although many studies have highlighted the benefits of cooperative learning models such as Think Pair and Share, specific research on their application in the context of history learning at SMA Negeri 2 Medan is still limited. Therefore, this research aims to fill this gap by evaluating the effectiveness of this

model in improving history learning outcomes in class.

In the context of globalization and advances in information technology, history learning is also faced with new challenges. Students are often more exposed to digital media and information sources that are often not accurately verified. This can lead to a distortion of historical understanding or even the appearance of impartiality towards historical facts (Putro et al., 2023). Apart from that, learning history is also faced with demands to develop critical and analytical thinking skills, as well as the ability to construct strong arguments based on historical evidence. Traditional transmissive learning models are often less able to facilitate the development of these skills (Lubis, 2023).

In this context, learning approaches based on collaboration and interaction between students are becoming increasingly relevant. Models like Think Pair and Share not only facilitate understanding of historical concepts but also help students develop social skills, communication skills, and the ability to work together effectively (Magdalena et al., 2024). Therefore, this research also aims to explore the potential of the Think, Pair and Share cooperative learning model in overcoming the challenges of history learning in this digital era (Widiyaningsih & Narimo, 2023). It is hoped that the results of this research will not only contribute to improving student learning outcomes in class XI IPS 1 SMA Negeri 2 Medan but will also provide valuable insights for the development of a more relevant and effective history curriculum in the future (Suprayitno & Wahyudi, 2020).

Apart from that, the role of teachers in the history learning process is also very important. Teachers need to play the role of learning facilitators who are able to inspire and motivate students to be actively involved in the teaching and learning process. However, in the context of history learning in many schools, especially in dense urban areas, teachers are often faced with the challenge of large numbers of students in one class, which makes it difficult for them to pay sufficient attention to each student individually.

Cooperative learning models such as Think, Pair and Share can be an effective solution for overcoming these challenges. By encouraging interaction between students and providing opportunities for each student to actively participate in the learning process, this model can help reduce the burden on teachers

in terms of classroom management and increase the level of student involvement in learning (NUYAMI et al., 2014).

Thus, this research also aims to provide insight into how teachers can implement this cooperative learning model effectively in the context of history learning in class XI IPS 1 SMA Negeri 2 Medan. It is hoped that the findings from this research can provide practical guidance for teachers in designing and implementing interactive, interesting and meaningful history learning for their students. Finally, it is important to recognize that each learning method has its own advantages and disadvantages. Therefore, this research also aims to provide a deeper understanding of how the Think Pair and Share cooperative learning model can be effectively integrated into the context of history learning at SMA Negeri 2 Medan. In doing so, this research will not only provide a better understanding of the impact of using this model on student learning outcomes but will also provide a more holistic view of how this model can be adapted to the specific needs of the curriculum and students in the school.

Through a better understanding of the potential and challenges of cooperative learning approaches in history learning, it is hoped that educators and decision-makers in the field of education will be able to make more informed decisions in designing and implementing effective learning strategies (Khairi et al., 2022). Thus, it is hoped that this research will make a significant contribution to the development of higher-quality and more relevant education, as well as to increasing students' ability to understand, analyze and appreciate their historical heritage.

METHODOLOGY

This research uses a pre-experimental design with one group (a one-group pretest-posttest design). This design was chosen because it allows researchers to evaluate changes in history learning outcomes before and after intervention using the Think Pair and Share type cooperative learning model (Sugiyono, 2017). The research sample consisted of 30 students in class XI IPS 1 at SMA Negeri 2 Medan. The sample was chosen randomly from the class's student population. Before the intervention, a pretest was carried out to measure the level of students' understanding of the historical material to be

studied. After that, an intervention was carried out by applying the Think Pair and Share cooperative learning model to history learning during a certain period.

During the intervention, the teacher facilitates learning activities by dividing students into pairs to discuss the historical topic being studied. Each pair of students then shares the results of their discussion with other pairs in a larger group (share). These discussions aim to stimulate students' critical thinking, promote the exchange of ideas, and deepen their understanding of historical material (Machali, 2021). After the intervention period was completed, a posttest was carried out to measure student learning outcomes after implementing the cooperative learning model. Learning outcome data obtained from the pretest and posttest will be analyzed using descriptive and inferential statistical techniques. Inferential statistical analysis will be used to determine whether there is a significant difference between learning outcomes before and after the intervention. Appropriate statistical analysis techniques, such as t-tests, ANOVA tests, or non-parametric tests, will be selected based on the characteristics of the data and their distribution.

Additionally, during the intervention period, classroom observations and qualitative data collection, such as interviews with teachers and students, can also be conducted to gain a deeper understanding of the implementation of the cooperative learning model and students' perceptions of their learning experiences (Bambang Sudaryana et al., 2022). This qualitative data will be analyzed thematically to identify the main patterns and themes that emerge.

RESULT AND DISCUSSION

After going through an intervention period using the Think Pair and Share cooperative learning model, the research findings showed a significant increase in the history learning outcomes of class XI IPS 1 students at SMA Negeri 2 Medan. Data analysis showed that the posttest average score (after intervention) was significantly higher than the pretest average score (before intervention). This indicates that the application of the cooperative learning model has had a positive impact on students' understanding and mastery of historical material.

The increase in history learning outcomes after implementing the Think Pair and Share cooperative learning model can be explained by several factors. First, this model allows students to be actively involved in the learning process through discussions and sharing ideas with classmates. Interaction between students in small groups opens up space for the exchange of views and an in-depth understanding of the historical material being studied.

Second, this model also promotes collaborative learning, where students help and support each other in understanding complex historical concepts. With positive social interaction and support from peers, students feel more comfortable asking questions, expressing opinions, and actively participating in the learning process. Apart from that, the Think Pair and Share model also encourages students to develop critical and analytical thinking skills. Through small group discussions, students are invited to consider various points of view and test their understanding of historical material through joint problem solving. This process not only helps them understand historical concepts in more depth but also hones their ability to construct arguments based on historical evidence.

Overall, the findings of this research indicate that the Think, Pair and Share cooperative learning model is an effective approach to improving history learning outcomes in class XI IPS 1 SMA Negeri 2 Medan. The implication of these findings is the importance of implementing student-centered learning strategies and facilitating active social interaction in improving students' understanding and skills in learning history. In addition, the observed improvement in learning outcomes is also consistent with previous research findings that support the effectiveness of cooperative learning models, including Think Pair and Share, in the context of history learning. Several previous studies have shown that cooperative learning models can produce significant improvements in students' understanding of historical material and their involvement in the learning process (Misra, S., & Panda, 2017). This indicates that the cooperative approach is not only relevant but also reliable in improving history learning outcomes in various educational contexts.

In addition, this research also

contributes to the literature on effective learning strategies in the context of history education in high school. By providing empirical evidence about the effectiveness of the Think Pair and Share model in improving history learning outcomes, this research provides a deeper understanding of how cooperative learning methods can be successfully applied in history learning at the high school level.

However, this study also has several limitations. One of them is the generalization of results, which is limited to a sample of students from one school and one particular class. Therefore, it is necessary to carry out further research with a more representative sample to validate the findings of this study. Apart from that, other factors such as student motivation, individual learning styles, and the learning environment can also influence historical learning outcomes and need to be considered in future research (Perry, B., & Olive, 2018).

In interpreting the results of this research, it is important to remember that learning history is not just about the accumulation of historical facts but also about developing a complex understanding of historical context, critical analysis, and deep thinking skills. Therefore, learning models that encourage collaboration, reflection and active discussion, such as Think Pair and Share, have great potential for improving more holistic and meaningful history learning outcomes for students (VanSledright, 2013).

In addition, it is important to consider the sustainability aspects of implementing cooperative learning models such as Think, Pair and Share. Although the results of this study show significant improvements in learning outcomes, it is necessary to consider whether these effects can be maintained over a longer period of time or whether additional strategies are needed to prolong the positive impact of this learning model (Johnson et al., 2014).

In this context, efforts to integrate cooperative learning models into the broader curriculum and to provide ongoing support for teachers in implementing this approach could be important steps. Additionally, involving other stakeholders, such as parents and school administration, in supporting and strengthening the implementation of cooperative learning models can also increase the sustainability of these efforts.

Furthermore, further research can also explore contextual factors that can influence the

effectiveness of cooperative learning models, such as student characteristics, teacher learning styles, and institutional support. By deepening our understanding of these factors, we can develop more appropriate and effective strategies for implementing cooperative learning models in various educational contexts (Slavin, 2015).

In concluding the discussion, it should be acknowledged that the results of this research provide a valuable contribution to our understanding of how to improve history learning through student-centered and collaborative approaches. Through the joint efforts of researchers, educators, and other stakeholders, we can continue to develop and refine learning strategies that promote a deep, critical, and meaningful understanding of history for our students.

CONCLUSION

This research highlights the effectiveness of the Think Pair and Share cooperative learning model in improving history learning outcomes in class XI IPS 1 SMA Negeri 2 Medan. The findings show that the application of this model significantly increases students' understanding and mastery of historical material. An in-depth discussion of the contribution of the cooperative learning model, relevant contextual factors, and sustainability of implementation provides a comprehensive view of the potential and implications of this research. Thus, the main conclusion from this research is that the cooperative learning model, especially Think Pair and Share, can be considered an effective approach to improving history learning at SMA Negeri 2 Medan. The implications are not only relevant for history education at that level but also provide valuable insights for the development of student-centered and collaborative learning strategies more broadly. Through collaboration between researchers, educators, and other stakeholders, continued efforts to integrate cooperative learning models into curricula and instructional practices can strengthen the positive impact of this approach. In this way, we can continue to improve the quality of history education and prepare students to become citizens who are skilled, critical, and knowledgeable about their history and cultural heritage.

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