

Improving Second Semester Students' Learning Outcomes in Sharia Business Course through the Implementation of Cooperative Learning Model Think Pair Share (TPS) In the Faculty of Economics Muhammadiyah University of North Sumatra

SitiMujiatun, S.E., M.M. , AkrimAshalLubis, S.E., M.A.

ABSTRACT: *This research aimed to reveal the benefits of using the cooperative learning model think pair share in improving student learning outcomes in Shariah Business courses at the Faculty of Economics at Muhammadiyah University of North Sumatra. This research using class room action research with the stage of planning, action, observation and reflection. This study used cluster sampling in which a class of sampled study consisted of 42 students. The results of this study revealed that the cooperative learning model think pair share could improve student results in Sharia Business subjects. Students responded positively to the learning process about the method of Think Pair Share.*

Keywords: *Improving Students' Learning Outcomes, Cooperative Learning Model Think Pair Share*

I. BACKGROUND

Islamic finance is one of the subjects taught in the management studies of economics faculty of University of Muhammadiyah, North Sumatra. *Sharia* business subject is one course to learn about principles of business on the Quran and the Hadith which in the worldly and hereafter terms that are both implemented in an economic activity. The definition of worldly purpose is economic activity as a mean to maintain life, facilitating private worship, social worship, increasing civilization, and equip descent in order to have the glory of empowerment or better. While the goal in *ukhrawi* term is that the economic activity embodied in the attitude and behavior of a pious, Islamic, and human, in addition to running the Caliphate system in the earth, and service to God (worship).

The learning model is one of the factors that determine the success of a learning program. Less varied learning methods can cause studying boredom for students. In addition, the level of knowledge the students are still lacking. Students are still passive in receiving lessons and tend to be less bold in expressing ideas in front of the class. This leads to students' failures in understanding the lesson which makes them lazy to think and review deeper the materials presented in the course. To solve this problem, we need a method of learning that involves an active participation of students to maximize the learning conditions, so as to increase students' motivation and thus, learning outcomes. The efforts to increase students' motivation and learning outcomes of *Sharia* economics carried out by implementing Think Pair Share (TPS) cooperative learning.

Think Pair Share (TPS) is a simple technique with great advantages. Think Pair Share (TPS) can improve students' ability in recalling the information. Students can also learn from other students and convey each other's ideas in discussion before the results obtained presented in front of the class. Additionally, Think Pair Share (TPS) can also improve self-confidence and the students are given the opportunity to participate equally in the classroom. Think Pair Share (TPS) as one of the cooperative learning methods consist of three stages: thinking, pairing, and sharing. Lecturers are no longer the only source of learning (teacher-oriented), but instead, students are required to be able to discover and understand new concepts (student oriented).

Based on the background of the problems described above, the problems of the research are: a. How are the student's results before using the cooperative application of Think Pair Share in the subject of *Sharia* Business in Semester II Faculty of Economics, University of Muhammadiyah North Sumatra? b. How are the students' results after using the cooperative application of Think Pair Share in the subject of *Sharia* Business in Semester II Faculty of Economics, University of Muhammadiyah, North Sumatra? c. What is the response of students in using the method of Think Pair Share in the subject of *Sharia* Business in Semester II Faculty of Economics, University of Muhammadiyah, North Sumatra?

Based on the formulation of the problem described above, the purposes of this research are: a. To determine students' results before using the Think Pair Share in the subject of *Sharia* Business in Semester II Faculty of Economics, University of Muhammadiyah, North Sumatra. b. To determine student results after using the cooperative application of Think Pair Share Share in the subject of *Sharia* Business in Semester II

Faculty of Economics, University of Muhammadiyah, North Sumatra. c. To determine the response of students in using the method of Think Pair Share Share in the subject of *Sharia* Business in Semester II Faculty of Economics, University of Muhammadiyah, North Sumatra.

II. LITERATURE REVIEW

2.1. Learning outcomes

The acquisition of knowledge is a necessity for everyone. According to Sudjana, learning is an attempt of a person to obtain a new behavior, as a result of his own experience in interaction with the environment (Slameto, 2010: 5). According to Kingsley in Sudjana (2009: 22), learning outcomes are the abilities of the students after they receive their learning experiences. Learning outcomes are divided into three types: skills and habits, knowledge and understanding, attitudes and ideals. Each of these types of learning outcomes can be filled with material that has been set in the curriculum. Abdurahman in Jihad (2010: 14) asserts that the learning outcomes is the ability gained after a child go through the learning activities. Learning is a process of a person who tried to obtain a form of behavior that is relatively settled.

It can be concluded that the learning outcomes is acquired abilities of students after participating in learning activities. Student learning outcomes are divided into three domains namely cognitive, affective, and psychomotor.

According to Bloom in Sudjana (2009: 22) the cognitive learning or intellectual property consists of six types that are divided into two major categories. The first category is a low-level cognitive that consists of knowledge or memory and comprehension. Second. high-level cognitive consisting of an application, analysis, synthesis, and evaluation. Type one of cognitive process is the rote memory that will be the basis for knowledge and understanding of the concept. There are several ways to remember and store the information in the memory. They are the memo, events journals, and by making meaningful abbreviations. In terms of form, the test that is most widely used to reveal the domain of knowledge is a type of complementary, types of stuffing and the type of right and wrong answer.

The second type is the understanding. This type is higher than rote. One example is to explain a concept with our own wordings from what is heard or read. Characteristics of the questions in this type of understanding, among others, express the theme, topic, or similar problems, with different materials.

The third type is the application. The application is the ability to apply an abstract concept on the specific or concrete situation. This can be in the form of abstract ideas, theoretical or technical instructions such as implementing something into a new situation. The fourth type is the analysis. This level of cognitive process focuses on breaking down a whole into parts. If this analytical process has grown up, it will be easy to apply it to new situations creatively.

The fifth type is Synthesis. Synthesis is an effort to unify the elements into an overall shape. Synthesis is of divergent problem-solving, meaning that the answer is uncertain. This will make the students more creative, being able to find or create new things. The sixth type is the evaluation which is the provision of a decision about the value of something from a certain angle. In the evaluation, there is a specific criteria or standard used. There are two kinds of standard criteria that can be used as a basis for evaluation. The first one is internal criteria regarding the accuracy of data and external criteria which is the comparison of a work with a theory.

2.1.2. Affective sphere

According to Bloom in Sudjana (2009: 22) with respect to the affective domain attitudes and values. Affective learning outcomes assessment received less attention and difficult to assess or measure its development. Type of affective learning outcomes appeared on the students in a variety of behavioral learning. Affective learning outcomes are:

- a) Listening / Attending is a sensitivity to receive stimulus from outside in the form of a problem, situation, or symptoms.
- b) Receiving / Responding is a reaction given by a person to the stimulus that comes from outside.
- c) Rate / Valuing is awarding a value with respect to values and beliefs of the symptoms or stimulus.
- d) Organization / Organization is the development of a value into a system of organization, including relationships with one value with another value such as the concept of value.
- e) Characteristic Value is the integration of all systems of value that affects personality and behavior.

2.1.3. Psychomotor realm.

According to Dave in Usman (2007: 36) psychomotor learning outcomes appeared in the form of skills and abilities of individual acts, such as:

- a. Imitation occurs when students observe a movement and start to give a similar response to that observed.
- b. Manipulation, displaying things based on the instructions.

- c. Statutes require accuracy and greater certainty in appearance.
- d. Articulation, emphasizing coordination of a series of movements to achieve the proper and expected sequence.
- e. Demanding behavior that is displayed by removing physical and psychological energy.

From the foregoing description, it can be concluded that the study consists of three major domains namely cognitive, affective, and psychomotor. Results on the cognitive domain are shown by the intellectual ability to solve problems while learning outcomes in the affective and psychomotor domains viewed by the attitudes and activities of students during the learning process.

2.2.Sharia Business

2.2.1. Understanding Sharia Business

In language, the *Shari'a* (*al-shari'a*) means the source of drinking water (*Mawrid al-ma 'li al istisqa*) or a straight road (*at-tariq al-Mustaqim*). Terminologically, *Sharia* is a legislation from Allah revealed to the Prophet Muhammad for the whole mankind to use with respect to the issue of worship, morals, food, beverages, clothing and *muamalah* (interactions among humans in various aspects of life) in order to achieve happiness in this world and in the Hereafter.

According to Shafi Antonio, *Sharia* has its own uniqueness. *Sharia* is not only comprehensive but also universal. Universal means that *Sharia* can be applied in every time and place by every human being. Its universality mainly lies in social areas (economic) which do not discriminate Muslims and non-Muslims. (*Sharia Marketing*, p. 169). With reference to these terms, HermawanKartajaya and Shakir Sula give the sense that the *Sharia Business* is a mannered-business, community-based with respect for the rights of each other. (*Sharia Marketing*, p. 45). This understanding tends to be normative and seems far from the reality of business nowadays. This concept can now be viewed and practiced and will become the trend of future business.

2.2.2. Characteristic of Islamic Business

Some characteristics of *Sharia* business include:

- a. Always Based On *ruhiyah* values. *Ruhiyah* Value is the consciousness of every human about his existence as a creature of God who must always be in contact with Him in the form of obedience in every breath of his life. There are at least three aspects of this *ruhiyah* value that must be realized, namely the aspects: (1) Concept (2) The system, (3) Actors (personnel).
- b. Having an Understanding of the Halal and Haram business. A *Sharia* businessman should know the true facts (*tahqiqulmanath*) of *Sahih* and illegal business practices, besides also having to understand the basics of the texts that justify the laws (*tahqiqulhukmi*).
- c. Legal In *Sharia* implementation. The point on this issue is the agreement of theory and practice, between what has been understood and what has been applied so the discretion is not merely on the basis of material gain and loss.
- d. Worldly and Hereafter results-oriented. Business is certainly done to gain benefit as much as possible in the form of property, and this is justified in Islam because the business is done to obtain material benefits (*qimahMuhammadiyah*). In this context, the results obtained, owned and perceived, is in the form of a treasure.
- e. However, a pious Muslim certainly should not focus on that type of benefits but more than that, the goal is to achieve eternal happiness in the hereafter. Therefore. to get it, he is supposed to make the business as a field of worshipping God and be rewarded in the presence of God. It is happened if the business or whatever we do is always based on His orders, in the form of Islamic *Sharia*.

2.2.3. The principles of Sharia Business

2.2.3.1. The Theological Principle/ Aqidah

In this regard, there are three theological divisions which must underlie all business activities. First, *TauhidUluhiyyah*: believed that God exists and there is no god but Him. This provision is based on the word of Allah in the Al-Ikhlash surah.

“Say, "He is Allah , [who is] One. Allah , the Eternal Refuge. He neither begets nor is born. Nor is there to Him any equivalent." (Depag RI;1971:1118)

Second, *TawheedRububiyah* believes that only God created and arranged everything in this universe including giving all the favors to every human being, whether in the form of wealth, rank and position. This is in accordance with the word of God in the Yunus Surah verse 3 as follows:

“Indeed, your Lord is Allah who created the heavens and the earth in six days and then established Himself above the Throne, arranging the matter [of His creation]. There is no intercessor except after His permission. That is Allah, your Lord, so worship Him. Then will you not remember? To Him is your return all together. [It is] the promise of Allah [which is] truth. Indeed, He begins the [process of] creation and then

repeats it that He may reward those who have believed and done righteous deeds, in justice. But those who disbelieved will have a drink of scalding water and a painful punishment for what they used to deny. It is He who made the sun a shining light and the moon a derived light and determined for it phases - that you may know the number of years and account [of time]. Allah has not created this except in truth. He details the signs for a people who know" (Depag RI;1971:305).

Third, TawheedUbudiyah that believe there is nothing worthy of worship except Allah, and worship something but Him is Shirk. This is in accordance with the word of Allah in Surah an-Nisa 'verse 36: "Worship Allah and associate nothing with Him, and to parents do good, and to relatives, orphans, the needy, the near neighbor, the neighbor farther away, the companion at your side, the traveler, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful" (Depag RI;1971:123).

2.2.3.2. Ta'awun Principle (Mutual Help).

Humans as social beings will not be able to live alone. We have many weaknesses. To fulfill the needs of food, for instance, a person would still need the help of others. Someone who wants to eat rice certainly has to prepare many things. For example, the rice, the crockery pot for a cook, stove or wood as fuel, rice plates or bowls. Someone who wants to build a house, for example, cannot work alone. Starting from the procurement of wood, nails, cement, stone, gravel and others, all requires the assistance from others. In a variety of business activities, people also cannot work alone. He needs helpers who can provide service to all customers. If the lack of capital, she would borrow to others or to the Bank. On this basis, it is natural that Allah commanded that in this life to help each other with each other. This provision is stated in the surah of al-Maidah verse 2:

"O you who have believed, do not violate the rites of Allah or [the sanctity of] the sacred month or [neglect the marking of] the sacrificial animals and garlanding [them] or [violate the safety of] those coming to the Sacred House seeking bounty from their Lord and [His] approval. But when you come out of ihram, then [you may] hunt. And do not let the hatred of a people for having obstructed you from al-Masjid al-Haram lead you to transgress. And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty" (Depag RI;1998:85). In the hadith narrated by Tirmidhi, the Prophet PBUH said "God will always help His servant as long as he wants to help" (SunanTurmuziy; 5: 324).

2.2.3.3. Maslahah Principle

Maslahat is derived from the word *al-islah* meaning benefit, peaceful and serene. The antonym of *maslahah* is *mafsadat* which is derived from the word *fasadayafsudu* means something destructive and not good. Terminologically, there are some definitions of *maslahat* proposed by *usulfiqh* scholars. According to Imam al-Ghazali, in principle *maslahat* al-mursalah is the benefit in order to maintain the purpose of *syara'* (al-Ghazali; 1971: 250). *Maslahat* according to experts of *ushulfiqh* can be divided based on a particular angle. In terms of quality and welfare interests, experts of *ushulfiqh* divided it into three kinds. First, *maslahahdharuriyah* (principal) that maintain religion. Second, *maslahahHajiyat* is of secondary importance as the purpose of residence. Third, *maslahahTahsiniyat*, which is of interest associated with beauty such as nice clothes and perfumes.

2.2.3.4. The Principle of Justice

Fair is sometimes defined as giving equal significance. The definition of fair which always used as guidelines is "to put something in place or give rights to people who deserve it". Someone who does not put a cap in his head, or putting the watch on his ankle is considered as an unfair behavior. It can be concluded, that the meaning of fair is something that is fair, impartial manner, guarding the rights of a person and the proper way to make decisions. This conclusion is reinforced by the impetus of the Koran that people fulfill the promise, the mandate given. Other demands are protecting the oppressed, weak and needy groups that are suffering from misfortune, raise unity and to stick to the religion of Allah. The most important factor about the justice delivered by the Koran, is its nature as the demands of God, not just as a mere moral encouragement. Its implementation was the fulfillment of a religious duty, and those who carry it out, including those who do good, will be rewarded virtue on the day of reckoning (*yaum* al-reckoning) later.

2.2.3.5. The Principle of Independence

The principle of independence applies in business as well. A person should not be forced to sell or buy something. If there is an imposition from one of the parties, any form of the transaction becomes illegitimate. In the hadith, it is explained that there was a food vendor who told a prospective buyer that if he does not come on a Wednesday, there will be no buying and selling between them. The prospective buyer did not come. Shuraih told the buyer;" you have violated a promise, so the transaction is then aborted" Bukhari Hadith (Bukhari; 9: 260).

2.2.3.6. Ukhuwah Principle (Solidarity)

Ukhuwah principle (solidarity), must be applied in the business world. That, in conducting business under the provisions of *Shari'ah*, should not ignore the aspect of solidarity. The negligence of this aspect could lead to disharmony in society. In this regard, the Prophet forbade buying and selling things that are in the hold for someone else's offer unless the concerned person has given permission. This hadith is narrated by Imam Bukhari (Bukhari; 7: 342).

2.3. Cooperative Think Pair Share

2.3.1. Understanding the cooperative Think Pair Share

Anita Lie (2004: 57) reveals: "With classical learning model which allows only one student to come and share the results with the whole class, cooperative learning Think Pair Share learning model is a method or strategy of learning that gives students the opportunity to participate actively in learning and thinking about the questions or statements given by the instructor, then to discuss it in pairs and finally discuss it with all groups (class discussion).

This gives an opportunity at least eight times much more to each student to recognize and demonstrate this participation to others. Cooperative learning model of Think Pair Share can be used in all subjects and all age levels of the students. This was reaffirmed by Lyman (Jones, 2002: 1). Cooperative learning model Think Pair Share helps students to develop an understanding of concepts and subject matter, develop the ability to share information and draw conclusions, and develop the ability to consider other values of a subject matter. Fogarty and Robin (1996: 1) reinforce the notion from Lyman above. They suggest that the model of cooperative learning Think Pair Share has several advantages as follows:

1. easy to implement in a large class,
2. providing time for students to reflect on the content of the subject matter,
3. allowing time for the students to practice speech before sharing it with a small group or class as a whole, and
4. Improving the long-term storage of the contents of the subject matter.

2.3.2. Procedure of Cooperative Learning Think Pair Share Model

The procedures in cooperative learning model Think Pair Share by Lyman (Jones, 2002: 1-2) consists of four stages: First, the provision of the problem by lecturers (preliminary), Second, Think (think), Third, Pair (pairs), Fourth, Share (share) and the assessment phase. The main stages in the learning Think-Paire Share (TPS) by Ibrahim (2000: 26-27) are as follows:

Stage 1: Thinking

Basically, in this step the lecturer asks questions that relate to the subject matter then asks the students to think about the questions or issues individually for a moment.

Phase 2: Pairing

The lecturer asks the students to pair up with other students to discuss what they were thinking in the first stage. In this stage, however, each member of the group compares the responses or the results of their thinking and formulate a response that is considered as the most correct or the most convincing one.

Stage 3: Sharing

This is the final stage, the lecturer asks a pair of students to share their findings or ideas with the whole class. This can be done by pointing pairs who volunteered to attach the results of the group or taking turns up until around a quarter of pair groups get the opportunity to report.

From the steps described above, it is clear that cooperative learning model Think Pair Share is not difficult to implement. At the preliminary stage, the instructor explains the rules of the game, motivate and explain the competencies to be achieved, then the process of thinking (Think) holds when the instructor explores the knowledge of the students and asks them to pair (Pair), usually carried out with a partner, where after that, they can exchange their opinions or share (Share) what they know.

III. RESEARCH METHODS

The research was conducted at the Management Studies program, Economics Faculty, Muhammadiyah University of North Sumatra (UMSU). The research was conducted in the second semester from January 2015 to June 2015. The timing of this research is selected based on the academic calendar of the University of Muhammadiyah, North Sumatra. This is also due to the nature of classroom action research which requires multiple cycles that are needed to be adjusted with the program's academic schedule.

The subjects of this research is the second-semester students of management studies, Economics faculty, UMSU. The sample consists of 42 students, consisting of 18 men and 24 women. The procedure adopted a cycle with four stages namely planning, action, observation, reflection, and evaluation.

IV. RESULTS AND DISCUSSION

4.1.1 Description of Results in the Pre-Action phase

The number of students in Management program in the previous semester was 42 students. After the lectures on the subject of Islamic (*Sharia*) Business, the researcher conducted an assessment to test the prior knowledge of students in the form of 10 essay tests. The results of the pre-action test is as follows:

Table I: Results of the Pre-Action Test

Nombermmmb	Score	F	%
1	100	0	0.0
2	95	0	0.0
3	90	0	0.0
4	85	3	7.1
5	80	6	14.3
6	75	7	16.7
7	70	8	19.0
8	65	6	14.3
9	60	7	16.7
10	55	1	2.4
11	50	4	9.5
Total		42	100.00

According to the table above, the results of the Students' on *Sharia* Business course in the pre-action stage research indicates that only 16 people passed the test (38.10%), with a minimum passing grade of 75. This indicates that the classical completeness is not completed yet regarding that the classical completeness requires at least 85. Judging from the value category, in this pre -test step, there is no student whose score was in the category of very high (93-100). In high score category, however, there are three students (84-92), 13 students have a medium value category (75-83), and 8 students scored enough (74-70).

Based on the pre-action observation sheet made when the instructor taught students about Hiwar, it can be seen that the learning activities of students were very low as presented in the following table:

Table II: Pre-Action Activities Table

No	Indicator	Cycle I		
		Total	Average	%
1	Noting/Listening	145	3.45	20.98
2	Responding to lecturer's questions	139	3.31	20.12
3	Asking questions	126	3.00	18.23
4	Class order and discipline	144	3.43	20.84
5	Willingness to practice	137	3.26	19.83
Total		691.0	16.5	100

From the data in the table above, the learning activities of students on the highest pre-action are on indicators of attention / listening to the lecturer with an average of 3.45, and the lowest was in the indicator of asking a question with the average of 3.00. This means that the students' learning activities is relatively low with the method of lecture and question and answer.

In general, the existing percentage of the five indicators in the learning activities of students in the first cycle reaches 65.81%. However, to increase students' results, the cooperative method of Think Pair Share will be implemented.

4.1.2. Description of the first cycle's Results

Before the implementation of the first cycle, the instructor of *Sharia* Business course and collaborators held discussions about what preparations are needed to address the students' low results in Management course. Based on these discussions, it is concluded that there are some obstacles in the learning process, namely:

1. Students have difficulties in understanding the material presented by the lecturer
2. There are many students who do not follow the lessons because the student activities revolve more around listening to the explanations of the lecturer rather than actively doing the teaching or learning activities.
3. Students often are not very interested in Islamic finance courses, due to the monotonous method of teaching used.

To solve this issue, the implementation of the first cycle is made with some planning, namely:

- 1) Preparing the Unit Class Events (SAP) of *Sharia* Business course by applying cooperative Think Pair Share.
- 2) Preparing teaching materials.
- 3) Setting appropriate lessons' media that support the implementation of learning.
- 4) Preparing the activity sheets for learners.

5) Developing a research instrument:

- a) Preparing the instrument for students' learning outcomes evaluation
- b) Preparing Observation sheets for students' activities to see the state of students' activities during the learning process in the classroom.
- c) Preparing questionnaire sheets to evaluate the response of students in using the method of cooperative Think Pair Share.

b. The Implementation of the First cycle

The first cycle was held on Tuesday 30 April 2015. Researchers (lecturers and collaborators) started the first cycle on the introduction of *Sharia Business* by applying the method of Cooperative Think Pair Share. The first cycle was conducted within two credits hour.

a. Observation results on Cycle I

Based on the observation of the implementation of the *Sharia Business* course by using the Cooperative Think Pair Share, it is known that:

- 1) Students' learning outcomes that have been treated using the method of cooperative learning Think Pair Share in the first cycle which can be seen in the following table:

TableIII:Students' outcomes in CycleI

No	Score	F	%
1	100	0	0.00
2	95	1	2.38
3	90	2	4.76
4	85	7	16.67
5	80	13	30.95
6	75	17	40.48
7	70	2	4.76
8	65	0	0.00
9	60	0	0.00
10	55	0	0.00
11	50	0	0.00
Total		42	100.00

According to the table above, it can be seen that the learning outcomes of students in the subject of Islamic Business in the first cycle showed that 40 people completed or (95.24%), with a minimum completion score of 75. This indicates that classical completion is not yet achieved because the new classical completeness achieved if 85% of students reaching the score of 75. In the first cycle, the learning outcomes of students have increased, compared with the results obtained in the pre-action stage. Thus in the first cycle, the student results are in accordance with the expectation.

2) Observations of Student Learning Activities

The results of the observation of the students' activities by using the method of cooperative Think Pair Share can be seen in the table below:

TableIV:Observation Results on Student Learning Activities In the first cycle

No	Indicator	Cycle I		
		Total	Average	%
1	Noting/Listening	183	4.36	21.45
2	Responding to lecturer's questions	174	4.14	20.40
3	Asking questions	150	3.57	17.58
4	Class order and discipline	170	4.05	19.93
5	Willingness to practice	176	4.19	20.63
Total		853.0	20.3	100

The result of observation data is analyzed by using descriptive analysis percentage. The scores obtained on each indicator for every student summed up and the result is called the total score. The percentage of students' activities is obtained by dividing the activities scores with the total score of activities multiplied by 100%.

Based on the above table, it can be explained that the learning activities of students in the first cycle is better because some students understand the rules in learning with Cooperative Think Pair Share method which

is known from the number of students who began to notice an explanation from the lecturers with full attention and the number of students who participate in responding to inquiries and a willingness to do some practice in Islamic Business although there are also some students who did not ask and respond to any questions from the lecturer.

The table above shows the activity of the students yielded the desired results. The five indicators mentioned in the above table shows that students' activities in paying attention to lecturer explanation are averagely scored 4.36. This indicates that students are motivated to respond to the stimulus of the lecturers regarding the *Sharia Business* lecture.

The students' responding to questions lecturer is averagely scored 4.11. Asking questions with an average score of 3.57. And discipline with an average score of 4.05. Willingness to practice with an average score of 4.14. But in general, the existing percentage of the five indicators in the learning activities of students in the first cycle reaches 81.24%. The overall status of activities of students in the first cycle of the meeting was successful.

3) Reflection on the Outcomes from First cycle

This reflection is done to determine whether cycle I needs a remedy or has reached success. Some information that is obtained from the observations are:

- a. Based on the results of the final test in the first cycle, students who receive complete grades are 40 students (95.24%), thus the learning success criteria have reached the maximum criteria as determined in the first cycle
- b. Based on observation of students' activities result in the first cycle, it is known that cycle I achieved the desired results. The indicator of students' activities in listening to lecturer has an average score of 4.36. Then, the activity of the students in responding to questions given by the lecturer has an average score of 4.14. Activities of students in asking questions have an average score of 3.57. Then the student's activities and discipline in the study has an average score of 4.05. Lastly, students' activities in practicing Hiwar in the classroom has an average score of 4.19. Generally, the success rate of the five indicators in the learning activities of students in the first cycle reaches 81.24%. Thus, the overall activities of students in the first cycle of the meeting were successful.
- c. The results obtained from the questionnaire on students' responses to the method of cooperative Think Pair Share derived from 10 questions above, it can be seen that students' responds very positively with a score of 92.46%. In addition to that, they understand the material presented by the lecturer better, activities, learning outcomes and student response are also good.

From the description and analysis of the data above, the researcher concludes that in cycle I, the learning has reached a predetermined criterion, namely the percentage of completeness of learning outcomes and learning activities of students in learning as well as the responses of students using cooperative Think Pair Share which show positive results. Based on the results of these reflections, there is no need for additional because the learning outcomes and student response have shown positive results.

4.2. Discussion of Research Finding

From the findings described above, it is argued that Classroom Action Research (PTK) held at UMSU Management Studies Program is one way to find the problem that exists, especially in the subject of Islamic Business. Previously, students were less interested in studying Islamic Business, although the faculty had been trying to motivate students. Thus, more instructors need to conduct Classroom Action Research especially within the course that is considered difficult by students to better understand and solve both instructor's and students' problems.

Based on the data and analysis in the previous chapter, it can be concluded that there are three findings in the study:

1. The results of student learning in UMSU Management Program increased upon the application of the method of cooperative Think Pair Share. The learning outcomes of students in the first cycle reach 95.24% with a minimum completion criteria score of 75. This means the classical completeness also increased, with a limit of 85% classical completeness.
2. Based on observations, students' activities in the first cycle have also achieved the results expected in the general level of success of the five indicators in the learning activities of students in the first cycle, which reached 81.24%. The overall activities of students from the first cycle of the meeting were successful.
3. The results from the questionnaire on the response of the students of the method of cooperative Think Pair Share derived from 10 questions above also show a positive result with the percentage of 92.46%.

The increased students' learning outcomes depicted in the acquisition of students' grades. In the pre-action stage, there were only 16 students (38.10%) passed the test given, out of 42 students. This might be due to the monotonous learning method. Learning activity shows no signs of student activities that lead to students' understanding of the material. Then, after the action taken on the first cycle, the number of students who received complete grades increased to 40 students (95.24%) of 42 students and 2 students (4.76%) did not pass the test.

The increases are due to the learning activities carried out in the method of cooperative Think Pair Share which evokes a better understanding of the materials because students are involved and shared the information in the discussion with other students. Students were also guided individually so that the learning is more meaningful.

Students' activities in the first cycle also increased compared to the pre-action activities. In the first, the indicator of students' activities in listening to lecturer's has an average score of 4.36. Students' activities in the first cycle also increased compared to the pre-action activities. In the first cycle students' activities indicator attention / listening to the lecturers to the average, which is 4.36. This indicates that students have the motivation to respond to the stimulus of the instructor with respect to the material being taught. Then on the activities of the students responding to a question lecturer with the average, which is 4.14. Asking a question to the average, which is 3.57. And discipline to the average, which is 4.05. Willingness learning plays in front of the class average, which is 4.19. Of the overall student activities at the meeting of the cycle I've experienced success in accordance with what is expected, because of the general activity of students has reached 81.24%. The response of students to the learning done in class by using cooperative Think Pair Share indicates a positive response that is seen from a questionnaire distributed by the researchers (lecturers and collaborators) with the score of 92, 46%.

Based on the description above, the application of methods of cooperative learning Think Pair Share has been successful. Therefore, researchers advocate other instructors to apply the cooperative method of Think Pair Share because the lecturing method alone is not effective in improving students' learning outcomes. Thus the results of this study indicate that the cooperative method of Think Pair Share has resulted students' mastery of the material taught.

V. CONCLUSIONS

Based on the results and analysis of research data that has been described in previous chapters, it can be noted the conclusions of this study are as follows:

1. Students' of Management Program, UMSU learning results have increased after using the method of cooperative Think Pair Share. The learning outcomes of students in the first cycle, where there were 40 students who got a complete score, is 95.24% with a minimum completeness criteria score of 75 in the study. The classical completeness also increased with 85% classical completeness.
2. Based on observations of students' activities in the first cycle, it is seen that they also achieved the results expected (81.24%). The overall activities of students in the first cycle are success
3. The results obtained from 10 questions indicates that students responded very positively with a score of 92.46%. Based on this, it can be concluded that the action learning in cycle I have reached the established criteria which are the percentage of completeness drawn from students' test results. Furthermore, students also show a positive response about the method of Think Pair Share.

REFERENCES

- [1]. Arifin,Z.(2012).EvaluasiPembelajaran.Jakarta:DirektoratJendralPendidikan
- [2]. Arikunto,S.(2002).ProsedurPenelitian.Jakarta: PT.RinekaCipta.
- [3]. Asmuni, Mujiatun, S.(2013) .BISNIS SYARIAH: SuatuAlternatifPengembanganBisnisYangHamanistikdanBerkeadilan.Medan:PerdanaPublishing
- [4]. Daradjat,Z.(2008).MetodikhususPengajaranAgamaIslam.Jakarta:BumiAksara.
- [5]. Hamalik,O.(2003).KurikulumdanPembelajaran.Jakarta:BumiAksara.
- [6]. Hamdani.(2010).StrategiBelajarMengajar.Bandung:CV.PustakaHuberman, M. B. (1992). AnalisisData Kualitatif. Jakarta: UI Press.
- [6]. Iskandar. (2009). Penelitiantindakankelas.Ciputat:GaungPersadaPress.
- [7]. Iskandar. (2009). PsikologiPendidikanSebuahOrientasiBaru. Ciputat: GaungPersadaPress.
- [8]. Moleong,L.J.(1995).MetodologiPenelitianKualitatif.Bandung:PT.RemajaRosdakarya.
- [9]. Nasution, A.-R. d. (2011).TeoriBelajardanPembelajaran. Medan: PerdanaPublishing.
- [10]. Nasution, S. (1992). BerbagaiPendekatandalamProses BelajarMengajar. Jakarta:BumiAksara.
- [11]. Purwanto, M. N. (1994). Prinsip-PrinsipdanTeknikEvaluasiPengajaran. Bandung:Rosdakarya.
- [12]. Purwanto, N. (1991). PsikologiPendidikan. Bandung: RemajaRosdakarya.
- [13]. Rosnita.(2007).EvaluasiPendidikan.Bandung:CiptapustakaMedia.
- [14]. Rusman, D.(2011).Model ModelPembelajaran:MengembangkanProfesionalisme Guru.Jakarta: RajawaliPers.
- [15]. Setia. Hasan, C. (1994). Dimensi-DimensiPsikologiPendidikan. Surabaya:Al-Ikhlash.
- [16]. Sudarsono.(1999).KamusFilsafatdanPsikologi.Jakarta:RinekaCipta.
- [17]. Sudjana, N. (2009). PenilaianHasilProses BelajarMengajar. Bandung: PT. RemajRosdakarya.
- [18]. Uno, H. B. (2008). TeoriMotivasidanPengkukurannya: AnalisisDi BidangPendidikan.Jakarta:BumiAksara.
- [19]. Uno, H. B. (2010). Model Pembelajaran: MenciptakanProses BelajarYang EfektifdanKreatif.Jakarta:BumiAksara.
- [20]. Winataputra.(2005).PerkembanganPesertaDidik.Jakarta:UniversitasTerbuka