

RINGKASAN

Penelitian ini dilatarbelakangi oleh pentingnya meningkatkan motivasi dan keaktifan siswa dalam pembelajaran Sejarah Kebudayaan Islam (SKI) melalui model pembelajaran yang tepat. Model pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dipilih karena dinilai mampu mendorong interaksi dan partisipasi aktif siswa. Penelitian ini bertujuan untuk mendeskripsikan implementasi model TPS serta pengaruhnya terhadap motivasi dan keaktifan siswa di MTs Negeri 3 Banyumas.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model TPS dilaksanakan melalui tahap perencanaan, kegiatan pendahuluan, kegiatan inti yang meliputi fase berpikir secara individu, diskusi berpasangan, dan berbagi hasil, serta kegiatan penutup. Penerapan model ini mampu menciptakan suasana pembelajaran yang interaktif, meningkatkan keterlibatan siswa dalam diskusi, serta mendorong siswa untuk aktif dalam mengemukakan pendapat dan bekerja sama.

Kesimpulannya, implementasi model pembelajaran kooperatif tipe *Think-Pair-Share* (TPS) dalam pembelajaran SKI efektif dalam meningkatkan motivasi dan keaktifan siswa serta mewujudkan pembelajaran yang berpusat pada siswa.

Kata kunci: *Think-Pair-Share*; Pembelajaran Kooperatif; Motivasi Belajar; Keaktifan Siswa; Sejarah Kebudayaan Islam.

SUMMARY

This study is motivated by the importance of improving students' motivation and participation in learning Islamic Cultural History (SKI) through the use of appropriate learning models. The Think-Pair-Share (TPS) cooperative learning model was chosen as it is considered capable of encouraging interaction and active student engagement. This study aims to describe the implementation of the TPS model and its effect on students' motivation and participation at MTs Negeri 3 Banyumas.

This research employs a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The results show that the implementation of the TPS model is carried out through the stages of planning, preliminary activities, core activities (consisting of individual thinking, pair discussion, and sharing results), and closing activities. The application of this model creates an interactive learning environment, increases student involvement in discussions, and encourages students to actively express their ideas and collaborate with others.

In conclusion, the implementation of the Think-Pair-Share (TPS) cooperative learning model in SKI learning is effective in enhancing students' motivation and participation, as well as promoting student-centered learning.

Keyword: Think-Pair-Share; Cooperative Learning; Learning Motivation; Student Activeness; Islamic Cultural History