Think Pair Share (TPS) as Method to Improve Student's Learning Motivation and Learning Achievement

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Abstract

This research aims to find out the application of Think Pair Share (TPS) learning method in improving learning motivation and learning achievement in the subject of Introduction to Accounting I of the Accounting Study Program students of Politeknik Harapan Bersama. The Method of data collection in this study used observation method, test method, and documentation method. The research instruments used observation sheet, questionnaire and test question. This research used Class Action Research Design which is an action implementation oriented research, with the aim of improving quality or problem solving in a group by carefully and observing the success rate due to the action. The method of analysis used descriptive qualitative and quantitative analysis method. The results showed that the application of Think Pair Share Learning (TPS) Method can improve the Learning Motivation and Achievement. Before the implementation of the action, the obtained score is 67% then in the first cycle increases to 72%, and in the second cycle increasws to 80%. In addition, based on questionnaires distributed to students, it also increases the score of Accounting Learning Motivation where the score in the first cycle of 76% increases to 79%. In addition, in the first cycle, the score of pre test and post test of the students has increased from 68.86 to 76.71 while in the second cycle the score of pre test and post test of students has increased from 79.86 to 84.86.

How to Cite

Hetika, Farida, I., & Sari, Yeni P.. (2017). Think Pair Share (TPS) as Method to Improve Student's Learning Motivation and Learning Achievement. *Dinamika Pendidikan*, 12(2), 125-135.

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INTRODUCTION

In Indonesia, as elsewhere in Asia, education will certainly play a key role in national development experiences as the twenty-first century unfolds (Suryadarma, 2013). Education is a very important and vital in building and developing the quality of socio-cultural activity of the people and nations for present and future life (Hasan, 2012). Education is a learning process undertaken, while one important factor for the effectiveness of learning (widoyoko, 2009). Education is the basic method of reforming and social progress (Sani, 2013). Education is a process that contributes greatly to the people of Indonesia, with the growth of education, The indonesian society can be free from ignorance, improve skills and develop knowledge. The progress and development of education in Indonesia make Indonesians feel confident to compete with other nations in the world. The amount of education contribution encourages the government to continue to develop education for the creation of quality and global competitive human resources.

Universities are one of the institutions that is responsible for the development of education and intelligence of its nation to be able to compete with other nations. Politeknik Harapan Bersama is one of the higher education institutions responsible for producing quality human resources by producing competent graduates. The ability to learn is very determining towards students' mastery in the achievement of learning in school which is shown by satisfactory learning achievement. According to Hakim (2009) learning is able to do something which is done before (s)he learns or if his/her behavior changes so it is different onhow to deal with any situation before that point. Gagne in Anni (2009) stated that learning is a relatively permanent change that occurs because of the result of practice or experience. Meanwhile, Slavin in Anni (2009) stated that learning is an individual change caused by experience.

Based on some of the understanding above, it can be understood that learning is the process of changes in human behavior as a result of interaction with the environment. Changes that occur after a person doing learning activities can be in form of skills, attitudes, understanding, and knowledge. Learning is an event that occurs consciously and deliberately, meaning that someone involved in learning events, in the end realize that (s)he learned something, so that resulting in changes to him/herself as a result of activities that are consciously and deliberately done.

One of the criteria of competent graduates can be measured from the achievement of learning that has been achieved by the students. Learning achievement is an effort or a learner's's activity to master the learning materials provided by teachers at school (Sharif, 2012). Learning achievement is the student's humanity level in accepting, rejecting and assessing the informations gained in teaching and learning process (Hamdu, 2011). Learning achievement is the learning outcomes that are achieved by learners after the learning process, which is expressed by the score or number in accordance with the minimum mastery limit set by the school in the form of report cards (Mawarsih, 2013).

Learning achievement is the result of teaching and learning process that is influenced by several factors, that are factors that come from the students themselves (internal factors) and factors that come from outside of the students (external factors). One of the internal factors that influence the learning achievement is the motivation to learn and one of the external factors that influence the learning achievement is the right learning model, which is a learning model that can motivate students to achieve maximum learning achievement. According to Education for all (EFA) Global Monitoring Report released by UNESCO in 2012, Indonesia's education development is ranked 64th out of 120 countries.

This result incates that the education quality in Indonesia needs to be improved. Improving the quality of education can be done by implementing learning models during teaching and learning activities. The selection

of the right learning model is one of the important factors, through the use of appropriate methods, ways and tools to minimize learning obstacles and motivate students, so that students can learn in a fun and easy way. According to Achmad Sugandi in Silberman (2009), the importance of applying appropriate learning models and methods can affect student achievement. The increase of Accounting study activity is seen from the average score of the questionnaire which shows the number of 75.42% in cycle I and increased to 91.75% in cycle II (Kusuma, 2012). Another study revealed the cooperative learning model of TPS (Think Pair Share) can increase student learning activity on matrix subject. Think Pair Share (TPS) learning model with experimental method can improve student learning outcomes and activities (Ni'mah, 2014). There is a difference of learning outcomes between students who learn with the TPS learning model with students who learn with the conventional learning model (Model Pembelajaran Konvensional/MPK) (F = 187,110; p <0.05), so that the TPS learning model can be used as an alternative learning model to improve science learning outcomes (Surayya , 2014).

The latest findings of students' reading skills on narrative text were improved after the implementation of the Think Pair Share model. It can be seen in the average score increase for each test, from 74 in cycle I to 80 in cycle II. In addition, the number of students who passed the minimum mastery criteria (Kriteria Ketuntasan Minimal/KKM) were also increased, from 25 students to 31 students (Sugiarto, 2014). Another study showed that as many as 83% of students did share activities with other students and students reported that they were heavily involved by 62% during the think and 70% phases during the pair phase (Khotiyal, 2013). the flexibility of the Think-Pair-Share strategy as a tool to encourage conversation improvement, and one of the srategies that can be adapted to the focus of learning and the needs of particular student groups, so it can be concluded that the use of Think Pair Share learning model can improve

student learning achievement (Carss, 2007). Similar research also showed that mean drill and think pair sharing learning method in Class X IPS 4 of SMA Negeri 11 Semarang was 72,94 and 76,10 in pre-cycle, study completeness were only 13 students (39%). After the first cycle, an there was an improvement by 78.06 and 89.04. The study completeness were 18 students (55%). In cycle II, students' learning outcomes increased to 95.76 and 99.29 with study completeness were 33 students (100%).

Introduction to Accounting 1 course is a course of expertise developed by the associate degree (D-III), Accounting Study Program. The course of expertise lectures is a course developed by each study program to achieve the competencies that characterize college graduates that are adjusted to the vision and mission of the study program. Introduction to Accounting 1 is attended by all students of D-III Accounting Study Program and will be a prerequisite for taking courses in the next semester. Introduction to Accounting 1 is an important course because it becomes the basis of students' understanding to take the Advanced Accounting course.

The data of the Mid Semester Exam (Ujian Tengah Semester/UTS) and Final Semester Exam (Ujian akhir semester/UAS) of Introduction to Accouting 1 of Academic Year (Tahun Akademik/TA) 2013/2014 to TA 2015/2016 in Table 1.1 below shows that the students' learning outcomes are less satisfactory. In the learning activity in Introduction to Accounting 1, it requires the activity of students during the learning process to measure the level of student's understanding in receiving the material that has been delivered. Active learning atmosphere can be created if students are motivated in the learning process. Learning motivation can be enhanced by applying cooperative learning model, where students will work together in group learning so that they can practice cooperation skills. Cooperative learning can also train students' ability to interact with students. Students are also trained to have responsibility for the

group's success and maximum learning outcomes. With group learning, it can motivate every member to be active in teaching and learning process.

Table 1. Student's Learning Result in Introduction to Accounting I

Academic Year	Score	Class 1	Class 2	Class 3	Class 4
2014/ 2015	Minimal Score	20	10	10	25
	Maximal Score	97,5	100	100	95
	Average Score	55,9	47	68,5	64,7
2015/ 2016	Minimal Score	20	20	20	5
	Maximal Score	80	90	95	100
	Average Score	59,4	59,6	60,7	53,7

Source: Processed Data (2016)

The less satisfactory learning results may be influenced by several factors, such as student's learning motivation and learning models applied by faculty lecturers. The learning model is a way that can be used by the lecturers to achieve the desired learning outcomes, including in determining the learning method used. Active learning models can motivate students to be more confident so that students can be more active in the teaching and learning process that will put impact on student learning outcomes.

One of the way to improve the learning achievement is by applying various models of learning in the classroom, one of which can be applied is cooperative learning model is the Think Pair Share (TPS) learning method, that is a learning method developed by Frank Lyman. There are three important elements in the TPS learning method, that are Think, Pair and Share. According to Miftahul Huda (in Ikhtiarfan, 2016) TPS method is one of the simple cooperative learning method. First, students are asked to sit in pairs. Then the lecturer can ask questions or problems to the students. Each student is given the opportuni-

ty to think of the questions or problems independently for find the answers to these questions or issues, then discuss the results of their thoughts with their pair to get one answer that can represent the answers to the two group members. After that, the lecturer asks each pair to explain or describe the results of the answers they have agreed to their classmates.

Introduction to Accounting 1 is a course which is taken by students in the early semester. In the first semester, students still need time to adapt to the environment and teaching and learning process. Students' ability to learn in groups by discussing requires classroom management and control as students are not yet accustomed to learning in groups. The TPS method is a simple cooperative learning method first developed by Frank Lyman and the University of Maryland. There are three important elements in the TPS method of learning that is Think Pair, Share. TPS learning method encourages students to learn independently, work together in groups and presentations so as to train students' ability to think independently and cooperate. This study aims to determine the application of Think Pair Share (TPS) learning methods in improving motivation and learning achievement in Introduction to Accounting I subject of Accounting student of PoliteknikHarapan Bersama.

METHODS

This research is a Classroom Action Research (Penelitian Tindakan Kelas/PTK) that is action implementation-oriented research, with the aim of improving the quality or problem solving on a group of subjects under the study and observing the success rate or consequence of the action, then a further action is given, that is the improvement or adjustment of the action to the condition and the situation so as to obtain better results. The data collection method in this research is observation method, test method and documentation method. Observation method used to observe the respondents' behavior in the process of learning implementation by using

Student Observation Sheet. The test method is used to know student achievement before and after using Think Pair Share (TPS) learning method in Introduction to Accounting I as a form of evaluation. Documentation method is used to obtain data about the learning process as well as the list of the students' names.

RESULT AND DISCUSSION

Before applying the Think Pair Share (TPS) learning method, the researcher conducted the initial observation of the learning that has been applied that is using the conventional learning model consists of lecture and practice questions. Based on the observations made, the data obtained are as follows:

Table 2. Student's Learning Motivation Initial Observation Data

Indicator	Score
Dilligent in facing the task	67%
Resilient in facing difficulties	68%
Interested in learning	69%
	65%
Preferably working independently	66%
Quickly gets bored on routine tasks	74%
	61%
Able to defend own's opinion	67%
	67%
Adherence in doing and submitting the tasks	67%
Average Score	67%

Source: Processed Data (2016)

Table 4.1 above shows the score of students' learning motivation measured from seven indicators that is 67% .The result shows that the student's learning motivation has not reached the expected criteria of 75%.

The results of the study in the cycle 1 showed that the Introduction to Accounting course learning by Think Pair Share (TPS) method of Cycle I was conducted on Novem-

ber 22, 2016 with the material "Trading Company Accounting Cycle - Inventory Listing Method". The following are the implementation steps of Cycle I: (1) planning, planning activities in cycle I is done by making Course Unit (Satuan Acara Pembelajaran/SAP), learning materials, pre test and post test, preparing research instruments including observation sheet and questionnaire, and facilities and infrastructure needed for research; (2) implementation of action, implementation of action in cycle I is based on SAP which has been prepared in the planning phase. In cycle I, the implementation of the action is done in one meeting with the material " Trading Company Accounting Cycle - Inventory Listing Method ".

The implementation of cycle I is as follows: (a) initial activity consisting of apperception about trading company accounting cycle and material of inventory listing method and giving explanation to student about learning method being used, that is Think Pair Share (TPS) Cooperative Learning Method; (b) Core activity, that are dividing students into groups, students are given the problem to think about the answer for a while (Think) for 15 minutes, students are asked to discuss with their partner to solve the given problem (Pair) for 30 minutes, after discussion each of group representative is asked to present the results of the discussion (Share) for 30 minutes; (3) the final activity is done by discussing the material that has been discussed and presented by the students and concluding the learning materials, informing the learning materials that will be discussed for the next meeting then the students fill out the questionnaire.

Observation is the last activity in the Cycle I implementation, this activity consists of: observation data, based on observations during the learning process in cycle I by using Think Pair Share (TPS) learning method, the obtained data of accounting students' learning motivations are as follows:

Table 3. Cycle 1 Student's Learning Motivation Observation Data

Indicator	Score
Dilligent in facing the task	70%
Resilient in facing difficulties	77%
Interested in learning	69%
	70%
Preferably working independently	70%
Quickly gets bored on routine tasks	75%
	71%
Able to defend own's opinion	74%
	71%
Adherence in doing and submitting the tasks	72%
Average Score	72%

Source: Processed Data (2016)

Based on the observation result in Table 4.2 it is known that there are some aspects of motivation that have not reached the minimum criteria that that is the students' readiness in preparing various learning tools (69%), students' ability to re-explain the material learned (70%), students' spirit in participating the discussion and presentation session (71%), students' ability to express their opinions during discussion and presentation (71%) as well as students' adherence in working and collecting tasks (72%).

Questionnaire data, in addition to observation during the teaching and learning process, at the end of the cycle, students fill out the learning motivation questionnaire. The following is the analysis result of the student's learning motivation questionnaire that has been divided in end of cycle I.

The table 4 belom shows that based on the results of the questionnaire analysis of accounting learning motivation in the cycle 1, there are some indicators that have not reached the minimum criteria, which are resilient in facing difficulties (74%), quickly gets bored on routine tasks (73%) and adherence in doing and submitting the tasks (74%).

Table 4. Cycle 1 Accounting Learning Motivation Questionnaire Data

Indicator	Score
Diligent in facing the tasks	75%
Resilient in facing difficulties	74%
Interested in learning	77%
Preferably working independently	77%
Quickly gets bored on routine tasks	73%
Able to defend own's opinion	79%
Adherence in doing and submitting the tasks	74%
Average score	76%

Source: Processed Data (2016)

Test data, learning achievement of the Introduction to Accounting course with Think Pair Share (TPS) method can be seen from the value of pre test and post test conducted on each cycle. The following is the data of learning achievement in the Introduction to Accounting course in cycle I:

Table 5. Cycle 1 Accounting Learning Achievement Test Results

	Cycle I	
Average Score	Pre Test	Post Test
	68,86	76,71

Source: Processed Data (2016)

The table above shows that the student's average score by using Think Pair Share (TPS) method has increased from 68.86 to 76.71. Reflection is done after the action result is found in cycle I. Based on the research finding on the cycle I it was found that there are some indicators of learning motivation that has not been optimal so it needs some improvements for the cycle II. Based on the researchers' observation result in the cycle 1, there are some things that can be used as materials for reflection, which are: (1) there are students who are not pleased to be paired with other student

when the division of pairs in the study group; (2) there are some students who are less serious in the process of discussion and chatting outside of the learning materials, (3) when filling the questionnaire of learning motivation at the end of the cycle 1, there are still some students who are not confident in filling in the questionnaire.

Based on the shortcomings in the cycle 1, the improvement plan made for cycle II is as follows: (1) explain to the students that the students should not be picky for the pair selection, to develop the students ability to cooperate with various characters of their partner in the learning process; (2) scold the students who chatted outside the learning materials and reminded not to repeat it again so that the learning process can run smoothly; (3) explain to the students that the questionnaire is only for research purposes and motivate the students to fill the questionnaire according to their actual condition.

The research finding on cycle II were conducted on November 6th, 2016 with the material "Jurnal Khusus Perusahaan Dagang". As for the implementation steps of the cycle II are as follows: (1) Planning, after the reflection on the cycle 1, research planning is conducted that is improving the learning in cycle I. Research preparation in cycle II is not different from cycle I, starting with making Course Unit (SAP), learning materials, pre test and post test questions, preparing research instruments including observation sheets and questionnaires, and the facilities and infrastructure needed for the research; (2) implementation of action, implementation of action in cycle I is based on SAP which has been prepared in the planning phase. In cycle I, the implementation of the action is done in one meeting with the material "Trade Company Accounting Cycle-Inventory Listing Method".

The implementation of the action in cycle II is as follows: (a) the initial activity begins with aperception about the transaction recording into a specific journal material and provide explanation to the student about the

learning method used is the Think Pair Share (TPS) cooperative learning method. (b) core activities, including: dividing the students into study groups, students are given the problem to think about the answer for awhile (Think) for 15 minutes, students are asked to discuss with their partner to solve the given problem (Pair) for 30 minutes, after discussion with their partner, representative of each group are asked to present the results of the discussion (Share) for 30 minutes. (3) final activities, consisting of: discussing the material that has been discussed and presented by the students and concluding the learning materials, informing the learning material that will be discussed at the next meeting, and the students fill out the questionnaire.

Table 6. Cycle 2 Student's Learning Motivation Observation Data

Indicator	Score
Dilligent in facing the tasks	83%
Resilient in facing the difficulties	78%
Interested in learning	88%
	84%
Preferably working independently	75%
Quickly gets bored on routine tasks	86%
	82%
Able to defend own's opinion	78%
	75%
Adherence in doing and submitting the tasks	76%
Average Score	80%

Source: Processed Data (2016)

Observation is the last activity in the Cycle II, this activity consists of: observation data, based on the observation result during the learning process in cycle II by using Think Pair Share (TPS) learning method, the obtained data of students' accounting learning motivation are as follows: observation data, questionnaires data and test data. Based on the observations result during the learning process in cycle II by using the Think Pair Share (TPS) learning method, the obtained

data of students' acccounting learning method is as above.

Based on the observation result in Table 6, it is found that each learning motivation indicator has reached the minimum criterion that is 75% and the average score of accounting learning motivation has increased from 72% to 80%. There are some indicators of learning motivation that have minimal scores compared to other indicators, although it has reached the minimum criteria, which is preferably working independently (75%), able to defend one's opinion (76%) and adherence and submitting the task. (76%).

The following Questionnaire data is the result of the study motivation questionnaire analysis that has been distributed at the end of cycle 2:

Table 7. Cycle 2 Accounting Learning Mehod Questionnaire Data

Indicator	Score
Dilligent in facing the tasks	78%
Resilient in facing the difficulties	78%
Interested in learning	81%
Preferably working independently	79%
Quickly gets bored on routine task	83%
Able to defend own's opinion	79%
Adherence in doing and submitting the tasks	78%
Average score	79%

Source: Processed Data (2016)

The table above shows that based on the results of the questionnaire analysis of accounting learning motivation in cycle 2, all indicators have reached the expected minimum criterion that is 75%. In addition, the average score also experienced an increase from 76% to 79%

Test data, learning achievement in Introduction to Accounting course with Think Pair Share (TPS) method can be seen from the value of pre test and post test conducted on each cycle. The following is the data of learning

achievement in Introduction to Accounting course in cycle 2:

Tabel 8. Cycle 2 Students' Accounting Learning Achievement Tes Result

	Cycle I	
	Pre Test	Post Test
Average score		
	79,86	84,86

Source: Processed Primary Data (2016)

The table above shows that the average score of students by using Think Pair Share (TPS) method has increased from 79.86 to 84.86. Reflection showed the cycle 2 research result illustrates an increase in students' accounting learning motivation indicator. The planned improvement in accordance with the cycle I research results can be implemented well in cycle 2, this shows that students have started to adjust to the teaching methods that have been applied during the learning process.

This research is a classroom action research which is motivated by the existence of learning achievement problem of Accounting Study Program students, which not yet optimal. This can be influenced by several factors , one of them is student's learning motivation and teaching method applied by lecturer. Based on the result of students' evaluation sheet to lecturer, one of the input from the students is the more varied learning method to better motivate the students in the learning process.

Think Pair Share (TPS) learning method is one of cooperative learning method which is expected to increase students learning motivation and learning achievement especially in Introduction to Accounting I. This research is conducted in two cycles, the stages in each cycle include planning, action implementation, observation and reflection. The result of the research on the cycle 1 and cycle 2 shows an increase in accounting learning motivation and learning achievement. Here is a comparative data of learning motivation and learning achievement in the cycle 1 and cycle 1. Here is a comparison of research results in cycle 1

and cycle 2:

Tabel 9. Accounting Learning Motivation Observation Score Comparison

Indicator	Score			Improvement	
	Pre	Cy-cle 1	Cycle 2	Pre-1	1-2
Dilligently facing the tasks	73%	75%	83%	2%	8%
Resilient in facing the difficulties	68%	72%	78%	4%	6%
Interested in learning	64%	69%	86%	5%	17%
Preferably working independently	66%	70%	75%	4%	5%
Quickly gets bored on routine tasks	68%	73%	84%	6%	10%
Able to defend own's opinion	67%	73%	77%	6%	3%
Adherence in doing and submitting the tasks	67%	72%	76%	5%	4%
Average score	67%	72%	80%	5%	8%

Source: Processed Data (2016)

The table above can be seen comparison of motivation score learning pre-cycle accounting, cycle I and cycle II. Increase the average score of learning motivation before the implementation of action and after implementation of action in the first cycle of 5% while the average score of learning motivation from cycle I to cycle II of 8%. If viewed per indicator, the most significant increase is 17% namely the indicators have an interest in learning. This shows that after the implementation of learning methods Think Pair Share (TPS) students are increasingly motivated in teaching and learning activities. In detail the increase in motivation to learn can be seen through the following graph:

In the table above, it can be seen the comparison of accounting learning motivation in pre-cycle, cycle 1, and cycle 2. Average score increase of learning motivation before the action implementation and after action implementation in the first cycle is 5% while

the average score increase of learning motivation from cycle 1 to cycle 2 is 8%. If it viewed per indicator, the most significant increase is 17% that is on Interested in learning indicators. This shows that after the implementation of Think Pair Share (TPS) learning method, students are increasingly motivated in teaching and learning activities. In detail, the increase of learning motivation can be seen in the following chart:
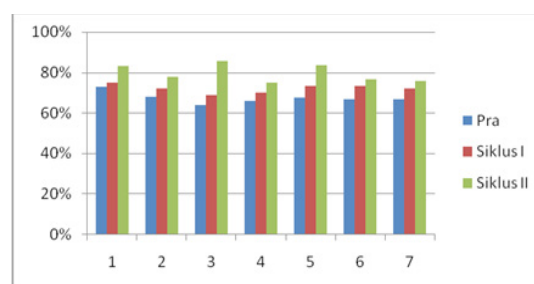

Figure 1. Accounting Learning Motivation Observation Score Comparison

Table 10. Questionnaire-based Accounting Learning Motivation Score Comparison

Indicator	Cycle 1	Cycle 2	Improvement
Dilligently facing the tasks	75%	78%	3%
Resilient in facing the difficulties	74%	78%	4%
Interested in learning	77%	81%	4%
Preferably working independently	77%	79%	2%
Quickly gets bored on routine tasks	75%	83%	8%
Able to defend own's opinion	79%	79%	0%
Adherence in doing and submitting the tasks	74%	78%	4%
Average score	76%	79%	4%

Source: Processed Data (2016)

The table above shows an increase in the accounting learning motivation based on questionnaires distributed to students. The average score increased by 4%. The highest increase indicator is quickly gets bored on routine task, by 8% in increase, it shows by applying of Think Pair Share method (TPS),

students are more eager in learning process and more motivated in completing the tasks of Introduction to Accounting course because students can discuss in completing the task.

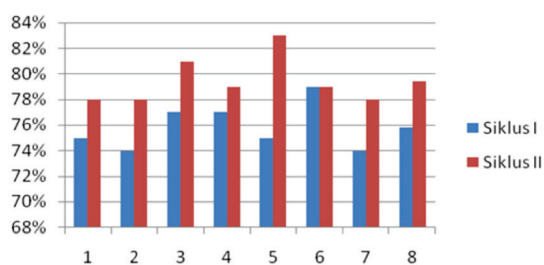In detail, the increase in learning motivation based on questionnaire can be seen through the following chart:

Figure 2. Questionnaire-based Accounting Learning Motivation Score Comparison

The Implementation of Think Pair Share (TPS) learning method also can increase students' learning achievement in Introduction to Accounting course I, it can be seen from the average of pre test and post test of students in the first cycle, increased from 68.86 to 76.71. In cycle II, it also increased from 79.86 to 84.86. In addition, the increase in students' achievement, it can also be seen from the percentage of the value of> 70 in the first cycle, by 74% of the number of students, increased to 100%. The learning achievement improved because students are more motivated in teaching and learning process. Students are more serious in solving problems, tasks and active during the learning process.

CONCLUSION

Based on the observation in cycle 1 and 2, it can be concluded that the application of Think Pair Share (TPS) learning method can improve the Accounting Study Motivation of Accounting Study Program Students in the academic year 2016/2017. The increase in learning motivation can be seen from the increase of score percentage of Learning Motivation obtained through observation by using the observation sheet. Before the action implementation, the obtained a score is 67%,

in the first cycle increased to 72% and in the second cycle increased again to 80%. In addition, based on questionnaires distributed to students, there was also an increase in the score of Accounting Learning Motivation where the score in the first cycle which is 76%, increased to 79%.

The implementation of Think Pair Share (TPS) can improve Learning Achievement Accounting Study Program Students' in the Academic Year 2016/2017. The improvement of students' achievement can be seen from students' pre test and post test score. In cycle I, the student's pre test and post test score has increased from 68.86 to 76.71 while in the second cycle the student's pre test and post test score has increased from 79.86 to 84.86.

This study can not provide an opportunity for all study groups to present the results of the discussion because of the limited time of research, so that further research can provide an opportunity for all study groups to present the results of group discussions. Observations in this study focus on the overall condition of the class without conveying the condition of each student, further research is expected to be able to monitor each student.

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