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The Think Pair Share (TPS) Learning Model Is An Effort To Increase Motivation For Success and Learning Outcomes of Students of The Faculty Of Teacher Training And Education, Lambung Mangkurat University.

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ABSTRACT

This study aims to find out the think pair share learning model to increase motivation for success and student learning outcomes at the Faculty of Teacher Training and Education, Lambung Mangkurat University. The method used in this study is classroom action research with collaborative PTK types. The research subjects consisted of 70 students of Biology Education, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin who took entrepreneurship courses for the 2022 academic year (odd semester). Data collection techniques use interviews, observations, learning outcomes tests and online questionnaires for validity and reliability tests. Data analysis uses descriptive analysis techniques, normality tests, data linearity tests and hypothesis testing (simple linear regression, t test). Based on the results of the study, it was concluded from cycles I and II that there was an increase in motivation from the success of the Think Pair Share (TPS) model by 69.88%, which is still quite good. The success of the Think Pair Share (TPS) model which is applied in improving student learning outcomes consisting of 2 cycles is carried out in accordance with research procedures, namely, planning, implementation, observation and reflection so that there is an increase of 11.09% which is still very low.

Keywords: TPS Model, Motivation For Success, Learning Outcomes

Model Pembelajaran Think Pair Share (TPS) Merupakan Upaya Meningkatkan Motivasi Keberhasilan dan Hasil Belajar Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Lambung Mangkurat.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui model pembelajaran think pair share untuk meningkatkan motivasi sukses dan hasil belajar mahasiswa di Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas dengan jenis PTK kolaboratif. Subjek penelitian terdiri dari 70 mahasiswa Pendidikan Biologi Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat, Banjarmasin yang mengambil mata kuliah kewirausahaan tahun akademik 2022 (semester ganjil). Teknik pengumpulan data menggunakan wawancara, observasi, tes hasil belajar dan angket online untuk uji validitas dan reliabilitas. Analisis data menggunakan teknik analisis deskriptif, uji normalitas, uji linieritas data dan pengujian hipotesis (regresi linier sederhana, uji t). Berdasarkan hasil penelitian disimpulkan dari siklus I dan II terdapat peningkatan motivasi dari keberhasilan model Think Pair Share (TPS) sebesar 69,88%, yang masih cukup baik. Keberhasilan model Think Pair Share (TPS) yang diterapkan dalam peningkatan hasil belajar siswa yang terdiri dari 2 siklus dilakukan sesuai dengan prosedur penelitian yaitu, perencanaan, pelaksanaan, observasi dan refleksi sehingga terjadi peningkatan sebesar 11,09% yang masih sangat rendah.

Keywords: Model TPS, Motivasi untuk Sukses, Hasil Belajar

INTRODUCTION

Education is one of the important things for human life. Every human being has the right to obtain a proper education in accordance with the abilities and developments of the times. Learning outcomes can be classified into three, namely efficiency effectiveness and attractiveness. So, learning outcomes are reflection of the success or achievement of learning objectives contained in the learning process whose content standards have been determined by the government, then education has a very strategic role in improving the quality of human resources and efforts to realize the ideals of the Indonesian nation in realizing general welfare and educating the nation's life. Meanwhile, in Law No. 20 of 2003, article 5 paragraph 1 contains that every citizen has the same right to obtain a quality education. Law No.32 of 2013 Article 19 paragraph 1 The Learning Process in educational units is held interactively, inspiringly, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of Students (UURI Number 20 of 2003 concerning the National Education System) (Febnasari et al., 2019).

Education functions to develop motivation, cooperation and learning outcomes for students. Because students are not empty glasses that must be filled from the outside, students already have something, little or much has developed (actualized)(Anitasari & Purworejo, 2018). Efforts to achieve the desired educational goals are many learning methods applied to the educational environment, especially for education that aims to increase the motivation of a student. In a way teachers / lecturers must master teaching techniques or teaching methods in order to get satisfactory learning results. However, not everything used has a positive impact on the learning patterns of the learners faced. As is known, students are lazy to participate in lectures because the class is noisy and lazy to do college assignments because there are always many assignments, doing assignments when they are going to attend lectures only so that they feel saturated. This is also because students have bad attitudes and habits such as not preparing well in attending lectures, such as not having studied lecture notes in the previous week and not studying the lecture materials to be discussed. In addition, students like to delay time in doing assignments, when the assignments will be collected, then they are busy looking for the assignment in a hurry and some even make assignments in class (Gusniwilda et al., 2016). By realizing the learning process and optimal learning outcomes, an outstanding and more insightful

character is formed. For this reason, motivation is needed that can build the character of students in the learning they receive. The character in question is that the student has the will and curiosity towards something in order to cause motivation in himself in learning something he is new to or is learning (Sumarsya, Cici Veronika and Ahmad, 2020).

Based on the problems that occurred in the field, the results of observations made by researchers on FKIP students of Lambung Mangkurat University of Biology Education, Sociology Education and History Education study programs. There are several problems, namely the low sense of perseverance of students in facing assignments, no tenacity in difficulties, lack of interest in following the learning process only a few of the many students who respond such as drowsiness, playing cellphones, playing hair and lethargy, students also depend on friends when given assignments by lecturers. When asked if they have the motivation to succeed in learning outcomes, students enthusiastically replied that they have motivation, but the reality is that there are still many students who have low motivation and even have almost no effort and lack of hard work, tend not to attach importance to good learning outcomes. After the midterm exam was conducted on October 25,26,27, 2022. From the data obtained, students have scores below the minimum completion criteria (KKM). Because there is no readiness to take the midterm exam.

Taking into account the above various problems, efforts to find solutions in order to create active and pleasant classroom conditions. The learning process is inseparable from the learning model. Learning models that will stimulate students' interest and understanding of the theory presented in connection with it, the learning model is an approach to get around changes in student behavior adaptively and generatively, and the learning model is closely related to the learning style of students and the teaching style of teachers which is often known as the style of learning and teaching (Hanafiah & Suhana, 2009). Similarly, other experts suggest that the learning model is a procedural conceptual framework that is systematically based on theory and is used in organizing the teaching-learning process to achieve learning goals. The learning model is related to the selection of strategies and the creation of method structures, skills, and activities of learners who have stages (syntax) in learning (Sani, 2013) in (Siregat, 2021). In addition, teachers must master the material well, teachers / lecturers must use innovative learning methods because they must give color and other interesting models to each teaching activity in the classroom while still being guided by the learning

objectives that have been previously outlined. Through student activity and cooperation, it is hoped that student learning achievement will increase. One way to develop student competence in cooperation is through cooperative learning focusing on the use of a small group of students to work together in maximizing learning conditions in order to achieve learning goals (Ramadan et al., 2015). One of the learning models that can improve student motivation and learning outcomes is the Think Pair Share (TPS) cooperative learning model. The reason for using the learning model was chosen because it involves the activities of all students in groups, changing the learning style of students in the classroom, students learning together and sharing ideas with each other and giving each student the opportunity to speak in class. From these learning activities, students try to be curious about things they don't know yet. With this curiosity, students will continue to dig for information so that with this process they will be able to develop their psyche and move students to be motivated in learning. With high learning motivation, it will improve student learning outcomes (Yulianingsih et al., 2017).

From the discussion above, there is a think pair share (Tps) learning model to increase motivation for success and increase effective learning outcomes for a person / student so that they know the direction of learning. The TPS type cooperative model is one of the effective learnings to create variations in the atmosphere of class discussion patterns by giving students more time to construct and discuss ideas freely and share information with other friends. To achieve success in learning, it is important for researchers to study in depth the Think Pair Share Model to Increase Motivation for Success and Student Learning Outcomes.

RESEARCH METHODS

The method used in this study is classroom action research with collaborative PTK types. The research subjects consisted of 70 students of Biology Education, Faculty of Teacher Training and Education, University of Lambung Mangkurat Banjarmasin who took entrepreneurship courses for the 2022 academic year (odd semester). Data collection techniques use learning outcomes tests and online questionnaires for validity and reliability tests. Data analysis uses descriptive analysis techniques, normality tests, data linearity tests and hypothesis testing (simple linear regression, t test).

RESULT & DISCUSSION

One of the learning models that can improve student motivation and learning outcomes is the Think Pair Share (TPS) cooperative learning model. Think-Pair-Share is a cooperative learning technique first proposed by Frank Lyman in 1981. This technique contains three steps, namely think, Pair, and share (Slone & Mitchell, 2014: 102) (Wijaya, 2021).

According to Gary (1995: 68) motivation is a mental state and mental attitude of the human being that energizes, encourages activities or movements and leads or channels behavior towards achieving needs that give satisfaction or reduce dissatisfaction (Genoveva, 2021). The motivational indicators are 1) Perseverance in facing tasks 2) Tenacious in facing difficulties, 3) Showing interest in lessons, 4) Prefer to work independently, 5) Be able to maintain his opinion, 6) Be happy to find and solve problems with problems.

Learning outcomes according to Dick and Reiser (in Nasution, 1999: 56) are the abilities that students have as learning activities. In essence, learning outcomes which are the last product of learning are changes in a person expressed in certain forms of behavior (Sipayung, 2018). The following are the results of the implementation of the TPS method in cycles I and II where in cycle I students (objects) are not given model TPS treatment and run as usual while in cycle II objects have been given the treatment of the TPS model where students are given directions to determine and form their own groups and then formulate together the material taught and given the opportunity to convey the results of their discussion in groups so that the data below can be seen the results of cycles I and II on the questionnaires distributed in the research sample are as follows.

Table 1. Result of Cycle and II Questionnaires

No	Observed aspects	Cycle 1	Cycle 2
	TPS		
1	Think	1821	1850
2	Pair	1597	1712
3	Share	1370	1500
	Motivation		
4	Perseverance in the face of the task	1165	1184
5	Tenacious in the face of adversity	967	1071
6	Have an interest in lessons	1075	1087
7	Prefer to work independently	810	1007
8	Can defend opinions	980	992
9	Love to find and solve problems	1348	1359
Sum		11.133	11.762
Average		1237	1306,89
Increased		69,88888889	
Percentage		69,88%	

Sumber: data processed excel, Tahun 2023

Efforts have been made by researchers and lecturers in increasing motivation for success (Education) of the Biology Education study program FKIP ULM Banjarmasin by using the think pair share learning model. The think pair share learning model is the entire learning component that requires students to work together in a paired way of thinking and sharing from the material presented to achieve goals. From think pair share learning, learning is expected to be more active during learning activities, so that students feel less bored, fun, and interested in receiving the learning material to be discussed. This discussion on the think pair share learning model can help students think and generate ideas in following the learning process.

From table 1.1 can be seen the scores on each indicator of the TPS Model and Motivation for Success. The number of scores in cycle I reached 11,133 and cycle II 11,762 with an average score of 1,237 in cycle I and an average in cycle II of 1306.89 and an increase of 69.88% in the category is quite good

The following are the results of the implementation of the TPS method against motivation for success in siklus I and II where in cycle I students (objects) are not given TPS model treatment and run as usual while in cycle II the object has been given the treatment of the TPS model where students are given directions to determine and form their own groups and then formulate together the material taught and given the opportunity to convey the results of their discussions in

groups so that the data below can be seen the results of cycles I and II student learning outcomes on the final test scores. The study sample is as follows.

Table 2 Learning Outcomes Data Cycle I and II

No	Name	Cycle 1	Cycle 2
1	Ahmad Muhaimin	45	30
2	Aida Dwi Agnes Andriani	37	33
3	Akhmad Nur Hakim	33	49
4	Andina Wahyuni	39	35
5	Annisa Fitriani Azzahra	41	42
6	Arfa Veni Audia	44	47
7	Aulia Irmayanti	27	48
8	Ayu Wulandari	43	54
9	Dayana Widhi Mega Sari	31	49
10	Dhiya Abidah Luthfiyana	47	81
11	ELYA AGUSTINA	39	54
12	Gilang Tri Atmaja	41	55
13	Hafizah	42	90
14	Isfan Oktapianur	41	73
15	JAINAB	39	53
16	Jihan Azmi	36	30
17	Kania Nabilah Putri	56	49
18	Khairunnisa	41	36
19	Khayatun Khasanah	42	42
20	Lisa apsara	43	67
21	M. Rizki Aidil Fitri	41	62
22	Majidah Annisa	31	50
23	Marniyanti	37	43
24	Meliana Widyanor	40	36
25	Muhammad Hafizh Azhari	49	59
26	Muhammad Ilham Setiyawan Muhammad Jolianda Saputra	45	50
27	Dalambide	44	40
28	Muhammad Nazhief Ramadan	43	39

29	Muhammad Radhin Billah	31	56
30	Muhammad Rendy Fathurrahman	43	55
31	Muhammad Rifqy Febrian	39	43
32	Nabella Princess Rama Safitri	43	59
33	Nadela Rahmi	40	56
34	Nazula Afifah	41	61
35	Nisrina Nurhijriani	46	61
36	Nisvie Nur Salsabilla	45	39
37	Noor Fithri Agustina	41	47
38	Norhafizah	41	60
39	Novi Apriani Maulida	31	39
40	Novia Auliyani	31	60
41	Novita Rahmayanti	56	48
42	Nur Azizah	45	76
43	Nurmiati	37	0
44	Nurmina	46	51
45	Pramesti Diah Sulistyia Maharani	47	54
46	Puspa Yulyana	31	56
47	Princess Stephani Simbolon	44	41
48	Princess Wulandari	39	57
49	Rabiatul Adawiyah	42	57
50	Rahmah Maulida	47	63
51	Rahmawati	37	41
52	Rany Masriana Pandiangan	53	74
53	Rif'atul Mahmudah	29	61
54	Rini Salma Nabila	45	55
55	Rudiah Damayanti	43	62
56	Saajidah	47	35
57	SABRINA MUNIRAH	49	61
58	Salma Nida Ulanhar	44	58
59	Siti Nadzifah Zuhrah	50	49
60	Sri Ayu Wahyuni	45	53
61	Sulistiani	46	45
62	Sharifah	37	73

63	Ulfi Khairulli Umah	32	46
64	Upik Ambarwati	37	74
65	Vicky Rivaldi Lubis	41	48
66	Yuli	24	49
67	Yuliana Norrahma Sari	47	57
68	Yulina Safitri	37	57
69	Zahra Anindya Princess Slamet	46	51
70	Zulfa Nadiya	37	61
Sum		2869	3645
Average		40,98571	52,071429
Percentage		40,98%	52,07%
Increased		11,09%	

Sumber: data processed excel, Tahun 2023

CONCLUSION

Motivation for success (Education) From the results of the study can be inferred from table 4.47 can be seen the scores on each indicator of the TPS Model and Motivation for Success. The number of scores in cycle I reached 11,133 and cycle II 11,762 with an average score of 1,237 in cycle I and an average in cycle II of 1306.89 so that it increased by 69.88%. So that H1 is accepted which means the TPS model can increase motivation for success.

Student learning outcomes in cycles I and II are still very low from the results of the tests carried out, at the end of cycle I and cycle II. From table 4.48, it can be seen that the score of the number of student learning outcomes scores in cycle I reached 2869 and cycle II reached 3645 with an average of 40.98571 in cycle I and in cycle II 52.071429 or in cycle I 40.98% and in cycle II 52.07% so that it experienced an increase of 11.09%. In the application of the TPS model to improve student learning outcomes was still unsuccessful but due to time constraints and the learning process ended on December 21, researchers only used 2 cycles. So, it can be concluded that H1 is accepted which means that the TPS (X1) learning model can improve student learning outcomes (Y2). For other researchers, it is hoped that it can be a reference and comparison material for

subsequent researchers and can add insight and knowledge about the application of the TPS Model to Improve Student Learning Outcomes.

The limitation of this research is that the time and cost do not allow to continue to the next cycle even though it will be very important if it is continued. The advice given by researchers on similar research is that it should research more deeply and not stop at 2 cycles.

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