

ABSTRAK

Anisa Fujayanti (2107220017) “Pengaruh Model Pembelajaran Kooperatif tipe *Think Pair Share* Terhadap Hasil Belajar Siswa di SMK Negeri 1 Banjar (Studi Quasi Eksperimen pada Materi Akuntansi Perusahaan Jasa di Kelas X Akuntansi)”. Penulis skripsi ini dibawah bimbingan Ibu Ilah, S.Pd., M.Pd selaku pembimbing I dan Ibu Dedeh, S.Pd., M.Pd selaku pembimbing II.

Rendahnya hasil belajar siswa merupakan masalah dalam penelitian ini, karena proses pembelajaran belum sepenuhnya melibatkan siswa secara aktif sehingga pemahaman terhadap materi yang dipelajari belum optimal. Oleh karena itu, diperlukan model pembelajaran yang mampu mendorong keterlibatan aktif siswa dalam proses pembelajaran. Penulis berasumsi bahwa penerapan model pembelajaran kooperatif tipe *Think Pair Share* dapat meningkatkan hasil belajar siswa. Adapun tujuan penelitian ini adalah untuk mengetahui: 1) Perbedaan hasil belajar siswa pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) yang menggunakan model pembelajaran kooperatif tipe *Think Pair Share* di kelas eksperimen. 2) Perbedaan hasil belajar siswa pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) yang menggunakan metode pembelajaran konvensional di kelas kontrol. 3) Perbedaan hasil belajar siswa pada pengukuran akhir (*posttest*) yang menggunakan model pembelajaran kooperatif tipe *Think Pair Share* dengan yang menggunakan metode konvensional. Metode penelitian yang digunakan yaitu metode eksperimen dengan desain *Nonequivalent Control Group Design*.

Penelitian ini menghasilkan beberapa kesimpulan sebagai berikut: 1) Terdapat perbedaan hasil belajar siswa pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) yang menggunakan model pembelajaran kooperatif tipe *Think Pair Share* di kelas eksperimen. 2) Terdapat perbedaan hasil belajar siswa pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) yang menggunakan metode pembelajaran konvensional di kelas kontrol. 3) Terdapat perbedaan hasil belajar siswa pada pengukuran akhir (*posttest*) yang menggunakan model pembelajaran kooperatif tipe *Think Pair Share* dengan yang menggunakan metode konvensional.

Kata Kunci: Model Pembelajaran Kooperatif tipe *Think Pair Share*, Hasil Belajar

ABSTRACT

Anisa Fujayanti (2107220017), “*The Effect of the Think Pair Share Cooperative Learning Model on Student Learning Outcomes at SMK Negeri 1 Banjar (A Quasi-Experimental Study on Service Company Accounting Material in Grade 10 Accounting Classes)*”. This undergraduate thesis was written under the supervision of Mrs. Ilah, S.Pd., M.Pd as Supervisor I and Mrs. Dedeh, S.Pd., M.Pd as Supervisor II.

The low student learning outcomes are the problem addressed in this study because the learning process has not fully involved students actively, resulting in less than optimal understanding of the material being studied. Therefore, a learning model that can encourage students' active participation in the learning process is needed. The author assumes that implementing the Think Pair Share cooperative learning model can improve student learning outcomes. The objectives of this study are to determine: 1) The differences in student learning outcomes between the initial assessment (pretest) and the final assessment (posttest) using the Think Pair Share cooperative learning model in the experimental class. 2) The differences in student learning outcomes between the initial assessment (pretest) and the final assessment (posttest) using the conventional learning method in the control class. 3) The differences in student learning outcomes on the final assessment (posttest) between those taught using the Think Pair Share cooperative learning model and those taught using the conventional method. The research method employed was an experimental method using a Nonequivalent Control Group Design.

This study produced the following conclusions: 1) There was a difference in student learning outcomes between the initial assessment (pretest) and the final assessment (posttest) among students taught using the Think Pair Share cooperative learning model in the experimental class. 2) There was a difference in student learning outcomes between the initial assessment (pretest) and the final assessment (posttest) among students taught using the conventional learning method in the control class. 3) There was a difference in student learning outcomes on the final assessment (posttest) between students taught using the Think Pair Share cooperative learning model and those taught using the conventional method.

Keywords: *Think Pair Share Cooperative Learning Model, Learning Outcomes*