

Think Pair Share Cooperative Learning and Changes in Student Learning Motivation in Secondary Education

Amalia Ramadani*, Muhammad Yany, Sandi

Education, Universitas Muhammadiyah Bone, Bone, 92716, Indonesia

Abstract

This study investigates the effect of applying the Think Pair Share (TPS) type of cooperative learning model on students' learning motivation. This study employs a quantitative approach with a pre-experimental design using the One Group Pretest-Posttest Design. The sample consisted of 46 eighth-grade students of SMP Al-Islam Wellulang, determined through a saturated sampling technique. Data were collected using a learning motivation questionnaire and analyzed through descriptive and inferential statistics, including the Shapiro-Wilk normality test and the Wilcoxon Signed Rank Test. The results show that students' learning motivation before treatment was in the moderate category with a mean score of 43.60, while after the implementation of the Think Pair Share model the mean score increased to 81.55, which falls into the high category. The Wilcoxon Signed Rank Test produced a significance value below 0.05, indicating a significant difference between the pretest and posttest scores. The findings of this study suggest that the cooperative learning model of the Think Pair Share type effectively enhances students' learning motivation by encouraging independent thinking, paired discussion, and whole-class sharing, thereby creating a more active, interactive, and student-centered learning atmosphere.

Keywords: Think Pair Share; Cooperative Learning; Learning Motivation; Pre-Experimental Design

1. Introduction

Learning motivation is a fundamental factor in determining the quality of the learning process and outcomes. Without adequate motivation, students tend to follow learning passively, show little learning initiative, and lack a strong drive to understand the material in depth, since learning motivation is an internal factor that greatly determines learning success (Rahman, 2021). Students' low learning motivation is often influenced by learning models that provide little room for active student participation. Learning that is still dominated by lecture methods and teacher-centered approaches causes students to become passive and less engaged in the learning process, which is inconsistent with the cognitive and affective developmental needs of junior high school students, who require thinking activities, discussion, and social interaction in learning.

Based on initial observations at SMP Al-Islam Wellulang, particularly among eighth-grade students, indications of low student learning motivation were found, reflected in a lack of enthusiasm, low attention to the teacher's explanations, minimal participation in question-and-answer activities, and students' reluctance to express opinions or ask questions when they had difficulty understanding the material. Some students tended to be passive and merely waited for the teacher's instructions without taking the initiative to be actively involved, so that learning interaction had not yet run optimally.

The Think Pair Share type of cooperative learning model is considered relevant for addressing this problem because it gives students the opportunity to think, discuss, and interact in a structured way during the learning process. This model emphasizes three main stages, namely thinking individually (think), discussing with a partner (pair), and sharing the discussion results with the class (share) (Rianingsih, 2019; Ruslan & Mustapa, 2023). A number of previous studies show that the implementation of this model can improve students' motivation and learning outcomes, although most

* Corresponding author.

E-mail address: amaliamadani2020@gmail.com (Amalia Ramadani)

studies focus more on improving cognitive learning outcomes and concept understanding (Kamil et al., 2021; Sururoh & Setyosari, 2018), while the mechanism linking each stage of Think Pair Share to the strengthening of affective learning motivation is still relatively limited and has not been explained in depth and in an integrated manner.

Learning motivation itself is an internal and external drive that causes a person to want to learn, sustain learning activities, and direct learning behavior toward a particular goal (Febrita & Ulfah, 2019). The Think Pair Share model invites students to take an active role through a process of individual thinking, followed by paired discussion, and ending with sharing the discussion results with classmates (Rachmawati & Erwin, 2022), so that this student-centered learning process has the potential to increase engagement, self-confidence, and critical thinking skills, which ultimately affects the improvement of learning motivation. Nevertheless, cooperative learning theory in general has not explicitly described how social interaction within groups influences indicators of learning motivation such as interest, attention, engagement, and student persistence (Faristin & Ismanto, 2023; Hasanah, Z., & Himami, 2021).

Based on the description above, this study aims to analyze and determine the significant effect of implementing the Think Pair Share type of cooperative learning model on the learning motivation of eighth-grade students at SMP Al-Islam Wellulang. This study is expected to provide practical contributions for teachers in designing more interactive learning, as well as enriching the theoretical study of the role of the Think Pair Share type of cooperative learning model in improving student learning motivation.

2. Literature Review

2.1 Learning Motivation

Learning motivation is a state within an individual in the form of a drive to do something in order to achieve a goal (Rahman, 2021). Motivation is seen as a mental drive that moves and directs human behavior, including learning behavior, so that it contains the desire that activates, moves, channels, and directs an individual's attitudes and behavior in learning (Yogi Fernando, 2024). Learning motivation is also understood as an internal drive and driving force related to behavior as a result of an individual's experience and interaction with their environment, where the strength or weakness of motivation greatly determines the quality of the learning behavior displayed (Faristin & Ismanto, 2023). Thus, learning motivation can be concluded to be a drive from within students that moves, directs, and sustains learning behavior so that students actively engage in learning activities to achieve optimal learning outcomes.

The indicators of learning motivation used in this study include: 1) the presence of a desire and drive to succeed; 2) the presence of drive and need in learning; 3) the presence of hopes and future aspirations; 4) the presence of rewards in learning; 5) the presence of interesting activities in learning; and 6) the presence of a conducive learning environment (Faristin & Ismanto, 2023). Learning motivation is influenced by intrinsic and extrinsic motivation. Intrinsic motivation has a significant relationship with students' academic success, because intrinsically motivated students tend to be more active, persistent, and able to apply effective learning strategies, and are driven to participate voluntarily in learning activities (Faristin & Ismanto, 2023). Learning motivation is also influenced by classroom context and learning experiences that occur situationally, and tends to increase in face-to-face learning settings marked by increased interest, enthusiasm, and student engagement compared to online learning (Rahman, 2021).

2.2 Cooperative Learning Model: *Think Pair Share*

Learning is a process of interaction between students and teachers utilizing materials, methods, strategies, and learning resources within a learning environment, so that the effectiveness of learning depends on the interaction among these components (Anisa et al., 2020). The use of an appropriate learning model is one of the keys to the continuity and comfort of the learning process (Asrianti et al., 2024). The cooperative learning model itself is a model that involves students working together to achieve a common goal, which not only increases motivation and academic achievement, but also fosters students' self-confidence in socializing through mutual trust among peers (Hasanah, Z., & Himami, 2021). This model emphasizes cooperation in small groups, in which students interact, help, and support one another to achieve the goal of learning together while also developing academic and social skills as well as self-confidence (Ayuni & Hidayat, 2024; Fatimah et al., 2024).

Think Pair Share is one type of cooperative learning designed to influence students' patterns of interaction (Rianingsih, 2019), with the aim of transforming monotonous learning into something more effective and enjoyable by giving students time to think independently before discussing (Rukmini, 2020). This model gives students time to think and

formulate their own answers before sharing with their group members, so that students can develop a deeper understanding of the material (Nidya et al., 2024), while also providing more time for students to respond to and help one another (Ruslan & Mustapa, 2023). Operationally, this model is implemented through four steps, namely introduction (explanation of the rules and motivation), think (students think individually), pair (students discuss with a partner), and share (pairs present the discussion results to the whole class) (Hasri, 2021).

The advantages of the Think Pair Share model include improving student attendance and engagement, providing variation in the learning process, reducing students' tendency to feel bored, and strengthening social qualities such as sensitivity and tolerance, since students are required to cooperate, respect one another's opinions, and accept differing views in a sportsmanlike manner (Rukmini, 2020). This model also gives students more time to think, comment, express opinions, and build their participation and contribution within their group (Butar-butur & Appulembang, 2023). Nevertheless, this model has weaknesses, including that the learning process can be dominated by more prominent students, it requires relatively more time for in-depth discussion, and students risk becoming dependent on their partner when completing tasks.

2.3 Related Research

Research by (Lestari, 2020) shows that the implementation of the Think Pair Share type of cooperative learning model can improve learning motivation in financial accounting, with an increase in the learning motivation observation score of 11.30% and the questionnaire score of 9.93% between cycle I and cycle II. Research (Fatmawati & Agustini, 2024) also shows that the Think Pair Share model can effectively improve motivation in learning Islamic Religious Education. In line with this, (Sumarsya & Ahmad, 2020) state that the Think Pair Share type of cooperative model can increase students' motivation in learning. Research (Fauziah & Fadilah, 2025) found that this model affects student learning motivation in the Islamic Cultural History (SKI) subject by 40.3%, while the rest is influenced by other factors. Meanwhile, research by (Sururoh & Setyosari, 2018) shows a significant difference in concept understanding between students who learned through Think Pair Share and students who learned through cooperative learning without syntax, as well as an interaction between the learning model and learning motivation with respect to students' concept understanding. These various related studies strengthen the empirical basis that the Think Pair Share model has the potential to improve student learning motivation at various levels and in various subjects, although the context of its implementation at the junior high school level in social studies learning still requires further study.

2.4 Research Hypothesis

Based on the literature review above, the research hypotheses are formulated as follows: H₀, there is no significant effect of the Think Pair Share type of cooperative learning model on the learning motivation of eighth-grade students at SMP Al-Islam Wellulang; H₁, there is a significant effect of the Think Pair Share type of cooperative learning model on the learning motivation of eighth-grade students at SMP Al-Islam Wellulang.

3. Research Method

This study uses a quantitative approach with a pre-experimental research design, namely an approach that focuses on collecting and processing data in numerical form through the objective and planned measurement of variables in order to test hypotheses and analyze the relationships between variables with the help of statistical techniques (Sugiyono, 2020). The research design used is the One Group Pretest-Posttest Design, in which one group of subjects is given an initial test (pretest) to determine the baseline condition of learning motivation, then given a treatment in the form of implementing the Think Pair Share type of cooperative learning model, and subsequently given a final test (posttest) to determine the change in learning motivation after the treatment (Sugiyono, 2020). This research design is presented in Figure 1.

O1 X O2

Figure 1. One Group Pretest-Posttest Design Research Design

Source: (Sugiyono, 2020).

Note:

O1 = pretest result

X = treatment (implementation of the Think Pair Share model)

O2 = posttest result.

The research was conducted from February to May of the 2025/2026 academic year at SMP Al-Islam Wellulang, Wellulang Village, Amali District, Bone Regency, South Sulawesi Province. The research population consisted of all eighth-grade students, comprising classes VIII A and VIII B, with a total of 46 students. The research sample was determined using the saturated sampling technique, in which all members of the population were used as the sample, so that the total research sample was 46 students.

The independent variable in this study is the Think Pair Share type of cooperative learning model, implemented through three stages, namely think (students think independently about the given problem), pair (students discuss with a partner to talk through their ideas), and share (students present the discussion results to the class). The dependent variable in this study is learning motivation, namely the overall driving force from within the student as well as external factors that encourage learning activity in a conscious, directed, and sustained manner in order to achieve the learning objectives.

The instrument used was a closed questionnaire with a 1–5 Likert scale consisting of five response options, namely strongly agree, agree, somewhat disagree, disagree, and strongly disagree, along with documentation as supporting data.

The questionnaire was developed based on indicators of learning motivation, namely the desire and drive to succeed, the drive and need for learning, hopes and aspirations, rewards in learning, interesting activities, and a conducive environment (Faristin & Ismanto, 2023).

Next, inferential statistical analysis was conducted in the form of a normality test using Shapiro-Wilk with the help of SPSS Statistics version 26 to determine the type of hypothesis test to be used. If the data were normally distributed, the hypothesis test used the Paired Sample t-Test; if the data were not normally distributed, the nonparametric Wilcoxon Signed Rank Test was used, with the criterion that H_0 is rejected if the significance value is less than 0.05.

4. Results and Discussion

4.1 Research Results

The results of the descriptive statistical analysis show that, of the 46 students, the lowest pretest score was 30 and the highest was 57.14, with a mean score of 43.60, a median of 42.86, a mode of 37.14, and a standard deviation of 7.02, as presented in Table 3.

Table 2. Pretest Descriptive Statistics Data

Descriptive Statistic	Statistical Value
Number of Samples	46
Lowest Value	30
Highest Value	57,14
Average (Mean)	43,60
Range	27,14
Standard Deviation	7,02
Median	42,86
Mode	37,14

Source: IBM SPSS Statistics Version 26.

Based on the frequency distribution in Table 4, most students (58.7% or 27 students) were in the neutral category, while 41.3% or 19 students were in the disagree category, and no students were in the agree or strongly agree categories.

Table 3. Frequency Distribution and Percentage of Pre-Treatment Learning Motivation Results

Score	Percentage	Frequency	Category
81–100	0%	0	Strongly Agree
61–80	0%	0	Agree
41–60	58,7%	27	Neutral
21–40	41,3%	19	Disagree
0–20	0%	0	Strongly Disagree
Total	100%	46	-

Source: Researcher's processed data, 2026.

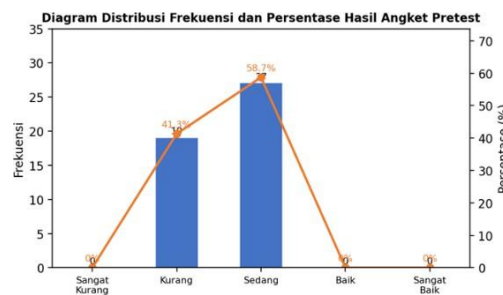


Figure 2. Diagram of Frequency Distribution and Percentage of Pretest Questionnaire Results

These results show that students' learning motivation before treatment was classified as moderate to relatively low, indicating that students did not yet have a strong learning drive and were not yet actively involved in learning.

4.2 Student Learning Motivation After Treatment (Posttest)

After being given treatment in the form of implementing the Think Pair Share type of cooperative learning model, the posttest results show a lowest score of 77.14 and a highest score of 87.14, with a mean of 81.55, a median of 81.43, a mode of 80, and a standard deviation of 3.02, as presented in Table 4.

Table 4. Posttest Descriptive Statistics Data

Descriptive Statistic	Statistical Value
Number of Samples	46
Lowest Value	77,14
Highest Value	87,14
Average (Mean)	81,55
Range	10
Standard Deviation	3,02
Median	81,43
Mode	80

Source: IBM SPSS Statistics Version 26.

The frequency distribution in Table 5 shows that 47.83% (24 students) were in the strongly agree category and 52.17% (22 students) were in the agree category, while no students were in the neutral, disagree, or strongly disagree categories.

Table 5. Frequency Distribution and Percentage of Post-Treatment Learning Motivation Results

Score	Percentage	Frequency	Category
81–100	52,17%	24	Strongly Agree
61–80	47,83%	22	Agree
41–60	0%	0	Neutral
21–40	0%	0	Disagree
0–20	0%	0	Strongly Disagree
Total	100%	46	-

Source: Researcher's processed data, 2026.

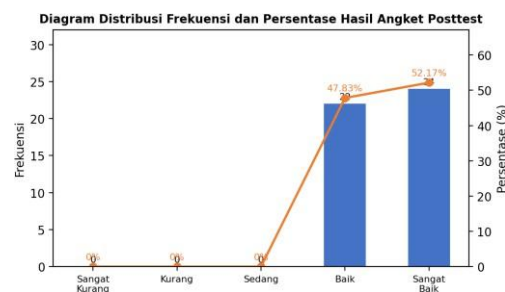


Figure 3. Diagram of Frequency Distribution and Percentage of Posttest Questionnaire Results

The smaller standard deviation compared to the pretest indicates that the variation in learning motivation among students became more homogeneous after the treatment was given.

4.3 Normality Test and Hypothesis Test

The normality test using Shapiro-Wilk shows that the significance value of the pretest data is 0.066 ($p > 0.05$), meaning the data are normally distributed, while the significance value of the posttest data is 0.003 ($p < 0.05$), meaning the data are not normally distributed, as presented in Table 6.

Table 6. Normality Test Results (Shapiro-Wilk)

Data	Statistic	df	Sig.
Pretest	0,954	46	0,066
Posttest	0,918	46	0,003

Source: SPSS-processed data, Version 26.

Because one of the data groups did not meet the assumption of normality, hypothesis testing was carried out using the nonparametric Wilcoxon Signed Rank Test. The test results in Table 8 show a Z value of -5.911 with a significance value (Asymp. Sig. 2-tailed) of 0.000 ($p < 0.05$), which means there is a significant difference between students' learning motivation before and after the implementation of the learning model.

Table 8. Wilcoxon Signed Rank Test Results

Statistic	Posttest–Pretest
Z	-5,911
Asymp. Sig. (2-tailed)	0,000

Source: SPSS-processed data, Version 26.

The Mean Ranks test results in Table 9 show that all 46 respondents experienced an increase in learning motivation (positive ranks = 46), with no respondents experiencing a decrease (negative ranks = 0).

Table 9. Mean Ranks Test Results

Category	N	Mean Rank	Sum of Ranks
Negative Ranks	0	0,00	0,00
Positive Ranks	46	23,50	1081,00
Ties	0	-	-
Total	46	-	-

Source: SPSS-processed data, Version 26.

Positive ranks = posttest > pretest.

Thus, the null hypothesis (H₀), which states that there is no effect of the Think Pair Share type of cooperative learning model on learning motivation, is rejected, while the alternative hypothesis (H₁) is accepted.

4.4 Discussion

The learning motivation measured in this study includes the desire and drive to succeed, the drive and need for learning, hopes and aspirations, rewards in learning, interesting activities, and a conducive learning environment, which reflect the internal and external aspects of students in learning as the overall driving force that gives rise to learning activities and directs those activities. Students' low learning motivation at the initial stage is in line with findings that, prior to the implementation of the cooperative learning model, students tended to be passive and showed little interest in learning (Kamil et al., 2021), which was influenced by conventional, teacher-centered learning processes that made students less interested in learning.

The implementation of the Think Pair Share model is able to increase social interaction and student engagement in learning through structured thinking and discussion activities. At the think stage, students are trained to think independently, thereby increasing awareness and intrinsic learning motivation. At the pair stage, paired discussion allows students to exchange ideas and increases their self-confidence and engagement through positive social interaction. At the share stage, the opportunity to express opinions in front of the class, accompanied by appreciation from the teacher and peers, also increases students' self-confidence and learning motivation (Sumarsya & Ahmad, 2020).

The increase in the mean learning motivation score from 43.60 to 81.55 reinforces the finding that the implementation of the Think Pair Share model can significantly increase students' learning motivation, and shows that this model is more effective than conventional learning because it actively involves students; the Think Pair Share model is able to improve various aspects of students' learning motivation. The significant hypothesis test results in this study are also consistent with findings that the Think Pair Share model has a significant effect on increasing student learning motivation.

During the learning process, students appeared more active, enthusiastic, and willing to express their opinions, so that interaction among students increased and the classroom atmosphere became livelier. This condition shows that the Think Pair Share model is able to create interactive, student-centered learning, in line with findings that this model is effective in increasing student engagement and learning motivation (Kamil et al., 2021). Thus, the implementation of the Think Pair Share type of cooperative learning model has a significant effect on increasing the learning motivation of eighth-grade students at SMP Al-Islam Wellulang, while also reinforcing previous findings that this model is one of the effective learning models for increasing student learning motivation.

5. Conclusion

Based on the research results and discussion, it can be concluded that the implementation of the Think Pair Share type of cooperative learning model has a significant effect on the learning motivation of eighth-grade students at SMP Al-Islam Wellulang. Students' learning motivation before treatment was in the moderate category with a mean score of 43.60, then increased to the high category with a mean score of 81.55 after the implementation of the model. The results of the Wilcoxon Signed Rank Test, with a significance value of 0.000 ($p < 0.05$), reinforce the conclusion that the Think Pair Share type of cooperative learning model is effective for increasing student learning motivation. Teachers are advised to optimize the implementation of this model on an ongoing basis and adapt it to classroom learning conditions in order to support a more optimal increase in student learning motivation.

6. Acknowledgements

The authors would like to express their gratitude to the supervising lecturers for the guidance, direction, input, and motivation provided during the process of preparing and completing this research. Thanks are also extended to the Economics Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bone, for the academic support and facilities provided during the implementation of the research. In addition, the authors would like to thank SMP Al-Islam Wellulang for granting permission, support, and cooperation throughout the research process. Appreciation is also extended to all parties who provided help and support so that this research could be completed successfully.

References

- Anisa, F. W., Fusilat, L. A., & Anggraini, I. T. (2020). Proses pembelajaran pada sekolah dasar. *Nusantara : Jurnal Pendidikan Dan Ilmu Sosial*, 2(1), 158–163.
- Asrianti, Haeril, & H. Sandi. (2024). Asrianti, Haeril, & H. Sandi. (2024). Pengaruh Model Pembelajaran Problem Based Instruction Dalam Meningkatkan Kemandirian Belajar Siswa Kelas Xi Upt Sma Negeri 16 Bone. *BEGIBUNG: Jurnal Penelitian Multidisiplin*, 2(3), 105–114. <https://doi.org/10.62667/be.BEGIBUNG: Jurnal Penelitian Multidisiplin>, 2(3), 105–114. <https://doi.org/10.62667/begibung.v2i3.117>
- Ayuni, F., & Hidayat, I. (2024). Implementasi Strategi Cooperative Learning Dalam Pembelajaran. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 4(3), 90–105.
- Butar-butur, W. Y., & Appulembang, O. D. (2023). Analisis Penggunaan Model Think Pair Share untuk Membangun Partisipasi Siswa dalam Pembelajaran Matematika Secara Daring. *Elips : Jurnal Pendidikan Matematika*, 4(1), 81–92.
- Faristin, V. A., & Ismanto, H. S. (2023). *Faktor-Faktor yang Mempengaruhi Motivasi Belajar Siswa SMA Factors Influencing High School Students' Learning Motivation*. 1(20), 125–153.
- Fatimah, N., Lolane, R., Poppy, S., Stephanie, A., & Sipayung, B. (2024). Penerapan Model Pembelajaran Kooperatif untuk Meningkatkan Kemampuan Siswa dalam Pembelajaran Drama di SMA Swasta Istiqlal Delitua. *Berkat : Jurnal Pendidikan Agama Dan Katolik*, 1(4), 75–87.
- Fatmawati, R., & Agustini, R. (2024). Meningkatkan Motivasi Belajar Pendidikan Agama Islam Melalui Model Kooperatif Tipe Think Pair Share. *Jurnal Pendidikan Islam*, 12(1), 951–968.
- Fauziah, H., & Fadilah, S. D. (2025). Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Terhadap Motivasi Belajar Siswa Pada Mata pelajaran SKI. *Jurnal Masagi*, 3(2), 104–109. <https://doi.org/10.37968/masagi.v3i2.901>
- Febrita, Y., & Ulfah, M. (2019). Peranan Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa. *Prosiding DPNPM Unindra*, 0812(2019), 181–188.
- Hasanah, Z., & Himami, A. S. (2021). Model pembelajaran kooperatif dalam menumbuhkan keaktifan belajar siswa. *Jurnal Studi Kemahasiswaan*, 1(1), 1–13.
- Hasri. (2021). Peningkatan Minat Belajar Siswa Melalui Penerapan Model Kooperatif Tipe Think Pair Share (TPS) pada Mata Pelajaran Matematika. *Jurnal Didaktika*, 10(2), 79–86.
- Kamil, V. R., Arief, D., & Miaz, Y. (2021). Pengaruh Penggunaan Model Pembelajaran Kooperatif Tipe Think Pair Share terhadap Motivasi dan Hasil Belajar Belajar Siswa Kelas VI. *Jurnal Basicedu*, 5(6), 6025–6033.
- Lestari, R. D. (2020). Implementasi Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan

- Motivasi Belajar Akuntansi Keuangan Implementation Of Cooperative Learning Model Type Think Pair Share To Improve Accounting Learning Motivation (Sudjana , 2017) mengung. *Jurnal Ilmi-Ilmu Sosial*, 17(2), 155–171.
- Nidya, A. P., Hadi, S., Indonesia, P. B., Wijaya, U., Surabaya, K., & Kupang, D. (2024). Efektivitas Model Pembelajaran Think Pair Share dalam Meningkatkan Pemahaman Siswa Terhadap Materi Ide Pokok dan Ide Pendukung Teks Deskripsi di Kelas IX-I SMP Negeri 13 Surabaya. *Pragmatik : Jurnal Rumpun Ilmu Bahasa Dan Pendidikan*, 2(4), 126–136.
- Rachmawati, A., & Erwin. (2022). Pengaruh Model Pembelajaran Think Pair Share (TPS) Berbantuan Media Video Animasi Terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7637–7643.
- Rahman, S. (2021). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa. *Prosiding Seminar Nasional Pendidikan Dasar*, 2(8), 289–290. <https://doi.org/10.59246/alfihris.v2i3.843>
- Rianingsih, D. (2019). Penerapan Model Pembelajaran TPS (Think Pair Share) dalam Rangka Meningkatkan Keterampilan Komunikasi Siswa Kelas 3. *Jurnal Kajian Penelitian Dan Pendidikan Dan Pembelajaran*, 3(2).
- Rukmini, A. (2020). Model Kooperatif Tipe Think Pair Share (TPS) Dalam Pembelajaran Pkn SD. *Workshop Nasional Penguatan Kompetensi Guru Sekolah Dasar SHEs: Conference Series*, 3(3), 2176–2181.
- Ruslan, M., & Mustapa, T. (2023). Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share. *Jurnal Ilmiah Tarbiyah Umat*, 13(164), 1–12.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sumarsya, C. V., & Ahmad, S. (2020). Think Pair Share sebagai Model untuk Meningkatkan Motivasi Peserta Didik dalam Pembelajaran. *Jurnal Pendidikan Tambusai*, 4(2), 1374–1387.
- Sururoh, M., & Setyosari, P. (2018). Pengaruh Model Pembelajaran Think Pair Share terhadap Pemahaman Konsep dan Motivasi Belajar. *Jurnal Pendidikan*, 3(1), 1499–1506.
- Yogi Fernando, P. A. H. S. (2024). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa. *ALFIHRIS : Jurnal Inspirasi Pendidikan*, 2(3), 61–68. <https://doi.org/10.59246/alfihris.v2i3.843>