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## **The Think-Pair-Share Approach in Learning Indonesian Language for Semester 1 Students of English Education Program**

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### **Abstract**

*This study aims to describe (a) the ability of lecturers to manage the Think-Pair-Share approach (b) Student activities in learning activities using the Think-Pair-Share Approach (c) student learning outcomes. The sample for this study was determined using total sampling, namely all semester 1 students in class A of the UKI Toraja English Education Study Program, a total of 25 students. The instruments used to collect data were (1) observation sheets on the lecturer's ability to manage learning, by means of observers observing the lecturer's ability to manage the Think-Pair-Share approach, then giving an assessment of the aspects on the observation sheet, (2) activities students were also observed using observation sheets, and (3) student learning outcomes were obtained through learning achievement tests. After the data is collected, then the data is analyzed using descriptive statistics. The results of the research analysis show that: (a) the ability of lecturers to manage learning is categorized as good, with an average score of 3.91 (b) the Think-Pair-Share approach is active, this can be seen from the average percentage of students while being observed three times. meeting times, namely 63.75 and (c) by managing the Think-Pair-Share approach can improve student learning completeness. This can be seen from the results of the initial test of 25 students, none of whom completed their study results with an average of 12.865, in the final test of completeness results student learning increased 69.56 from 25 students. Overall, the findings suggest that the TPS approach is beneficial for both lecturers and students in enhancing English language learning for semester 1 students in an English Education Program. This study highlights the importance of lecturers' effective management of the TPS approach and the positive impact on student activities and learning outcomes in English language classes.*

**Keywords:** *think-pair-share approach, Indonesian language learning, English education students*

### **INTRODUCTION**

Education can be defined as humanization or an effort to humanize humans, which is an effort to help humans to be able to exist in accordance with their dignity as humans. Because humans become real humans if they are able to realize their essence totally, education should be an effort that is carried out consciously based on assumptions about human nature (Wahyudin, 2008: 1.35).

Learning is a process of changing behavior that is done intentionally to get better changes, Khairani (2013). In the process of learning Indonesian, students are expected to be active, so that it will have an impact on students' memories of what is learned and will last longer. A concept will be easily understood and remembered by students if the concept is presented through appropriate, clear and interesting procedures and steps. With the activeness of students in the class it is hoped that the results of learning Indonesian will also increase.

The implementation of learning is said to be effective if the results achieved are in accordance with the objectives previously set. Factors that influence the effectiveness of learning include the ability of lecturers, learning activities, and the methods used in learning. The lecturer is a very decisive component in the implementation of a learning strategy. Lecturers in the learning process play an important role. In the learning process, the lecturer is not only a model or role model for students but also as a learning manager. Lecturers are one of the factors that determine the success or failure of the learning process. If the lecturer is able to convey and manage learning well then the teaching and learning process will be successful in accordance with the goals set.

Learning activities are processes of student learning activities that lead to changes or updates in behavior or skills. Activities are designed in such a way as to motivate students to learn. The learning method is a way of presenting, describing, giving examples, and giving training on lesson content to students to achieve certain goals. A lecturer in teaching is required to use various methods as learning strategies, so it is clear that teaching methods can affect the success of learning. With systematic learning, learning outcomes can be achieved by individuals after knowing something about the learning process where the results are in the form of mastery, knowledge and skills.

Effort after effort has been made to improve the results of learning Indonesian. However, nowadays learning Indonesian is still less attractive to students. It can be seen that during learning there are students who are only outside, talking to their peers in the class, there is only one student who completes the questions correctly, and does not do the assignment properly where the factors This is what causes student activities and learning outcomes not as expected.

To overcome this, we need an appropriate method or approach, so that student activity in learning Indonesian can increase. Lecturers must always try to develop and apply various appropriate methods or approaches so that students are interested and enthusiastic in learning Indonesian.

One approach that can be chosen and used as an alternative is the Think-Pair-Share approach, where this approach increases student participation, provides more opportunities to think, respond and can help friends in small groups so that students can increase their thinking skills and can improve the quality of education, especially language education. Indonesia in Semester 1 students of the English Education Study Program.

### **Theoretical basis**

The learning approach is a strategy that can clarify the direction set, often also called the lecturer or teacher's policy in order to achieve learning objectives. The aim of the approach taken by the lecturer is to facilitate students' understanding of the subject matter they provide with a different emphasis. The learning approach

is defined as the way taken by the lecturer in carrying out planned learning so that students understand the concepts they are studying. The learning approach is defined as a concept or procedure used in discussing a subject matter to achieve learning objectives whose implementation requires one or more learning models (Hamzah and Muhlisrarini, 2014).

The Think-Pair-Share approach or thinking in pairs is a type of cooperative learning designed to influence student interaction patterns. This method was first introduced by Frank Lyman and colleagues at the University of Maryland.

Think-Pair-Share is a simple technique with big advantages. Think-Pair-Share can improve students' ability to remember information and a student can also learn from other students and convey ideas to each other for discussion before presenting them in front of the class. Besides that, Think-Pair-Share can also improve self-confidence and all students are given the opportunity to participate in class. Lecturers are no longer the only source of learning (teacher oriented), but instead students are required to be able to discover and understand new concepts (student oriented).

Jumanta Hamdayama (2014: 202) Think-Pair-Share consists of five steps, with three main steps as a characteristic, namely the preliminary stage, think, pair, share and award. An explanation of each of the steps is as follows.

- 1) Preliminary Stage: Early learning begins with apperception exploration as well as motivating students to be involved in learning activities. At this stage, the lecturer also explains the rules of the game and informs the time limit for each stage of activity.
- 2) Think stage (think individually): The Think-Paire-Share process begins when the lecturer conducts a demonstration to explore students' initial conceptions. At this stage, students are given a time limit (think time) by the lecturer to think about their answers individually to the questions given. In determining it, the lecturer must consider the basic knowledge of students in answering the questions given.
- 3) Pairs Stage (paired with bench mates): At this stage, the lecturer groups students in pairs. The lecturer determines that each student's partner is his seatmate. This is intended so that students do not move closer to other students who are smart and leave their seat mates. Then, students start working with their partner to discuss the answers to the problems that have been given by the lecturer. Each student has the opportunity to discuss various possible answers together.
- 4) Share stage (sharing answers with other pairs or the whole class): At this stage, students present their answers individually or cooperatively to the class as a whole group. Each member of the group can get value from the results of their thinking.
- 5) Award Stage: Students receive awards in the form of scores both individually and in groups. Individual scores are based on the results of the answers at the think stage, while group scores are based on the answers at the pair and share stages, especially during presentations giving explanations to the whole class.

## METHOD

### *Research design*

This research is a descriptive research that is to describe the research variables which include the ability of lecturers, student activities, and student learning outcomes with the Think-Pair-Share approach. The research was only conducted in one class. Where before being given treatment first given a pre-test (initial test). After being given the treatment it is continued by giving a post-test (final test). The research design referred to in this study is the one-group pretest-posttest design, as suggested by Sugiyono (2014: 112), namely

O1 ---- X ---- O2

Information :

O1 = Pretest or initial test (before being given treatment)

X = Treatment given with Think-Pair-Share approach

O2 = Posttest or final test (after being given treatment)

### *Population and Sample*

The population in this study were all Semester 1 students of the Indonesian Language Education Study Program, totaling 25 students consisting of 1 class. In detail the study population can be seen from the following table.

**Table 1. Semester 1 student population Indonesian Language Education Study Program**

Class	Male	Female	Total
VIII	6	19	25

Determination of the sample in this study using saturated sampling technique. Because all members of the population were sampled, namely all Semester 1 students of the Indonesian Language Education Study Program, the population as a sample was taken based on a very limited population.

### *Application of the Think-Pair-Share Approach in Learning Indonesian*

The application of the Think-Pair-Share approach includes the following activities.

a. Introduction

- 1) Associating the material to be discussed with the previous material.
- 2) Communicate the learning objectives that will be achieved in detail and explain the method or approach in learning that will be used.
- 3) Motivate students so that students choose a sense of knowing about the concepts to be studied.

b. Core activities

Phase I Think (think)

- 1) Explain the material simply.
- 2) Ask questions classically.
- 3) Students think about questions that will be asked by the lecturer independently.

Phase II Pair (paired)

- 1) Students pair up with other students.
- 2) Unite opinions by working on questions and making sure their partners already know the answers.

Phase III Share (sharing)

- 1) The method of answering questions for all groups and being responded to by other groups.
- 2) The lecturer gives praise to students/groups who answer correctly

c. Closing

- 1) Guide students to conclude the material
- 2) Students are given assignments to complete at home.

### ***Research Instruments***

The research instrument is a tool used to measure observed natural and social phenomena (Sugiyono, 2014: 146). The research instruments used in this study are as follows:

- 1) Lecturer ability observation sheet

The lecturer's ability observation sheet aims to determine the level of the lecturer's ability to manage learning. The aspects that will be observed in the research are adjusted to the learning steps using the Think-Pair-Share approach.

- 2) Student Activity Observation

Sheet Student activity instruments are used in implementing learning using the Think-Pair-Share approach. This instrument is needed to determine the level of students' mental development in their cognitive domain.

- 3) Learning Outcomes Test

The learning result test is used to determine the level of student mastery of the learning material. The test was developed by the researcher, who will later validate the content by the supervising lecturer as a validator. The results of the validation will later be used to determine student learning outcomes.

### ***Data collection technique***

Data collection in this study was carried out through observation and learning achievement tests. The general description of data collection techniques is as follows:

- 1) Observation

Student activities in teaching and learning activities through the Think-Pair-Share approach will be observed at every meeting or in every learning process that takes place.

- 2) Test results of learning

The test is given twice, namely, pre-test and post-test. Initial test (pre-test) is given to determine the initial ability of students before being given treatment. The final test is given after learning is complete. Pre-test scores and post-test scores were analyzed to determine learning outcomes with learning treatments through the Think-Pair-Share approach.

### ***Data analysis technique***

In this study used descriptive statistical techniques. This descriptive technique is to describe the following variables.

- Lecturer ability

Data obtained from observations of learning activities regarding the ability of lecturers to apply the Think-Pair-Share approach, the score obtained is calculated by finding the average score of the observations with the following formula:

$$\bar{x} = (\sum X_i) / n$$

Information :

$\bar{x}$  = The average result of observing the lecturer's ability to manage learning.

$\sum X_i$  = Number of observations

n = Number of observations

With the categories developed by Teja (2000:171) as follows:

Table 1.2 Lecturer Ability Categories

Score	Criteria
1	Very Poor
2	Not good
3	Pretty good
4	Good
5	Very good

- Student activity

Data from observations of student activities in learning activities will be analyzed with the percentage of each activity observed during learning that can be calculated using the following formula.

$$P = \frac{\sum F_A}{\sum A} \times 100\%$$

Information :

P = Percentage of student activity;

$\sum F_A$  = Number of observed student activity frequencies

$\sum A$  = Number of student activities

Furthermore, these results are grouped into categories according to Arikunto and Jabar (2008: 35) as follows:

Table 3. Categories of Student Activity

Category	Criteria
81% – 100%	Very active
61% – 80%	Active
41% – 60%	Pretty active
21% – 40%	Less active



< 21%

Very less

- Study result test

Scores obtained by students through learning achievement tests are calculated using the following formula.

$$Value = \frac{Score\ Achieved}{Ideal\ Score} \times 100$$

From the results of the calculation of the learning outcomes test categorized according to the categorization by Arikunto which can be seen in the following table.

**Table 4. categorization of student learning outcomes**

Value	Criteria
80 – 100	Very high
66 – 79	High
56 – 65	Currently
40 – 55	Low
0 – 39	Very low

The results of data analysis are used to describe the extent to which student learning outcomes increase before being given treatment using the Think-Pair-Share approach.

## FINDINGS AND DISCUSSION

### *Description of Lecturer's Ability to Manage the Think-Pair-Share Approach*

Observation of the management of the Think-Pair-Share approach is used to determine the ability of lecturers to manage the Think-Pair-Share approach in learning Indonesian. The research data obtained were analyzed and then converted into the categorization of lecturer ability scores. The categorization of ability scores in managing learning consists of five assessment criteria: not good (1), not good (2), good enough (3), good (4), and very good (5). The results of managing the management of learning during teaching and learning activities using instruments are briefly presented in the following table.

**Table 5. Data on the Ability of Lecturers to Manage Learning Through the Think-Pair-Share Approach**

No	Aspects observed	Score each meeting		Average Score	Category
		P1	P2		
1.	Initial activity :				
	a. Do apperception/motivate students.	3	4	3,5	Good
		4	4	4	Good

b. Deliver learning objectives and strategies.					
Average				3,75	Good
2.	Core activities :				
a.	Explain the material	4	4	4	Good
b.	Ask students questions to think about	4	4	4	Good
c.	Form a group (pairs)	4	4	4	Good
d.	Guiding students to express their opinions through discussion	3	4	3,5	Good
e.	Guiding students in presenting the results of the discussion	4	4	4	Good
f.	Give praise to students/groups who answered correctly	4	5	4,5	Very Good
Rata-rata				4	Good
3.	End activities:				
a.	Guiding students to summarize the material.	3	4	3,5	Good
b.	Giving quizzes/tests	4	4	4	Good
c.	Give homework	4	4	4	Good
Average				3,83	Good
4.	Time Management	4	4	4	Good
Average				4	Good
5.	Class situation:				
a.	Student enthusiasm	3	4	3,5	Good
b.	Lecturer enthusiasm	4	5	4,5	Very Good
Average				4	Good
Total Average				3,91	Good

Based on the results of observations made by observers in table 5, it shows that overall lecturers are able to manage learning through the Think-Pair-Share approach well. Where in the initial activities the lecturer was able to manage learning well with an average score of 3.75 which included 2 aspects, namely conducting apperception/motivating students and conveying learning goals and strategies. In the core activities, the lecturer is also able to manage learning well with an average score of 4 which includes 6 aspects, namely explaining the material, asking questions to students to think about, forming groups (in pairs), guiding students in unifying their opinions through discussions, guiding students in presenting results discussions, and give praise to students/groups who answered correctly. In the final activity, the lecturer is also able to manage learning well, this can be seen in the score of 3.83 which includes 3 aspects, namely guiding students to summarize material, giving test quizzes and giving homework. In the time management section, the lecturer's ability was good with an average score of 4 and in the class atmosphere section, student enthusiasm and lecturer enthusiasm were classified as good with an average score of 4.



From the description above, it can be concluded that lecturers are able to manage learning well with the Think-Pair-Share approach in learning Indonesian. This can be seen from the overall score observed during the 2 meetings, namely 3.91.

***Description of Student Activities in Learning Activities Using the Think-Pair-Share Approach***

Student activity in learning activities was obtained from the results of observations made by observers using student activity observation sheets. The results of observing student activities in learning with the Think-Pair-Share approach are presented in table 6.

**Table 6. Observation Results of Student Activities at Meetings I and II Using the Think-Pair-Share Approach**

No	Observed aspect	Percentage of Student Activity		Average
		PI	PII	
1.	Listen/note the explanation of lecturers and friends	30	29,5	29,75
2.	Answer questions/compose ideas	6,25	6,5	6,37
3.	Form a group (pairs)	18,5	19,75	19,12
4.	Discuss questions and gather opinions	13	12,75	12,80
5.	Presenting the results of the discussion	16	15,25	15,62
6.	Summarize learning material	9,75	9,75	9,75
7.	Behavior that is not in accordance with KBM	6,5	6,5	6,50
AMOUNT		100	100	100

Table 6 shows the average activity carried out by students during learning activities in accordance with the order of time used successively as follows from the first meeting, the second to the third meeting, from the table it can be described the average percentage of each activity, namely: listening/noting the lecturer's explanation and friends with an average of 29.75% answering questions / expressing ideas with an average score of 6.37% forming groups of 19.12% discussing material/questions and unifying opinions with an average score of 12.87%, presenting the results of the discussion with an average score of 15.62% summarizes learning material with an average score of 9.75% behavior that is not in accordance with teaching and learning activities with an average score of 6.50%.

So overall the percentage of student activity in the learning process observed during 2 meetings is 63.75%.

### Student Learning Outcomes

Data on student learning outcomes were collected through written tests, namely the pre-test (initial test) and post-test (final test) which were attended by 25 students. Written tests are used to determine student learning outcomes and are measured using formulas

$$Value = \frac{Score\ Achieved}{Ideal\ Score} \times 100$$

and based on the KKM used in schools, it is said to be complete if  $N \geq 65$ . The results of the student's pre-test and post-test can be seen in Table 7.

**Table 7. Student Learning Outcomes**

Respondent	Value		Information	
	<i>Pre test</i>	<i>Post test</i>	<i>Pre test</i>	<i>Post test</i>
1	13,04	65,21	Not Completed	complete
2	13,04	67,39	Not Completed	complete
3	10,86	76,08	Not Completed	complete
4	17,39	67,39	Not Completed	complete
5	23,91	67,39	Not Completed	complete
6	19,86	80,43	Not Completed	complete
7	19,86	71,73	Not Completed	complete
8	23,91	67,39	Not Completed	complete
9	26,08	76,08	Not Completed	complete
10	21,73	67,39	Not Completed	complete
11	4,34	65,21	Not Completed	complete
12	0	45,65	Not Completed	Not Completed
13	8,69	67,39	Not Completed	complete
14	4,34	76,08	Not Completed	complete
15	0	52,17	Not Completed	Not Completed
16	17,39	73,91	Not Completed	complete
17	15,21	73,91	Not Completed	complete
18	8,69	82,6	Not Completed	complete
19	0	73,91	Not Completed	complete
20	13,04	65,21	Not Completed	complete
21	19,56	71,73	Not Completed	complete
22	8,69	65,21	Not Completed	complete
23	4,34	73,91	Not Completed	complete
24	19,56	69,56	Not Completed	complete
25	8,69	76,08	Not Completed	complete
<b>Amount</b>	<b>321,62</b>	<b>1739</b>		

Average	12,865	69,56
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In table 7 above, it can be seen that the initial abilities of all students in class VII are mostly classified as very low, 25 people get a score of <39. Thus the initial ability of class VIII is included in the very low category.

**Table 8. Frequency Distribution of Indonesian Language Learning Outcomes**

Skor	Kategori	Frequency Pretest	Percentage Pretest	Frequency Posttest	Percentage Posttest
80– 100	Very high	-	-	2	8
66 – 79	High	-	-	17	68
56 – 65	Average	-	-	1	4
40 – 55	Low	-	-	5	20
< 39	Very low	25	100	-	-

Table 8 shows that, student learning outcomes in the initial student test were very low where out of 30 students none passed, and there was an increase in student learning outcomes in the final test after being given treatment or taught using the Think-Pair-Share approach, where the percentage of students very high ability 8% (2 people) with a score between 80-100, the percentage of high ability 68% (17 people) with a score between 66-79, the percentage of moderate ability 4% (1 person), and the percentage of less capable 20% ( 5 people).

## Discussion

The results of this study showed that the think-pair-share approach is an effective way to teach Indonesian language to semester 1 students of the English Education Program. This finding is consistent with previous studies that have shown the effectiveness of this approach in various contexts (Al-Hajj, 2014; Amin, 2015; Cho & Kim, 2018). One reason for its success is that it promotes active learning and student engagement in the learning process (Cho & Kim, 2018). When students are actively involved in the learning process, they are more likely to retain information and have a deeper understanding of the material.

Furthermore, the think-pair-share approach helps students develop their communication skills in both languages. This is because students are required to communicate with each other in pairs or small groups during the sharing phase of the activity (Amin, 2015). This finding is supported by research that has shown that pair and group work can improve students' communication skills in second language acquisition (Goh & Kwah, 2014).

Another benefit of the think-pair-share approach is that it allows students to relate their existing knowledge to new information from the lesson. This can help students build on their prior knowledge and make connections between different concepts, which can lead to deeper understanding and better retention of information (Hmelo-Silver et al., 2007).

However, it is important to note that there are some limitations to using the think-pair-share approach. One limitation is that it can be time-consuming, especially if the class size is large. This can make it difficult for teachers to cover all the material they need to during the allotted class time (Cho & Kim, 2018). Another limitation is that some students may be reluctant to participate in group activities due to shyness or lack of confidence (Amin, 2015).

The think-pair-share approach is an effective way to teach Indonesian language to semester 1 students of the English Education Program. It promotes active learning and student engagement, helps students develop their communication skills, and allows students to make connections between different concepts. However, it is important for teachers to be trained properly in order to use this approach effectively, and to be aware of its limitations.

## CONCLUSION

Based on the findings above, it can be said that the Think-Pair-Share approach has advantages and disadvantages. The Think-Pair-Share approach can increase time spent on tasks. Demand that students use their time to work on assignments or problems given by the lecturer at the beginning of the meeting so that students are expected to be able to understand the material well before the lecturer delivers it at the next meeting. The assignments given by the lecturer at each meeting apart from actively involving students in the learning process are also intended so that students can always try to attend each meeting.

This approach motivates students in learning so that student learning outcomes can be better. Student apathy is reduced. By actively involving students in the teaching and learning process, the Think-Pair-Share approach will be more interesting and students will not just watch. Greater acceptance of individuals. All students will be involved with the problems given by the lecturer. The learning outcomes are more in-depth. The development of student learning outcomes can be identified in stages, so that at the end of learning, the results obtained by students can be more optimal. This approach can increase kindness, sensitivity and tolerance. Demanding students to be able to work together in teams, so students are required to be able to learn to empathize, accept other people's opinions or admit sportsmanship if their opinion is not accepted.

In conclusion, the present study has demonstrated the effectiveness of the think-pair-share approach in teaching the Indonesian language to semester 1 students of the English Education Program. By engaging students in active learning and fostering their communication skills, this teaching method has shown to significantly improve students' understanding and retention of the language. Additionally, we have acknowledged its limitations, such as time constraints and student reluctance to participate in group activities.

The findings of the study recommends that educators embrace the think-pair-share approach and incorporate it into their language teaching methodology. To maximize its effectiveness, teachers should receive proper training and be prepared to adapt the approach to their specific classroom needs. Furthermore, educators should continuously seek feedback from students to ensure that the method remains engaging and effective.

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