

# The Influence of TAI Learning Model with Prezi To Improve Learning Outcomes in Accounting Subjects

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**Abstract**— This study aims to investigate the difference in the students' learning outcomes before and after they learned through the Team Accelerated Instruction cooperative learning model with Prezi. This study employed a quasi-experimental method with one-group pre-test post-test quantitative research design. The data of students' learning outcome were collected using a test before and after TAI learning model with Prezi approach. The hypothesis was tested using the t-test (paired-sample t-test). This research revealed that there was a difference in the students' learning outcomes before and after they learned through the Team Accelerated Instruction cooperative learning model with Prezi.

**Keywords**— Learning outcomes, Prezi, Team Accelerated Instruction

## I. INTRODUCTION

Learning models are very influential on student success in achieving learning goals. At present accounting subjects are still one of the lessons that are difficult to learn by students, resulting in low achievement of student learning outcomes. SMA N 1 Pleret is one of the schools that have problems with the low learning outcomes of students in accounting, as many as 12 students or around 57% of students have not reached the minimum of completeness criteria that is scored on 76. Learning outcomes are define as the result of a decision about the high and low value of students during the learning process [5]. Meanwhile, according to Dimiyati and Mudjiono [3], learning outcomes can be said to be complete if they meet the minimum criteria set by each teacher. There are several factors that influence learning outcomes. One of the factors is facilities and infrastructure, both related to quality, completeness and use, such as teachers, methods and techniques, media, materials and learning resources [1]. So that the learning model and facilities or media used by teachers in teaching can affect the achievement of student learning outcomes.

There are various types of learning models, one of which is cooperative learning model. The cooperative learning model is a model of learning in which students work in small groups to help each other in learning the

subject matter [4]. Cooperative learning can be regarded as a learning process that does not have to come from the teacher to the students but can also come from the students themselves who teach other students in the form of peer teaching. Team Accelerated Instruction (TAI) is a type of cooperative learning developed by Slavin [8]. This type combines the advantages of cooperative learning and individual learning. It is designed to address individual student learning difficulties. Therefore, learning activities are more widely used for troubleshooting. Characteristic of this type of TAI is that any individual student learning instructional material that has been prepared by the teacher [8]. Individual learning outcomes are brought to the groups that have been formed to discuss the overall response as a shared responsibility.

Besides learning models, learning media are also important. Learning media will make it easier for teachers to deliver learning material, with learning media that will attract students to be more focused and happiest to learn so that learning goals will be achieved. Media that is easy to use, interesting and appropriate is applied to accounting learning with Prezi. Prezi is a software for presentation as a tool to explore various ideas on virtual canvas. Prezi learning media can be used in the learning process in stimulating the choices, feelings, attention, and willingness of students [2]. This media presentation is a software to present, which is like PowerPoint.

Prezi has other advantages such as Zooming User Interface (ZUI), which allows Prezi users to be able to zoom in and out to see their presentation media with collaborative and attractive colours through the provided slides. Prezi is made of a canvas that is not limited by a frame that can be joined with a wide range of text, video, audio, and images that can be modified by pull, move, or turn left or right in order to look more attractive and unique without replacing the slide [9]. Prezi gives greater possibility to improve the learning process more effective and efficient, so that students' learning outcomes can be improved. Some of the benefits are that the use of Prezi media can make

students more active [6] and can improve critical thinking skills [7]. Learning media named Zooming Presentation (Prezi) can facilitate students to understand the lesson. This is because students will be shown text, images, videos related to the material with a more interesting presentation.

The stages of the application of the teaching and learning process use TAI with Prezi are first, the teacher presents the material with Prezi, then the student is given a problem that must be done individually, the results of the student's work individually and then brought to the group to be checked and discussed. In accordance with the analysis of the problem and the solution to the problem solving, the researcher conducted a study entitled The Influence of TAI type Cooperative Learning Model with Prezi to Improve Accounting Learning Outcomes. The purpose of this study is to determine differences in student learning outcomes before and after using the Team Accelerated Instruction type cooperative learning model with Prezi learning media.

## II. RESEARCH METHOD

Technique of taking data in this research used test method. The test method used was a written test to obtain student cognitive learning outcomes. The test was given before (pretest) and after (posttest) treatment. The normality test in this study used the Shapiro-Wilk test. The hypothesis was tested using the t-test (paired-sample t-test).

The design of this study was quasi experiment with One Group Pretest-Posttest Design. In this study, experimental groups were given an early test first, then they were given treatment using Team Accelerated Instruction learning model with Prezi, and then did the final test. The population of this study were students of grade XI students of social science in SMA N 1 Pleret.

Sampling is done by purposive sampling technique or sample determination with certain consideration. Samples taken were students of grade XI Students of Social Science 3 of SMAN 1 Pleret. The class chosen was class XI Students of Social Science 3 because the class had low accounting learning outcomes, and students according to the teacher included those who had difficulty paying attention to the lesson. The subjects of the study consisted of 21 students on Grade XI of Social Science 3 of SMA N 1 Pleret.

## III. RESULTS AND DISCUSSION

Based on the results of the Normality Test with the Shapiro-Wilk test, the significance value for the pre-test was 0.165, while the significance value for the post-test group was 0.423. Because the significance value of the pre-test and post-test group is greater than 0.05, it

can be concluded that the learning outcomes data are normally distributed.

The hypothesis test show that for the pre-test value the average learning outcomes are 44.4476. Whereas for the post-test average value is 78.8095. The number of respondents was 21 students. Then, the probability value or Sig. (2-tailed) is 0,000. Because the value of Sig. (2-tailed) 0,000 is smaller than 0.05, it can be concluded that the use of using the Team Accelerated Instruction type cooperative learning model with Prezi learning media can improve student learning outcomes in Accounting subjects.

Based on the results of research in class XI Students of Social Science 3 of SMAN 1 Pleret, the results of the calculation of learning outcomes test obtained a comparison of the average value before and after treatment can be seen in the following table:

TABLE I. COMPARISON OF THE AVERAGE VALUE BEFORE AND AFTER TREATMENT (PRETEST AND POSTTEST).

Data	Pre-test	Post-test
Min	20	65
Max	70	94
Average	44.45	78.81
St. Deviation	15.22	8.69

The results of the comparison of the increase for the average pre-test and post-tests values can be seen through the following figure

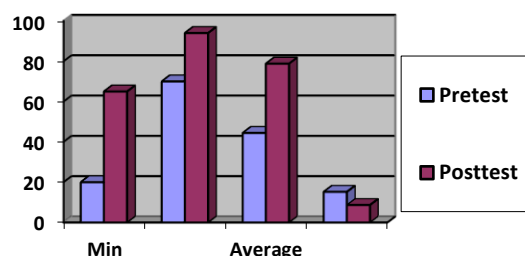


Fig. 1. Comparison of increase in average pretest and posttest value

## IV. CONCLUSION

Differences in student learning outcomes between before and after learning using TAI learning model with Prezi can be seen from the average values in pre-test and post-test. The average pre-test value is 44.45, while the post-test value has an average = 78.81. The comparison from average value shows that there is an increase in learning outcomes. Because the value of Sig. (2-tailed) 0,000 is smaller than 0.05, thus it can be concluded that there are differences in students learning outcomes before and after learning using the TAI learning model with Prezi, it means that the TAI learning model with Prezi can influence the learning outcomes of students. From this research, what

researchers can suggest is that TAI learning model with Prezi can be an alternative learning for teachers in order to improve student learning outcomes.

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