

DOI <https://doi.org/10.30740/jee.v7i1.219>

USING THE THINK PAIR SHARE COOPERATIVE LEARNING MODEL FOR INCREASE SKILLS THINK CRITICAL STUDENT CLASS V ELEMENTARY SCHOOL

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Received: Januari 2024; Accepted: Januari 2024

Abstract

This research is entitled using the Think Pair Share cooperative learning model to improve the critical thinking skills of fifth grade elementary school students. This aim is to improve students' critical thinking skills, and students' responses to social studies learning material on Indonesian Community Economic Activities using the Think Pair Share (TPS) type cooperative learning model. This research uses a Mix Method or often called mixed method research between qualitative and quantitative, the design used is explanatory sequential. Data collection in this research used test, observation, interview and questionnaire techniques. In this study, the population taken was elementary school VC class students located at SD Negeri Cicalengka 03, totaling 39 students consisting of 13 male students and 26 female students. The results of data processing show that the average score obtained can be proven by the average result of the pretest class which was not given the TPS learning model getting an average score of 62.41 and the score obtained by the posttest class getting an average score of 86.28. The conclusion of this research can be interpreted as that Think Pair Share is more effective in improving the critical thinking power of fifth grade elementary school students.

Keywords: Cooperative Model *Think Pair Share*, Think Critical, Social Sciences Education

Abstrak

Penelitian ini berjudul Penggunaan Model Pembelajaran Kooperatif Think Pair Share Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas V Sekolah Dasar. Hal ini bertujuan untuk meningkatkan kemampuan berpikir kritis siswa, dan respon siswa terhadap materi pembelajaran IPS Kegiatan Ekonomi Masyarakat Indonesia dengan menggunakan model pembelajaran kooperatif tipe Think Pair Share (TPS). Penelitian ini menggunakan Mix Method atau sering disebut penelitian metode campuran antara kualitatif dan kuantitatif, desain yang digunakan adalah explanatory sekuensial. Pengumpulan data dalam penelitian ini menggunakan teknik tes, observasi, wawancara dan angket. Dalam penelitian ini populasi yang diambil adalah siswa kelas SD VC yang berlokasi di SD Negeri Cicalengka 03 yang berjumlah 39 siswa yang terdiri dari 13 siswa laki-laki dan 26 siswa perempuan. Hasil pengolahan data menunjukkan rata-rata skor yang diperoleh dibuktikan dengan rata-rata hasil pretest kelas yang tidak diberikan model pembelajaran TPS memperoleh skor rata-rata sebesar 62,41 dan skor yang diperoleh kelas posttest memperoleh skor rata-rata sebesar 86,28. Kesimpulan penelitian ini dapat diartikan bahwa Think Pair Share lebih efektif dalam meningkatkan daya berpikir kritis siswa kelas V SD.

Kata Kunci: Model Kooperatif Think Pair Share, Think Critical, Pendidikan IPS

How to Cite: Azzahra V S.-1, Nurfurqon F F.-3 (2024). Using the Think Pair Share Cooperative Learning Model for Increase Skills Think Critical Student Class V Elementary School. JEE, 7 (1), 17-25.

INTRODUCTION

Critical thinking is a thinking process that occurs in someone who aims to make decisions, provide arguments, and state something with full confidence based on logical reasons and strong evidence (Apdolidah et al., 2023).

Based on results findings in the field problems faced currently is ability think critical classified students low , visible from unmet value criteria minimum completeness . The low ability think critical student also visible from response students and tendencies memorize than understand draft . Lack of involvement student in learning give rise to problems at school Where they impressed become passive participant in activity study , students not enough active in ask and think . That matter show that student tend focuses on the teacher without analyze , criticize , evaluate what is said by the teacher.

Learning model cooperative TPS type (*Think Pair Share*) or think pair up and share is a cooperative learning design For influence pattern interaction students at school . This model is designed For influence the interaction process student in Learning activities take place . Use of the *Think Pair Share* (TPS) model is expected capable increase ability think critical student .

Think Pair Share (TPS) is a learning model designed For enhance and impact the pattern think student in a way independent and capable collaborate with their friends so that they Can exchange ideas (Mustafida et al., 2023). Learning with the *Think Pair Share* (TPS) model can used in situation the class in which the student is own ability For understand draft base lesson through the model whole . that *the Think Pair Share* (TPS) Learning model can increase ability think critical , cooperation , activity learning , and motivation student . With this way , students have chance For think about problems and work together with friends or communicate his knowledge in small group discussion so that all student can active Study .

METHOD

The research method used is Mix Method or often also called mixed method research, the design used is explanatory sequential . In this study, the population taken was students in the VC class of elementary schools located at SD Negeri Cicalengka 03, totaling 39 students consisting of 13 male students and 26 female students at SD Negeri Cicalengka 03. This research was carried out in January 2024. Design This is the use of two research methods (quantitative and qualitative) in a sequence so that each method will be implemented one by one (not simultaneously) in two different research phases. This phase is also known as a two-phase design (Creswell & Creswell , 2018). The flow of this explanatory sequential design type research can be seen from the picture below.



Figure 1. Research Procedure

In the first stage, researchers used qualitative methods, processing qualitative data using descriptions from interviews, questionnaires, observation sheets regarding teachers' difficulties in implementing the *think pair share learning model* and difficulties in critical thinking skills. In the second stage, researchers used quantitative methods, namely data processing using *SPSS software*. Quantitative data is obtained from the results of test questions in the form of descriptions, in this case quantitative data is used to obtain the level of critical thinking ability.

RESULTS AND DISCUSSION

Results

Table 1. Comparison of Measurement Results Ability Think Critical Student

| Measurement | Measurement results | | | |
|-------------|---------------------|---------|---------|--------------|
| | Ideal Value | Minimum | Maximum | Average |
| Pretest | 100 | 23 | 98 | 62.41 |
| Posttest | 100 | 75 | 100 | 86.28 |

Based on the average comparison data presented in table 1, the pretest score has an average value of 62.41, while the average posttest value is 86.28. It can be seen that the initial abilities of students before and after being given treatment using the *think pair share learning model* experienced differences in the average increase from the *pretest scores* that had previously been given. The following is a comparison diagram of the data for the two groups which is presented in Figure 1.

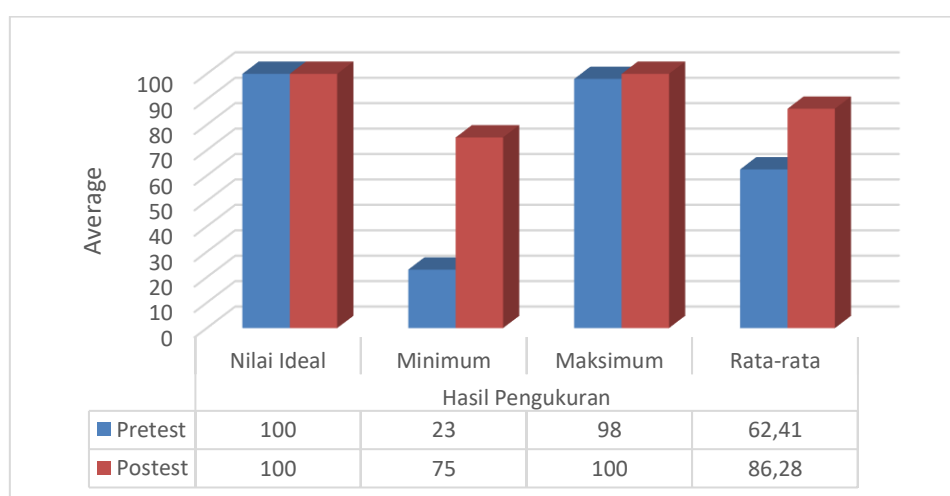


Figure 2. Comparison of Pretest and Posttest Group Data

Based on the information in Figure 2, it can be concluded that the TPS learning model has a higher average value when compared to the group that was given treatment. From the results of the research data obtained, normality tests, homogeneity tests and independent t-tests were then carried out as test requirements.

Table 2. Pretest and Posttest Normality Test

| | Tests of Normality | | | | | |
|-------------------------|---------------------------------|----|--------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statisti | df | Sig. | Statisti | df | Sig. |
| | cs | | | cs | | |
| Pretest Results | ,081 | 39 | ,200 * | ,979 | 39 | ,685 |
| Posttest Results | .122 | 39 | ,151 | ,960 | 39 | ,184 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 2, it is known that the *pretest value* , namely 0.200, is greater than 0.05 and the *posttest value* , namely 0.130, is greater than 0.05. Based on this data, Ha is rejected and Ho is accepted because the data is normally distributed. From the data above, it can be seen that the pretest and posttest results obtained with the TPS learning model are significant because they are more than > 0.05. So it is concluded that the TPS learning model has a normal distribution.

Table 3. Pretest and Posttest Homogeneity Test

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|--------------------------------------|------------|-----|--------|------|
| | | Levene | df1 | df2 | Sig. |
| | | Statistics | | | |
| Pre test and Posttest | Based on Mean | 1,479 | 14 | 36 | ,169 |
| | Based on Median | 1,005 | 14 | 36 | ,470 |
| | Based on Median and with adjusted df | 1,005 | 14 | 15,198 | ,494 |
| | Based on trimmed mean | 1,342 | 14 | 36 | ,232 |

Based on table 3, the sig value is obtained. in *pretest* and *posttest* data it was 0.169. Because both data are greater than 0.05, Ha is rejected and Ho is accepted, and both data are declared homogeneous. The next stage carried out was to carry out a T test analysis using *the independent sample* T test. The T test aims to determine whether there is a difference in effectiveness between each independent variable, namely the two pretest and posttest groups, on the dependent variable, namely the critical thinking ability of fifth grade elementary school students. The results of the T test analysis are presented in the following table:

Table 4. Results of T Test Analysis with Independent Sample T-Test pretest data

| Sig. (2-tailed) | Significance | Information |
|------------------------|---------------------|--------------------|
| 0.42 | 0.000 < 0.05 | No difference |

Based on table 4, it is known that the sig. (2 tailed) is 0.42 greater than 0.05. Based on these data, Ho was rejected and Ho was accepted, it can be concluded that there is no difference in students' critical thinking abilities.

Table 5. Results of T Test Analysis with Independent Sample T-Test posttest data

| Sig. (2-tailed) | Significance | Information |
|------------------------|---------------------|-----------------------|
| 0,000 | 0.000 < 0.05 | There are differences |

Based on table 5, it is known that the sig. (2-tailed) of 0.000 is smaller than 0.05. Based on these data, Ho is rejected and Ha is accepted, so it can be concluded that there are differences in students' critical thinking abilities.

Table 6. N-Gain results of pretest and posttest data

| N-Gain Percent | Sig | Information |
|-----------------------|------------|--------------------|
| <i>Pretest</i> | 0.752 | Very effective |
| <i>Posttest</i> | | |

Based on table 6, it is known that the sig in the *pretest class* and *posttest class* is 0.752, which is greater than 75. Based on this data, it can be concluded that the data in one of the classes is very effectively distributed. Data from the questionnaire results in this research were conducted to determine the responses of teachers and students to learning using the Think Pair Share type cooperative model in improving students' critical thinking skills. Next, the average value of the total student questionnaire scores was calculated, so the average student questionnaire score was 76.34, which was in the "Good" category. Meanwhile, the teacher's response was obtained from the questionnaire results with a score of 90 in the "Very Good" category.

Data from interviews in this research was conducted to determine the obstacles teachers and students face in learning using the Think Pair Share type cooperative model in improving students' critical thinking skills. The obstacles faced by teachers and students during learning are when conditioning students to be brave and confident in expressing their opinions in front of the class. Some students sometimes even point at other friends because they don't want to convey in front of the social studies class material on economic activities. Indonesian society uses this model. . Meanwhile, the difficulties faced by students are difficulty in recognizing problems sharply and not all of them are able to solve problems in depth. However, despite the difficulties faced by students, students become more able to think critically in learning and have the courage to convey ideas in front of their friends.

Discussion

Benefits of Using Canva in ICT Learning at the Elementary Level for Students.

Researchers took two examples of ICT learning, namely, in making posters and making photo collages. This project was given to grade 3 students at SD Muhammadiyah Bandung, as a form of joint project with Islamic and English lessons.

In its implementation, students are expected to be able to make Happy Eid Mubarak greeting posters according to the provisions that have been learned before. This project is collaborated with Islam. Usually in applying, student are asked to draw and write on sheets or notebooks to

22 Azzahra V S.-1, Nurfurqon F F.-3 (2024). Using the Think Pair Share Cooperative Learning Model for Increase Skills Think Critical Student Class V Elementary School

make posters. However, advances in technology, students can be taught by technology or design applications that have been widely provided, one of which is Canva. If the teacher has teach a students in making greeting posters, do not forget students are also introduced to use the Canva application as a supporting media to make designs as needed. The benefits that can be obtained by students are, in addition to being able to train science, creativity and skills also hone the cognitive of students. On the otherside, if students have succeeded and can operate the design on Canva, they can also upload the results on their personal social media, or make their own as happy Eid Mubarak greetings or other congratulations.



Figure 2. examples of Eid Mubarak greeting posters

Learning photo collage, judging from the name of this project is quite complicated because it must have an object to be photographed. But with this, train how students use their gadgets in taking pictures as well as collage them as a form of decoration and creativity. In making this photo collage, usually teachers also encourage students to make through hvs paper or colored cardboard formed as figures to beautify the appearance of each student's photo collage. But nowadays, technology can again be used for the learning process. Attractive photo designs or collages that have a variety of colors and writing, make students and collages look alive. In this case also cognitive learners are honed with knowledge, technology, art, and other creativity. Posters and photo collages can also be used not only stored in gadgets or laptops, but if they are made and designed posters can be printed to get physical form. Can be used or displayed in school mading, so that school members can see the results of each student and beautify and fill in the existing school wallmagazine.

In this case, we can know that the use of canva applications in ICT learning media is very useful. Both in the introduction of technology and fostering student creativity. It is an application that is suitable for use in the realm of education and any level, even elementary schools can learn it, besides being easy and practical to use anywhere. With this research, researchers hope to contribute that we can teach ICT learning for elementary school children, using exciting and interesting learning media, one of which is the Canva application.



Figure 3. photo collage examples

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that (1) the TPS model is more effective in improving critical thinking skills in social studies in class V. This can be proven by the average results of the pretest classes that were not given the TPS learning model which received an average of The average score was 62.41 and the average score obtained by the posttest class was 86.28. Therefore, the average results explain that the TPS model is more effective for increasing the development of critical thinking skills in social studies in class VC students at SDN Cicalengka 03. (2) The response of teachers and students to the TPS model learning for the total number of scores on the total student questionnaire obtained an average score -an average of 86.25 which is in the "Very Good" category. Meanwhile, the teacher's response was obtained from the questionnaire results with a score of 90 in the "Very Good" category. So it can be concluded that students' critical thinking skills improved after conducting research using the *think pair share cooperative learning model*. And (3) The difficulties faced by teachers and students in learning critical thinking skills can improve teacher skills, student activities, and students' critical thinking skills in learning social studies material for class V SDN Cicalengka 03.

Based on the conclusions that have been outlined, the following suggestions need to be made: (1) For teachers, it is hoped that this research will help teachers improve students' critical thinking skills by implementing one of the *Think Pair Share type cooperative models* as an alternative model for social studies learning. (2) For Learning Schools with the *Think Pair Share type cooperative model*, it is not only suitable for Social Sciences (IPS) Learning, but is also suitable for application to other learning content. (3) For further researchers, further research can use this research as a basis or reference for further research to make it even better.

- 24 Azzahra V S.-1, Nurfurqon F F.-3 (2024). Using the Think Pair Share Cooperative Learning Model for Increase Skills Think Critical Student Class V Elementary School

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