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IMPLEMENTATION OF THINK PAIR SHARE TYPE LEARNING STRATEGIES TO IMPROVE CRITICAL THINKING ABILITY OF CLASS IV STUDENTS AT SD NEGERI GUNONG KLENG

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Abstract

This study aims to determine the level of students' critical thinking skills by using a classroom action research model. For this reason, an appropriate learning model is needed. TPS (Think Pair Share) Cooperative Learning to improve students' critical thinking skills in class IV SD Negeri Gunong Kleng This study consisted of two cycles. Cycle I was conducted in 2 meetings and Cycle II was conducted in 2 meetings. The method used is descriptive method. Data collection techniques use observation and tests. The research subjects were 19 grade IV students of SD Negeri Gunong Kleng. Sources of data obtained came from teachers and students. qualitative data analysis was used. Based on the data obtained in cycle I and the observations obtained in cycle II, there was an increase with an average of 80%, namely in cycle 1 of 63.1% and cycle II of 84.2%. Based on these data, through the application of a Think Pair Share cooperative approach model to increase students' critical thinking in thematic learning of energy-saving materials for fourth grade students at SD Negeri Gunong Kleng.

Keywords: Think Pair Share, Critical Thinking

1. INTRODUCTION

In life every child has a different way of processing and forming himself as well as in the world of education every child has a different way of following the learning process following the world of education is one way that has been done by mankind throughout his life to become a means of making changes, both values and knowledge Education is a means for humans to continue to develop themselves, and education is a continuous process that is always developing. Education is the process of changing the attitudes and procedures of a person or group of people in an effort to mature humans through teaching and training.

As an educator, a teacher must be able to create learning that is able to train students' critical thinking skills to find learning information independently and actively create cognitive structures in students (Patonah, 2014). This is in line with the opinion (Yaumi, 2012) which states that critical thinking is a cognitive ability in making a decision or conclusion based on logical reasons and accompanied by empirical evidence.

According to Rosmaiyadi (2017: 12) the learning objectives in the 2013 Curriculum are to achieve High Order Thinking (HOT) high-order thinking skills from now on, one of which is critical thinking. Efforts to form optimal student critical thinking skills require an interactive class, students are seen as thinkers not taught, and the teacher acts as a mediator, facilitator, and motivator who helps students in learning not teaching if students are given the opportunity to use thinking at different levels. at each grade level, students will get used to distinguishing between facts and opinions, knowledge and beliefs. One way to practice critical thinking skills is through the learning process. opinions or ideas included in this process are making judgments or thoughts based on the opinions put forward. According to Fatmawati et al. (2014), critical thinking is the application of cognitive strategies or skills

in setting goals that refer directly to the target, in other words it is a form of thinking that needs to be developed appropriately and effectively.

Teachers must be able to create learning that is able to train students' critical thinking skills. Choosing the right learning model will activate all the potential of students which in turn can improve their critical thinking skills. Critical thinking is important for preparing students to deal with various problems that exist in everyday life (Zulfadewina et al., 2020, Zulherman et al., 2020). One of the roles of students is to contribute solutions or ideas for solving a problem that is currently happening in people's lives (Masus & Fadhilaturrahmi, 2020).

Critical thinking skills certainly also play a role in the learning process. As stated by Syarifah, some of the roles of critical thinking in the learning process are to enable students to generate new ideas in solving a problem (Syarifah et al., 2018).

Critical thinkers according to Hidayah have the ability to analyze an idea using logical reasoning (Hidayah et al., 2017).This happens because by thinking critically students are able to select relevant and irrelevant information. So that by developing critical thinking skills students will have the opportunity to be able to make conclusions with various considerations of the data, information, and knowledge they get. In fact, according to Nuryanti, by thinking critically, a person will be able to deal with his problems in social and personal life (Nuryanti et al., 2018).

Rainbolt and Dwyer (2012: 5) state that critical thinking is the skill of correctly evaluating the arguments made by others and making good and correct arguments yourself.

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One of the roles of students is to contribute solutions or ideas for solving a problem that is currently happening in people's lives (Masus & Fadhilaturrahmi, 2020). The purpose of this research is to analyze students' critical thinking skills. This is important as input for teachers so they can design appropriate learning and improve students' critical thinking skills.

Various learning models that can be applied include the guided inquiry learning model. The results showed that the guided inquiry learning model can improve students' critical thinking skills (Azizmalayeri et al., 2012, Fuad et al., 2017, Jack, 2013)

Kartimi & Liliasari (2012) that critical thinking requires training in one way with the habit of doing wrong questions to develop critical thinking. The cooperative learning model of the think pair share type is able to provide more opportunities for students to think critically, creatively, in responding to a question. In his book, Huda states that this model introduces the idea of "wait or think time" in the interaction elements of cooperative learning which is currently a powerful factor in increasing student responses to questions. (Miftahul Huda, 2013: 132).

In learning activities the teacher is the center of learning. Teachers do not use many variations of models in learning, so students get bored easily during learning activities. Lack of participation and activeness of students in the learning process so that it can affect student learning outcomes. Frang Lyman and colleagues stated that think pair share is an effective way to vary the atmosphere of class discussion patterns. (Jumanta Hamdayama, 2014:201). The benefits of implementing the TPS learning model according to Huda (2014) are: (1) enable students to work alone and in collaboration with others; (2) optimizing student participation; And (3) provide opportunities for students to show their participation to others.

The steps in the TPS learning model (Huda, 2014), namely (1) students are placed in groups. Each group consists of 4 members/students; (2) the teacher assigns tasks to each group; (3) each member thinks about and does the task individually first; (4) Groups form their members in pairs. Every couples discuss the results of their individual work; And (5) the two pairs then met again in their respective groups to share the results of their discussions. The approach used in this research is qualitative research. As for what is meant by qualitative research, namely intending to understand what phenomena are in the research subject. Qualitative methods seek to understand and interpret the meaning of an interaction event of human behavior in certain situations according to the researcher's own perspective.

The type of research used is classroom action research (CAR), which is an attempt to examine the learning activities of a group of students by providing an action that is deliberately raised. The purpose of this classroom action research is to improve learning. To obtain data and information relating to this study, the authors used several kinds of data collection techniques, including: tests,

pre-tests, post-tests, interviews, validation, research documentation processed using descriptive analysis to determine student activity and tests during learning using audio-visual media takes place can be analyzed using percentages

Based on the Guidelines for Compilation of Curriculum at the Elementary School Education Unit Level that education units must determine the Minimum Completeness Criteria (KKM) by taking into account the average ability level of students, the complexity of competencies, and the ability of supporting resources in implementing learning, Gunong Kleng Public Elementary School determines the minimum mastery criteria (KKM) for theme subjects is 70. In this study it is expected that learning outcomes achieve classically by 80% of students in the class achieving mastery.

2. METHODOLOGY

Before the Thin Pair Share method was applied, out of a total of 19 students, only 6 students met the Maximum Capacity Criteria (KKM) while 13 other students did not meet the KKM. The average value of students only reached 60 and the percentage of mastery level was only 31% of student learning. in cycle I there were 12 students who succeeded in achieving KKM out of a total of 19 students, the average student score reached67.6%with the percentage of learning completeness reached 63.1%. There was an increase in student learning outcomes after applying the Think Pair Share learning method. There were 16 students who succeeded in achieving the KKM score out of the total number of students in the class, namely 19 students. The average value of students reached 73.9%. with the percentage of learning completeness reached84.2%. This completeness figure shows an increase in student learning outcomes when compared to previous learning outcomes.

3. RESULTS AND DISCUSSION

This research was conducted as an effort to improve students' critical thinking skills through the Think Pair Share type learning model. It is hoped that by applying this learning model students can play an active role in learning and students' critical thinking skills will be even better.The data obtained from this study from the pre-cycle, cycle I and cycle II showed an excellent improvement in the learning process. The increase in learning outcomes was also very significant. Overall, these data indicate that the use of the Think Pair Share learning method on energy-saving materials causes a very significant increase in learning both in terms of processes and learning outcomes. Based on the completeness indicator in the implementation of this research, namely 70%, if students complete, their learning outcomes have been stated to have increased, and if it is below 70%, it means that the learning process still needs to be improved again. Thus, based on the percentage of completeness in cycle 2, namely84.2%shows that the application of the Think Pair Share learning method. in learning energy-saving materials has increased student learning outcomes.

4. CONCLUSION

Based on the results and discussion, it can be concluded that the use of the Think Pair Share Method can improve the learning outcomes of fourth grade students on energy-saving material at Sekolah Dasar Negeri Gunong Kleng, changes in student learning outcomes through the use of the Think Pair Share method have increased significantly as shown from the results of the percentage of learning completeness on pre cycle 31.5%increased to 63.1%in cycle 1, and 84.2% in cycle 2.

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