

INCREASING OF CRITICAL THINKING STUDENTS THROUGH COOPERATIVE LEARNING MODEL TPS TYPE (THINK-PAIR-SHARE) IN SOCIAL STUDIES LEARNING

(CLASSROOM ACTION RESEARCH IN CLASS VIII-1 / IBNU THUFAIL FITRAH INSANI II JUNIOR HIGH SCHOOL)

Rian Alfian *
alfianben24@gmail.com

Erlina Wiyanarti,
Muhammad Iqbal

Abstract-This research is motivated by the problems found in the early observation in class VIII-1 / Ibnu Thufail Islamic intergrated of Junior High School Fitrah Insani II related to the critical thinking ability of learners. Lack of courage of learners in answering and asking is a low critical thinking indicator in Social studies learning. Alternative problem solving chosen is the application of cooperative learning model TPS (Think-Pair-Share) type. The problem formulation in this research is "whether by applying the TPS learning model can improve the critical thinking ability of learners?". The research method used is Classroom Action Research with research design is model Kemmis and Mc Taggart covering several stages there are, planning, implementation, observation and reflection. Data collection techniques used were observation, interview, documentation, and field notes. The critical thinking indicator developed in the study refers to the ability to provide simple explanations, build basic skills, make inferences, make further explanations, and organize strategies and techniques. The results concluded that first, the research planning is well designed by the teacher through the development of the model in accordance with the instrument made. Second, the implementation of the action is done in three cycles by distributing worksheets and video to learners for pair discussions. Third, learners experience improvement of critical thinking ability in every cycle. Fourth, the constraints that occur are time allocation, learners' understanding of learning steps, and classroom management. These constraints are resolved by improvements in each cycle. This research shows that cooperative learning model of TPS type can improve the critical thinking ability of students in social studies learning.

Keywords: Critical Thinking, Cooperative Learning, TPS (Think-Pair-Share), Social Studies Learning

I. INTRODUCE

Education in schools implemented in the learning takes place as a process of mutual influence between teachers and learners in teaching and learning activities. Learning will be said to be successful and quality if most learners are actively involved, both physically, mentally and socially. However, in the classroom learning of teachers always find the problem of the lack of ability of learners in critical thinking so that the class tends to passive. There needs to be changes so that learners can experience an increase in critical thinking so that students are expected to be more active.

Experts classify one's thinking ability into two that is critical thinking and creative thinking. According to Johnson

(2004, p.15) suggests that thinking skills can be divided into critical thinking and creative thinking, these two types of thinking are also called high-order thinking skills. Critical thinking is a well-organized mental process and plays a role in the process of making decisions to solve problems by analyzing and interpreting data in scientific inquiry activities. While creative thinking is a thought process that produces genuine, constructive and emphasizes intuitive and rational aspects.

Based on preliminary observations that researchers do there are problems when the learning took place in between the use of the material is only fixated on the book package resulting in the discussion that tends to be monotonous, the condition of the learners to dig deeper in the matter under discussion, so that the ability in critical thinking felt less. Need improvement action so that learners can improve their critical thinking ability, because the activity of class in facet of questioning and answer question is one of the keys of success in learning that is implemented.

Fisher (2009, p. 10) points out that "critical thinking is an active and active interpretation and evaluation of observation and communication, information and argumentation". Critical thinking needs to be improved as a basis where students are able to demonstrate the knowledge of a material in order to be able to express their opinions and be able to encourage other learners to be active in the classroom while learning takes place. According to Sapriya (2008, pp. 64) the purpose of critical thinking is: "To test an opinion or idea including in this process is to consider or think based on the opinion proposed. These considerations are usually supported by acceptable criteria."

Alternative actions to improve the quality of learning that can encourage students to think more critically also improve teachers skill in leading learning, using cooperative learning model of TPS type (Think, Pair and Share). TPS (Think, Pair and Share) is a model that is able to improve students' ability in critical thinking and is active in learning such as in asking, giving answers and adding / completing answers. This model gives students time to think and cooperate, to train their ability to express opinions and think individually or in groups. The use of cooperative learning model of TPS type (Think, Pair and Share) aims to equip learners in improving their ability to analyze and develop logical thinking thinking systematically, and be able to combine ideas contained in a particular

material, the opportunity to know each other other. According to Frank Lyman (in Huda, 2013, pp. 206): "the advantages or benefits of using TPS (Think, Pair and Share) cooperative learning models are: 1) Allowing learners to work alone and cooperate with others; 2) Optimizing the participation of learners; and 3) provide opportunities for learners to show their participation to others".

Based on that idea, the researcher is encouraged to conduct research entitled "Increasing of Student Critical Thinking Ability through Cooperative Learning Model of TPS Type (Think, Pair and Share) in Social Studies Class VIII-1 / Ibnu Thufail Fitrah Insani II Junior High School". This research is aimed to answer some problem formulation as follows: First, planning the use of cooperative learning model of TPS type (Think, Pair and Share) to improve students critical thinking ability in Social Studies learning. Second, the implementation of TPS (Think, Pair and Share) model of cooperative learning model in order to improve the students critical thinking ability in social studies learning. Third, the result of the observation of the use of cooperative learning model of TPS type (Think, Pair and Share) to improve the students critical thinking ability in Social studies learning. Fourth, reflection and obstacles of Think, Pair and Share (TPS) type of cooperative learning model to improve the student critical thinking ability in Social Studies learning.

II. METHOD

The method used in this research is Classroom Action Research method. According to Niff (in Kusumah and Dwitagama, 2012, p.8) see the nature of Classroom Action Research is "a reflective form of research conducted by the teacher himself whose results can be used as a tool for the development of teaching skills". This research uses model of Classroom Action Research from Model Kemis and Mc Taggart in Wiriadmadja (2012, pp. 66), which consists of: planning, execution, observation and reflection. The subjects of the study were students of class VIII-1 / Ibnu Thufail, Fitrah Insani II Junior High School with the total students is 20 male. In this study, the researcher serves as a teacher collaborating with partner teachers and peers who served as observers and discussion partners during the study. The data collection technique is done through observation, interview, field / daily notes and documentation. The collected data is then processed by analyzing the observation matrix, field notes, interviews and documentation. Further data are analyzed through the following steps: data reduction, data display, concluding drawing / verification. In order for data obtained from the field is valid, then done in various ways, there are: triangulation, member check, audit trail, and expert opinion.

III. RESULTS AND DISCUSSION

1. Learning Plan in Increasing the Students Critical Thinking Ability through Cooperative Learning Model of TPS (Think, Pair and Share) Type in Social Studies Learning

Planning is a stage where the researcher preparing the various needed to support the ongoing process of research in the field. Preparation is done by discussing with the partner's

teacher to ask for some suggestions and directions so that in the stage of the implementation of research, researchers can implement it well. Then, the researchers devised a lesson plan to use Think-Pair-Share (TPS) type of cooperative learning model in the social studies subjects in Grade VIII-1 / Ibnu Thufail, Fitrah Insani Junior High School which had been observed by researchers at the pre-research observation stage with data acquisition that the students' critical thinking ability in the class is low. Furthermore, the researcher determines the indicators used as a guideline for preparing the research instrument and re-developed into several sub indicators needed to measure the success rate of the application of Think-Pair-Share type cooperative learning model in an effort to improve critical thinking by looking at literature that has been read as well as studied previously and tailored to the needs of learners. Application of the model is considered to be one of the efforts in developing the critical thinking of learners by involving the participation of learners in Social Studies learning activities directly in the classroom.

In determining the indicators to be observed during the course of the research activity, the researcher refers to the critical thinking study proposed by Facione (dalam Filsame, 2007, pp. 65-66) divides the process of critical thinking into three stages. The first step is to evaluate information or data by means of interpretation, analysis, evaluation and inference. The second step is that a person applies critical thinking and explains how to reach his conclusions by stating the results, defines the procedure and presents his arguments. The final step is to capture the process of thinking through self-examination and self-correction.

After discussing with the partner's teacher and determining the treatment that was deemed able to overcome the problem of low critical thinking of the learners, the researcher decided to use a classroom action research model of Kemmis and MC Taggart which will be done as many as three cycles, and each cycle is done with two actions or in two meetings of Social Studies subjects which certainly can not be separated from the support of partner teachers. Planning conducted by the researcher is in accordance with the needs required in conducting classroom action research. In addition to the things that have been planned, the researchers do not forget to always communicate with partner teachers conducted by discussing about the activities that will be done when the research took place and asked teachers to observe directly and become observers on classroom action research activities that will implemented with the aim that all the shortcomings that occur can be corrected and discussed together as a reflection and evaluation to carry out the next cycle. Based on the study of the indicators of critical thinking in the lessons suggested by Ennis (in Juwita, 2015, pp. 28-29) divide the critical thinking indicators into 5 groups namely, Provide simple explanations, Build basic skills, summarize, provide further explanations, tactics. In the opinion of Costa (in komalasari, 2010, p.266) suggests that thinking skills are grouped into basic thinking skills and complex or high-level thinking skills. In this case basic thinking skills include causal relationships transform, as well as finding relationships and providing qualifications. while the high-level thinking process is divided into four

groups, namely problem solving, decision making, critical thinking, and creative thinking.

2. Learning Implementation in Increasing the Students Critical Thinking Ability through Cooperative Learning Model of TPS (Think, Pair and Share) Type in Social Studies Learning

In the first cycle begins with a preliminary activity explaining learning materials about "the impact of the environment". By showing examples of images obtained from various sources. Then the teachers implement learning using cooperative learning model of TPS type (Think, Pair and Share). After that the teacher gives worksheets to the students. By being instructed to do the tasks according to the criterion of critical thinking indicator that learners are able to identify the image, associate the image, put forward the answer well and even find solutions from the image. When using cooperative learning model of TPS type (Think, Pair and Share) students in class VIII-1 / Ibnu Thufail 1st cycle is not yet accustomed to learning with the model. This is the lack of students' responsiveness. Bring out even the lack of confidence in asking questions. Teachers also lack the mastery of the state of the class, so it is not well conditioned.

In the second cycle, learners are given a lesson about the material "social deviation in society" by displaying images related to the material. Then the teacher tells the students to distinguish examples of which images include social irregularities that often occur in the community. After that, enthusiastic learners in learning began to look active and asked many questions expressed his opinion to criticize the image. Furthermore, the teacher assigned the students with worksheet to fill the question. Learners began to be critical in filling the problems in the worksheets. The results of the second cycle implementation began to increase, this is due to improvements made by teachers in the implementation of cooperative learning model type of TPS (Think, Pair and Share). TPS (Think, Pair and Share) cooperative learning model educates learners to think critically but not in a way that is too coercive, because the method of learning model of cooperative learning TPS type (Think, Pair and Share) This requires students to think critically in a way fun, so participants didi feel unencumbered.

Furthermore, in the third cycle, the teacher explains the material on "prevention of social deviation in family and society". The learner is given motivation and apperception then the teacher gives the drawings relating to the preventive measures of social deviation. Then learners are given the task of worksheets to fill some questions about the matter and then discuss with her partner present in front of the class in accordance with the instructions worksheets given teacher

The implementation of the third cycle has improved very well. This happens because of improvements made by teachers. learners were already familiar with learning through cooperative learning model of TPS type (Think, Pair and Share). In analyzing the images, the process of discussion by the learners can improve the ability to think critically. From the three implementation of the cycle through cooperative learning model of TPS type (Think, Pair and Share) in Social Studies learning to improve the critical thinking ability of

learners. Seen from the activity of learners using cooperative learning model of TPS (Think, Pair and Share) type in each cycle I, II, and III.

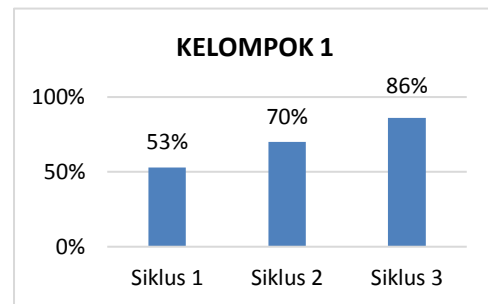
3. Learning Observation Results to Increase the Students Critical Thinking Ability Through Co-operative Learning Model Think-Pair-Share Type in Social Studies Learning

The result of the application of TPS (Think-Pair-Share) model of cooperative learning model in an effort to increase students critical thinking will be analyzed and described by researchers based on data obtained through observations made with the aid of observers and by using research instruments that have been designed. From the results of action in each cycle obtained by researchers based on the data obtained states that the critical thinking skills of learners continue to experience progress towards the better.

Researchers develop the critical thinking indicator put forward by Ennis (in Juwita, 2015, pp. 28-29) including providing simple explanations, building basic skills, creating inferences, making further explanations, and managing strategies and techniques.

The result of the data obtained through the observation activity is then changed into the form of a score range using the interval scale and converted into values such as: Very Good, Good, Fair, Less, and Very Less. Then, it will be seen how far the development of critical thinking skills of each student in the group or partner in each cycle. The following graph shows the improvement of critical thinking of learners in groups or partners by applying Think-Pair-Share (TPS) cooperative learning model in each cycle:

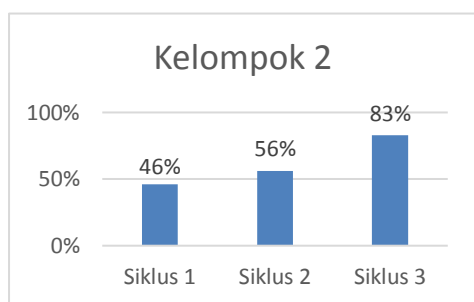
Diagram 3.1 Assessment of Group Critical Thinking 1



Based on the diagram above, there is an increase in each cycle. Group 1 experienced an increase in each cycle, from first cycle to second cycle with the score of 53% to 70% and got a 17% increase, the increase from cycle I to cycle II got the students because able to make the question is synthesis and able to give answer based with a reliable source and students are able to interact well as evidenced by cohesiveness in answering questions asked by teachers and other students. In cycle I to cycle II group 1 get the difference of 10.4% which belongs to the category "Enough". Then from cycle II to cycle III learners experience an increase of 16% which initially get 70% increased to 86% it is because students are able to provide individual and group explanations very well and use his own language reinforced with appropriate facts, in addition to the participant is able to provide arguments from the

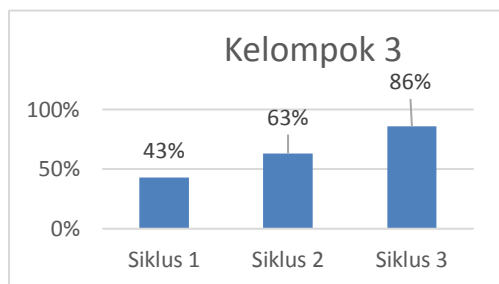
explanation he or she presents clearly, relevant and strong. Students from cycle II to cycle III get the difference of 29.6% with the category of "Very Good".

Diagram 3.2 Assessment of Group Critical Thinking 2



Based on the diagram above, there is an increase in each cycle. Group 2 experienced an increase in each cycle, from first cycle to second cycle with score of 46% to 56% and got 10% increase, increase from cycle I to cycle II got students because able to give explanation degan use its own language even though less precise, then learners can distinguish between explanations and statements, other than that students look strong in giving arguments and able to cooperate with their partner although not yet able to convey the results of the discussion in front of the class. In cycle I to cycle II group 1 get the difference of 10.4% which belongs to the category "Enough". Then from cycle II to cycle III students experience an increase of 27% which originally get 56% increased to 83% it is because learners can answer questions and conclusions with his own language and reinforced with the facts appropriate and relevant from the discussion with his partner . Learners from cycle II to cycle III get the difference of 29.6% with the category of "Very Good".

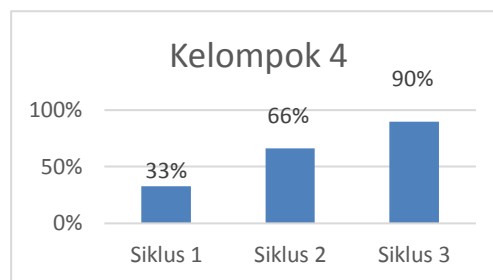
Diagram 3.3 Assessment of Group Critical Thinking 3



Based on the diagram above, Group 3 experienced an increase in each cycle. Group 3 experienced an increase in each cycle, from the first cycle to the second cycle with a score of 43% to 63% and an increase of 20%. The increase from cycle I to cycle II got the studnets because able to answer questions based on reliable sources with their own language so that the mapu give conclusion, it is because learners are able to cooperate with their partner in providing answers. In cycle I to cycle II group 3 get the difference of 20% with category "Enough". Then from cycle II to cycle III learners experience an increase of 23% which initially get 63% increased to 86%, the increase is because students are able to make the question

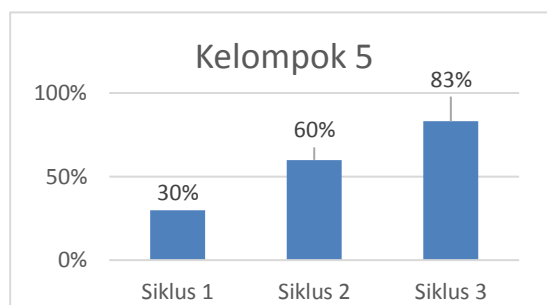
is analytical in accordance with the material, then increased in answer questions and provide a strong argument , and learners are able to cooperate with their partner in answering questions as well as able to mempresentasikan results discussion. Learners from cycle II to cycle III get the difference of 23% with the category of "Very Good".

Diagram 3.4 Critical Group Thinking Assessment 4



Based on the diagram above, Group 4 experienced an increase from the first cycle to the second cycle with a score of 33% to 66% and got an increase of 33%. The increase from cycle I to cycle II obtained learners are able to create questions that are analytical in accordance with the material, but have not been able to provide rebuttal. Then students are able to provide strong arguments and able to cooperate with their partners and have the courage to explain the results of discussion. In cycle I to cycle II group 4 get the difference of 27% with category "Enough". Then from cycle II to cycle III students experience an increase of 24% which originally get 66% increased to 90%, the increase is because students are able to answer questions and conclude with his own language and a clear source, but it is able to cooperate in providing answers on during discussion. Students from cycle II to cycle III get the difference of 24% with the category of "Very Good".

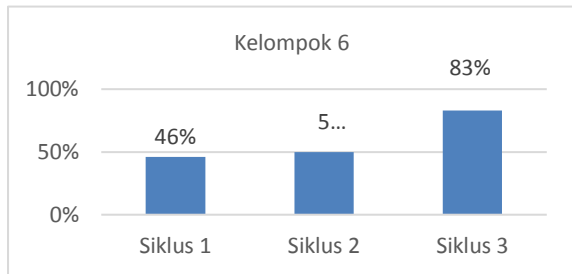
Diagram 3.5 Group Critical Thinking Assessment 5



Based on the diagram above, Group 5 experienced an increase from the first cycle to the second cycle with a score of 30% to 60% and an increase of 30%. The increase from cycle I to cycle II was obtained by the students because the problemu made an analytical question that was in accordance with the material, but has not been able to provide a rebuttal. Then learners are able to provide strong arguments and able to cooperate with their partners and have the courage to explain the results of discussion. In cycle I to cycle II group 5 get 30% difference with category "Enough". Then from cycle II to cycle III

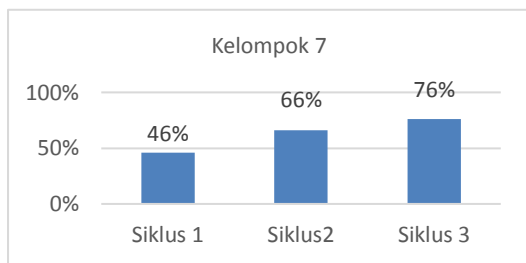
cycle III students experience an increase of 23% which originally get 60% increased to 83%, the increase is because students are able to answer questions and conclude with his own language and a clear source, but it is able to cooperate in providing answers on during discussion. Learners from cycle II to cycle III get the difference of 23% with the category of "Very Good".

Diagram 3.6 Group Critical Thinking Assessment 6



Based on the diagram above, Group 6 experienced an increase from the first cycle to the second cycle with a score of 46% to 50% and got an increase of 4%. The increase from cycle I to cycle II students are able to create questions that are analytical in accordance with the material, but have not been able to provide a rebuttal. Then learners are able to work with their partner and yet still not daring in explaining the results of the discussion. In cycle I to cycle II group 6 get the difference of 4% with category "Enough". Then from cycle II to cycle III students experience an increase of 33% which initially get 50% increased to 83%, the increase is because students are able to create questions that are analytical but in the lessons still look less focused, students have the ability to provide refutation with a strong argument from his own language, and able to work together with his partner well. Students from cycle II to cycle III get the difference of 33% with the category of "Very Good".

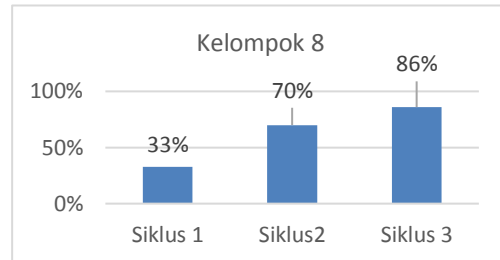
Diagram 3.7 Assessment of Group Critical Thinking 7



Based on the diagram above, Group 7 experienced an increase from the first cycle to the second cycle with a score of 46% to 66% and got an increase of 20%. The increase from cycle I to cycle II students are able to create questions that are analytical and synthesis in accordance with the material and able to provide responses from the questions of his friends, but in providing explanations of students is still less precise. Then students are able to cooperate with their partner but have not dared to explain the results of the discussion. In cycle I to

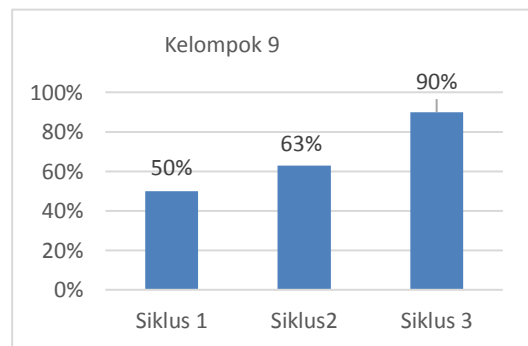
cycle II group 6 get the difference of 20% with category "Enough". Then from cycle II to cycle III students experience an increase of 10% which originally get 66% increased to 76%, the increase is because students have experienced peningkatan in answering questions and able to answer with a trusted source or not, experienced an excellent improvement in which learners in the third cycle were able to provide excellent disclaimers. Students from cycle II to cycle III get the difference of 10% with the category of "Very Good".

Diagram 3.8 Assessment of Critical Thinking Point 8



Based on the diagram above, Group 8 experienced an increase from the first cycle to the second cycle with a score of 33% to 70% and got an increase of 37%. The increase from cycle I to cycle II students are able to create questions that are analytical and synthesis in accordance with the material and able to provide reasons but not able to give a rebuttal, then learners are able to provide explanations with his own language but still not in accordance with the material. In addition, students are able to work with their partners but have not dared to explain the results of the discussion. In cycle I to cycle II group 6 get the difference of 37% with category "Enough". Then from cycle II to cycle III students experience an increase of 16% which originally get 70% increased to 86%, the increase is due to students have increased experienced in answering questions that are synthesis and able to answer questions from teachers and friends with relevant sources , After giving explanations and provide conclusions with the right facts students are able to use his own language. Students from cycle II to cycle III get the difference of 16% with the category of "Very Good".

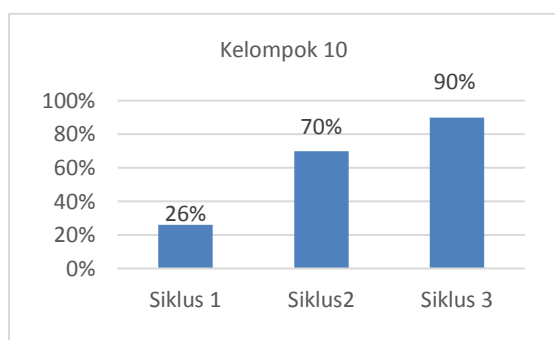
Diagram 3.9 Group Critical Thinking Assessment 9



Based on the diagram above, Group 9 experienced an increase from the first cycle to the second cycle with a score of 50% to 63% and got an increase of 13%. Improvement from cycle I to cycle II learners able to make the question of a

good analysis and synthesis in accordance with the material, but learners have not been able to answer the question well, then learners are able to provide explanations with his own language but still not in accordance with the material. In addition, students are able to cooperate with their spouses and able to provide answers properly and able to menyampaikan the results of discussion in the classroom. In cycle I to cycle II group 6 get the difference of 13% with category "Enough". Then from cycle II to cycle III students experience an increase of 27% which initially get 63% increased to 90%, the increase is due to students have experienced peningkatan in answering questions that are synthesis and able to answer questions from teachers and friends with relevant sources , learners can answer questions by distinguishing sources believed or not, other than that learners mapu mapu work very well so as to menyampaikan the results of the discussion very well. students from cycle II to cycle III get the difference of 27% with the category of "Very Good".

Diagram 3.10 Assessment of Group Critical Thinking 10



Based on the diagram above, Group 10 experienced an increase from the first cycle to the second cycle with a score of 26% to 70% and got an increase of 44%. Improvement from cycle I to cycle II students able to create questions that are both analytical and synthesis in accordance with the material and reliable sources, but in conveying answers or questions in their own language learners are not good. students have not been able to provide arguments and be able to explain the material but less appropriate and less relevant, and students are able to work with their partner and able to provide answers well and yet not able to convey the results of discussion in the classroom. In cycle I to cycle II group 10 get 44% difference with category "Enough". Then from cycle II to cycle III students experience an increase of 20% which originally get 70% increased to 90%, the increase is due to students have experienced peningkatan in answering questions that are synthesis and able to answer questions from teachers and friends with relevant sources , students can answer questions by distinguishing sources believed or not, other than that learners mapu mapu work very well so as to menyampaikan the results of the discussion very well. Students from cycle II to cycle III get the difference of 27% with the category of "Very Good".

4. Reflection and Obstacles found in the Learning Implementation Through Think-Pair-Share Model in Increasing Students Critical Thinking Skills in Social

Studies in Class VIII-1 / Ibnu Thufail, Fitrah Insani II Junior High School

The overall reflection made by researchers based on the results of discussions with partner teachers is as follows:

- Before applying the lesson using TPS (Think-Pair-Share) cooperative learning model, the researcher tested the research by questioning the students to be discussed with other students to know how far the readiness of students in learning by using cooperative learning model of TPS type (Think -Pair-Share) and to provoke students critical thinking skills.
- Researchers stimulate students to continue to be active and create democratic classroom conditions by encouraging students to share tasks, work together on tasks, help each other so as to establish closeness among students in groups that have been formed.
- Researchers try to motivate students to have the attitude of confidence and courage in expressing opinions and ask questions.
- Researchers apply the rules in the classroom when learning is in progress. In order for students to remain serious in doing the tasks though done in groups.
- In the first cycle until the third cycle, the researcher prepares the planning to do the action and the cycle as well as possible, although in reality what has been planned is not always in line with expectations.
- The implementation of classroom action research that has been done by the researcher has been referring to the stage of planning that has previously been discussed with partner teachers and has been developed to avoid or minimize the occurrence of errors in the application of medel learning
- Implementation of learning activities by applying the model of cooperative learning TPS type (Think-Pair-Share) in an effort to increased students critical thinking skills can be done well because students who are proactive toward teachers
- Researchers do reflection on each cycle that has been implemented. In that case, visible ability of students critical thinking leaners who continue to experience progress towards better in every cycle, proved by increasing percentage result of data processing.

Here are some of these obstacles:

- The use of cooperative learning model of TPS type (Think-Pair-Share) takes a relatively long time so that in cycle I and II students still not able to complete the task with the maximum.
- Researchers are still difficult to calculate the time in the application of cooperative learning model of TPS type (Think-Pair-Share) so that often the time provided for social studies subjects feels less.
- Learners difficult to be condusive when doing the learning by way of groups even some of the students there are still who do not seem to want to participate to do the task
- Some students are less serious when performing tasks, looks lazy and often disturb friends in the group so that the task becomes neglected.

- e. Students who are still less confident in expressing their opinions and in terms of asking the teacher about the material that has been studied.
- f. The lesson planning that has been arranged in the lesson plan as well as possible is not fully implemented because in reality that happens in the field is not always in accordance with what is expected.
- g. Implementation of cycle I up to cycle III experience obstacles or constraints that are not much different as problems on technical learning activities, activities of students in doing tasks and mismatch implementation with planning.
- h. The application of TPS (Think-Pair-Share) cooperative learning model in developing the students critical thinking in planning and technical implementation is not as simple as what the researcher thinks.

IV. CONCLUSION

Based on the results of research that has been done in conclusion First, Planning done by teachers to implement learning social studies by using model of cooperative type of TPS (Think-Pair-Share) that includes preparation syllabus and Learning Implementation Plan in accordance with cooperative learning steps type TPS (Think-Pair-Share). The implementation of this action is done only up to three cycles, because in third cycle the researcher assumes that the implementation of Classroom Action Research has achieved result in accordance with expected goals between planning with the desired result there is a positive influence on the learning process and students critical thinking. Secondly, the implementation of the model of cooperative learning type of TPS (Think-Pair-Share) as a whole can support the achievement of social studies learning objectives. This is seen when the TPS type cooperative learning model (Think-Pair-Share) not only succeeds in improving critical thinking ability which is one of the main objectives of the researcher, but also able to increase the social knowledge of the students. Third, In the process of applying the cooperative learning model of TPS type (Think-Pair-Share) on social studies learning found some difficulties or obstacles that have been solve during the research

Fourth, the result of the effort of improving the critical thinking ability of students through the model of TPS (Think-Pair-Share) cooperative learning model can be observed from the first to the third cycle which has improved very well. In the first cycle, as a whole the students get the results with good enough category, this is influenced by the number of things that need to be improved. The percentage value obtained in the first cycle is 41% with the category "Less". Then in the second cycle, the overall results obtained are quite high and earn the "Enough" category. The percentage obtained in this cycle is 63%. Furthermore, in the third cycle, the overall return results improved even better. The end result obtained in this third cycle earned the category "Very Good" with 85% percentage. Overall, through the implementation of cooperative learning model of TPS type (Think-Pair-Share),

the students have been able to improve critical thinking ability in social studies learning in accordance with indicators and assessment aspects that have been determined by the researcher.

BIBLIOGRAPHY

- Filsame, Dennis K. 2007. *Menguak Rahasia Berfikir Kritis dan Kreatif*. Jakarta: Prestasi Pustaka Publisher.
- Fisher, A. (2009). *Berpikir Kritis, Sebuah Pengantar*. Jakarta: Erlangga.
- Huda, Miftahul. (2013). *Cooperative Learning Metode, Teknik, Struktur dan Model Penerapan*. Yogyakarta: Pustaka Pelajar.
- Isjoni. (2012). *Cooverative Learning Mengembangkan Kemampuan Belajar Berkelompok*. Bandung: Alfabeta.
- Iskandar, 2009. *Metodologi Penelitian Kualitatif*. Jakarta: Gaung Persada Press.
- Johnson,E.B. (2004). *CTL: Menjadikan Kegiatan Belajar Mengajar Mengasikan dan Bermakna*. Bandung: MLC Rosdakarya.
- Komalasari, K. (2010). *Pembelajaran Kontekstual: Konsep dan Aplikasi*. Bandung: PT Refika Aditama.
- Lie, Anita. (2008). *Cooperative Learning*. Jakarta: Grasindo.
- Sapriya. (2011). *Pendidikan IPS*. Bandung: PT Remaja Rosdakarya.
- Trianto. (2009). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Group.
- Wiriatmadja, Rochiati. (2008). *Metode Penelitian Tindakan Kelas*. Bandung: PT Remaja Rosdakarya.