



THE EFFECT OF THE ROUND TABLE TYPE COOPERATIVE LEARNING MODEL ON STUDENTS' CRITICAL THINKING SKILLS IN GRADE IV MIS AL-IKHLASIAH MEDAN

Putri Nabila¹, Suci Perwita Sari²

Elementary School Teacher Education Study Program

Faculty of Teacher Training and Education

Universitas Muhammadiyah Sumatera Utara;

Email: putrinabilaa676@gmail.com, suciperwitasari@umsu.ac.id.

Abstract

This research is based on the low critical thinking skills of grade IV students at MIS Al-Ikhlasih Medan. The purpose of this study is to find out the critical thinking skills of students in the control class, to know the critical thinking skills of students in the experimental class, and to determine the influence of the use of the round table type cooperative learning model on the critical thinking skills of students in grade IV of MIS Al-Ikhlasih Medan on science learning. This type of research is a research with quantitative data processing. This study using a saturated sampling technique explained that the entire population was used as a sample of 57 students, divided into 29 students in the control class and 28 students in the experimental class. The instrument in this study uses a critical thinking test instrument totaling 10 essay questions, where students do pre and post tests that have been tested for validity and reliability. Based on the results of the research carried out on students in the experimental class (using the round table type cooperative learning model), the average score of students was 85.62, in contrast to the students in the control class (using the think pair and share type cooperative learning model) the average score of students was 70.17. It was stated that the average score of students in the experimental class was higher than the average score of students in the control class. The learning carried out on students in grade IV of MIS Al-Ikhlasih Medan using a round table type cooperative learning model has a significant impact on students' critical thinking skills. It is proven from the significance value of 0.000 which is $0.000 < 0.05$. So it can be concluded in this study that there is an influence of the use of the round table type cooperative learning model on the critical thinking skills of students in grade IV of MIS Al-Ikhlasih Medan in the implementation of science learning.

Keywords: Round Table Type Cooperative Model, Critical Thinking.

1. INTRODUCTION

Law Number 20 of 2003 concerning the National Education System contains the meaning that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

Nurhairani (2018) revealed that science learning directs students to be more active

when participating in learning to better understand the learning material that has been conveyed because students experience it themselves. This will foster students' curiosity and teach students skills in critical thinking about the problems they are facing. Through critical thinking, students do not easily believe in opinions, conjectures, and desires that have not been proven because students first pay attention to the problems present. Critical thinking skills will direct students to interpret and see the positive and negative sides of all problems.

Dadri et al (2019) quoted the thinking of Ennis stating that the characteristics of people who think critically are 1) able to find clear answers to every problem. 2) looking for the right reason. 3) try to know the information well. 4) using reliable sources. 5) Pay attention to the overall situation and existing conditions. 6) Strive to stay in direct contact with the main idea.

Round tables are one type of learning that includes a cooperative learning model. Spencer Kagan is an expert who developed the round table as a cooperative learning model. Nurmala (2020) quotes the thought of Spencer Kagan arguing that "Students take turns generating written responses, solving problems or making a contribution to a project. In Round Table, students take turns in their teams". Students are made into groups

2. RESEARCH METHODS

The research method used is a quantitative method, with the population used being all grade IV students of MIS Al-Ikhlasih Medan who are registered in the even semester of the 2022/2023 school year. The sampling technique used in this study is saturated sampling, by selecting as many as 2 classes, namely class IV A and Class IV B. The samples that the author will take for this study are class IV A as an experimental class with 28 students and class IV B as a control class with 29 students at MIS Al-Ikhlasih Medan. The test instruments used are tests, data analysis techniques in this study through validity tests, reliability tests, homogeneity tests, normality tests and hypothesis tests.

3. RESULTS AND DISCUSSION

Critical thinking skills of grade IV students of MIS Al-Ikhlasih Medan in the control class. Students' critical thinking skills in the control class during science learning with material changing the form of objects. In the science learning control class, which was carried out using a think pair and share type cooperative learning model, the students' test scores were still very low with an average initial pretest score of 29.74 and an average posttest score of 70.17 conducted by 29 students. This proves that the learning that has been carried out by

and form a round table of each group, each member of the group writes answers and discusses them together in the round table.

Round table type cooperative learning encourages students to learn actively and practice student social communication, round table type cooperative learning is used to further activate students during the learning process. Abidin (2019) revealed that the round table type cooperative learning model in which all students in the group must try to understand and master the learning material that has been taught, students actively participate in group work when given the opportunity for each group to discuss the material given by the teacher and be able to explain students' understanding of the material that has been learned and students will practice the material orally or in writing. teachers has not been able to strengthen students' critical thinking skills, so that students' grades are still at a low point.

Critical thinking skills of grade IV students of MIS Al-Ikhlasih Medan in the experimental class. Students' critical thinking skills in the experimental class during science learning with material changing the form of objects. In the experimental science learning class carried out using a round table type cooperative learning model, the students' test scores were still very low with an initial average pretest score of 39.64 and an average posttest score of 85.62 which was carried out by 28 students. After carrying out learning activities using a round table-type cooperative learning model, students' thinking skills have improved.

Students are more interested, focused, and motivated when learning using a round table-type cooperative learning model. Students also feel that learning activities using a round table-type cooperative learning model are very different from learning without using conventional learning models.

The effect of the round table type cooperative learning model on students' critical thinking skills in science learning in grade IV MIS AL-Ikhlasih Medan. There is an effect of the use of a round table-type cooperative learning model on thinking skills

critical students. Judging from the results of data analysis that obtained the average score of critical thinking skills of students in the experimental class using the round table type cooperative learning model was 85.62. Meanwhile, the average score of students' critical thinking skills in the control class using the think pair and share type cooperative learning model was 70.17. From the output results of the "Independent Samples Test", it is known that the value of Asymp. Sig. (2-tailed) by $0.000 < 0.05$. Therefore, it can be concluded that there is a difference in learning outcomes using the round table type cooperative learning model and the think pair and share type cooperative learning model. There is a significant difference, so it can be said that there is an influence of the use of the round table type cooperative learning model on the critical thinking skills of grade IV students at MIS Al-Ikhlasih Medan during science learning with material that changes the form of objects.

The problems contained in the discussion, series of research, research implementation to the data processing process, are as follows:

1. Students still have difficulty in providing thoughts and answers when asked by the teacher during learning.
2. All students are still not focused when participating in learning and affect students with difficulty filling in the test instruments given.
3. Limited time in carrying out research is caused by limited student learning hours.

4. CONCLUSION

Based on the results of the research and discussion that has been explained in the previous chapter, the researcher obtained several conclusions to be able to conclude the formulation of the problem in this study that the influence of the round table type cooperative learning model on critical thinking skills in the learning of science students in grade IV MIS Al-Ikhlasih Medan, as follows:

1. Students' critical thinking skills in

science learning with material changing the form of objects in the control class totaled 29 students, namely class IV B at MIS Al-Ikhlasih Medan, obtained an initial average score of 29.74 before applying the treatment, then after applying the treatment using the think pair and share type cooperative learning model, the average score increased to 70.17.

2. Students' critical thinking skills in science learning with material changing the form of objects in the experimental class totaled 28 students, namely class IV A at MIS Al-Ikhlasih Medan, obtained an initial average score of 39.64 before applying the treatment, then after applying the treatment using a round table type cooperative learning model, the average score increased to 85.62. Students are more interested, focused, and motivated when learning using a round table-type cooperative learning model. Students also feel that learning activities using the round table type cooperative learning model are very different from learning using conventional learning models.
3. There is an effect of the use of the round table type cooperative learning model on students' critical thinking skills. It can be seen from the results of data analysis obtained that the average score of students' critical thinking skills in the experimental class using the round table type cooperative learning model is 85.62. Meanwhile, the average score of students' critical thinking skills in the control class using the think pair and share type cooperative learning model was 70.17. From the output results of the "Independent Samples Test", it is known that the value of Asymp. Sig. (2-tailed) by $0.000 < 0.05$. Therefore, it can be concluded that there is a difference in learning outcomes using the round table type cooperative learning model and the think pair and share type cooperative learning model. There is a significant difference, so it can be said that there is an influence of the use of the round

table type cooperative learning model on the critical thinking skills of grade IV students at MIS Al-Ikhlashiah Medan.

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