

IMPLEMENTASI MODEL *THINK PAIR SHARE* DALAM PEMBELAJARAN GEOGRAFI UNTUK MENGEMBANGKAN KETERAMPILAN BERPIKIR KRITIS DAN KOLABORASI SISWA DI SMAN 3 SINGARAJA

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis: (1) penerapan Model Pembelajaran *Think Pair Share* dalam pembelajaran geografi di SMAN 3 Singaraja, (2) Keterampilan Berpikir Kritis siswa antara sebelum dan sesudah diterapkannya Model *Think Pair Share* dalam pembelajaran Geografi di SMAN 3 Singaraja, (3) Keterampilan Kolaborasi siswa antara sebelum dan sesudah diterapkannya Model *Think Pair Share* dalam pembelajaran Geografi di SMAN 3 Singaraja, dan (4) pengaruh penerapan Model *Think Pair Share* dalam pembelajaran Geografi terhadap Keterampilan Berpikir Kritis dan Kolaborasi siswa di SMAN 3 Singaraja. Berkenan dengan itu, dilakukan penelitian menggunakan desain Kuasi Eksperimen (*quasi experimental*) dengan *Pre-test Post-test Nonequivalent Control Group Design*, Penentuan Kelompok Eksperimen dan kelompok Kontrol menggunakan Teknik *Simple Random Sampling* pada pasangan kelas yang setara. Pengumpulan data menggunakan metode observasi, tes (esai), dan angket dengan instrument yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan analisis deskriptif kuantitatif dan analisis inferensial dengan *Multivariate Analysis of Variance* (MANOVA). Hasil penelitian menunjukkan bahwa: (1) penerapan model pembelajaran *Think Pair Share* dalam pembelajaran Geografi terlaksana dengan kategori Sangat Baik dengan rata-rata skor sebesar 81,17; (2) keterampilan berpikir kritis siswa pada eksperimen menunjukkan peningkatan yang lebih baik dibandingkan kelas kontrol; (3) keterampilan kolaborasi siswa pada kelas eksperimen juga menunjukkan peningkatan yang lebih baik dibandingkan kelas kontrol; dan (4) hasil uji MANOVA menunjukkan bahwa model pembelajaran *Think Pair Share* berpengaruh secara simultan dan signifikan terhadap keterampilan berpikir kritis dan keterampilan kolaborasi siswa siswa ($p < 0,05$). Berdasarkan hasil penelitian tersebut, model pembelajaran *Think Pair Share* dapat dijadikan sebagai salah satu alternatif pembelajaran yang efektif untuk mengembangkan keterampilan berpikir kritis dan keterampilan kolaborasi siswa dalam pembelajaran Geografi di tingkat Sekolah Menengah Atas.

Kata Kunci: Keterampilan Kolaborasi, Keterampilan Berpikir Kritis, Pembelajaran Geografi, *Think Pair Share*

IMPLEMENTATION OF THE THINK-PAIR-SHARE MODEL IN GEOGRAPHY LEARNING TO DEVELOP STUDENTS' CRITICAL THINKING AND COLLABORATION SKILLS AT SMAN 3 SINGARAJA

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ABSTRACT

This study aims to analyze: (1) the implementation of the Think Pair Share Learning Model in geography learning at SMAN 3 Singaraja, (2) students' Critical Thinking Skills between before and after the implementation of the Think Pair Share Model in Geography learning at SMAN 3 Singaraja, (3) students' Collaboration Skills between before and after the implementation of the Think Pair Share Model in Geography learning at SMAN 3 Singaraja, and (4) the effect of the implementation of the Think Pair Share Model in Geography learning on students' Critical Thinking and Collaboration Skills at SMAN 3 Singaraja. In connection with that, research was conducted using a Quasi-Experimental design with a Pre-test Post-test Nonequivalent Control Group Design. The determination of the Experiment group and Control group used the Simple Random Sampling Technique on equivalent pairs of classes. Data collection used observation methods, tests (essay), and questionnaires with instruments that have been tested for validity and reliability. Data analysis was conducted using quantitative descriptive analysis and inferential analysis with Multivariate Analysis of Variance (MANOVA). The results of the study showed that: (1) the implementation of the Think Pair Share learning model in Geography learning was carried out in the Very Good category with an average score of 81.17; (2) students' critical thinking skills in the experimental group showed better improvement compared to the control class; (3) students' collaboration skills in the experimental class also showed better improvement compared to the control class; and (4) the results of the MANOVA test showed that the Think Pair Share learning model simultaneously and significantly affected students' critical thinking skills and collaboration skills ($p < 0.05$). Based on the results of the study, the Think Pair Share learning model can be used as an effective learning alternative to develop students' critical thinking skills and collaboration skills in Geography learning at the Senior High School level.

Keywords: Collaboration Skills, Critical Thinking Skills, Geography Learning, Think Pair Share