Implementation of the Cooperative Learning Learning Model Type Student Teams Achievement Division in Enhancing Students' Critical Thinking

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Abstract
This study aims to describe the Implementation of the Student Teams Achievement Division (STAD) Cooperative Learning Learning Model in Improving Students' Critical Thinking in Civics Learning at SMP N 1 Sitiung. The research method used in this research is descriptive qualitative with the research location at SMP N 1 Sitiung. The informants in this study totaled 7 people including 6 students, 1 educator who taught Civics subjects. Data collection was carried out through observation, interviews and documentation techniques, then for data analysis techniques carried out through the stages of data reduction, data presentation and drawing conclusions. The results of this study indicate that the process of implementing the cooperative learning model type Student Teams Achievement Division (STAD) in increasing students' critical thinking in learning PPKn at SMP N 1 Sitiung has been carried out well. This is inseparable from the efforts that have been made by educators. The efforts made by educators in increasing students' critical thinking are by changing the learning model used in the learning process. The cooperative learning model of the Student Teams Achievement Division (STAD) type is an example of a learning model that can improve students' critical thinking. Another effort made by educators to increase students' critical thinking is by creating a fun learning process by providing motivation to students to be more active in learning. Based on the results of this study, it can be concluded that the process of implementing the cooperative learning model of the Student Teams Achievement Division (STAD) type in increasing students' critical thinking in Civics learning at SMP N 1 Sitiung has been carried out well. The efforts that have been made by educators in increasing students' critical thinking are: (a) creating fun learning (b) conducting intensive guidance to groups experiencing difficulties (c) giving rewards to groups that can present the results of discussions well.
Keywords: Learning Model, Student Teams Achievement Division, Critical Thinking

INTRODUCTION

The 2013 curriculum was developed by perfecting the mindset of passive learning to become critical learning. On an ongoing basis, what is of concern in schools is students' critical thinking skills. Where, the purpose of teaching critical thinking is to develop someone who is able to think reasonably, objectively, and do classification and accuracy. According to Ennis in Susanto (2013: 121) critical thinking is thinking with the aim of making reasonable decisions about what to believe or do. Critical thinking skills (critical thinking) must be seen as a very basic problem in the learning process in the future. The more sophisticated an era causes competition in the outside world to be increasingly stringent. So that the mastery of critical thinking skills is not enough as an educational goal alone, but also as a fundamental process that allows students to overcome future uncertainties.

According to Haikal (2021: 54) Critical thinking is an attitude of wanting to think deeply about problems and things that are within the range of one's experience, Knowledge of logical examination and reasoning methods and a kind of skill to apply these methods. Critical

thinking requires a great deal of effort to examine every assumptive belief or knowledge based on the supporting evidence and the resulting further conclusions. According to Haikal (2021: 54) The ability of critical thinking among students is different, because critical thinking is a mental process that can grow in each individual differently so a climate or activity is needed to support it through observation activities, where they have to research, analyze to make a final conclusions, even communicating with other students. Critical thinking ability is an important ability for students to have in order to be able to solve problems faced in a world that is constantly changing.

The learning model that is thought to be able to improve students' critical thinking skills is cooperative learning. Cooperative learning is in accordance with human nature as social beings who are full of dependence on other people, have shared goals and responsibilities, division of tasks and a sense of destiny. Shoimin (2016: 45) states that cooperative learning is a learning model in which students study in small groups that have different levels of ability. In completing group assignments, each member works together and helps to understand a learning material. Learning is not finished if one of the friends in the group has not mastered the learning material. The development of this learning is only possible if the cooperative relationship between students is well established, communication is created dialogically, collaboration and participation can be formed and fostered effectively. Learning is oriented towards creating a conducive classroom atmosphere that can build cooperative relationships, share information, knowledge and experiences between fellow students and educators with students.

Based on the observations that the author observed during the Implementation of the Educational Field Experience Practice (PPLK) for 6 months (July-December) in 2021, it can be found in Sitiung 1 Public Middle School in the subject matter of PPKn, many students have low critical thinking skills. The author found that the ability to ask questions of students was still weak, students still looked passive and tended to be more silent, when educators asked questions no one dared to answer, and when educators asked students to ask questions that most participants did not know or were unclear about. students are just silent, this is caused by the view of the majority of students who think that Civics learning material is boring and difficult.

The purpose of this study is to describe the efforts made by educators to increase students' critical thinking in Civics learning at SMP N 1 Sitiung, to describe the obstacles faced by educators in implementing the cooperative learning model of Student Teams Achievement Division (STAD) type in the Civics learning process at SMP N 1 Sitiung and describes solutions in dealing with obstacles in the process of implementing the cooperative learning learning model type student teams achievement division (STAD) in the PPKn learning process at SMP N 1 Sitiung.

RESEARCH METHODS

The type of research used in this research is qualitative with descriptive method. According to Moleong (2017: 7) qualitative research is research that intends to understand phenomena regarding what is experienced by research subjects, for example behavior, perceptions, motivations, actions, holistically (thoroughly, cannot be separated) by means of descriptions in the form of words -words and language, in a special natural context by utilizing various scientific methods. This type of research is a qualitative descriptive research because the author aims to describe or illustrate how the implementation of the Cooperative Learning learning model type student teams achievement division (STAD) in Improving Students' Critical Thinking in Civics Learning at SMP N 1 Sitiung. Descriptive research relates to the collection of facts, data, thoroughly and validly to provide an overview of the object

under study. According to Sukmadinata (2017: 72) descriptive research is a form of research aimed at describing existing phenomena, both natural phenomena and man-made phenomena which can include activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another. other phenomena. Qualitative descriptive research is included in the type of qualitative research.

The choice of location for this research at SMP N 1 Sitiung was carried out in class VIII A and the time for conducting research was in the odd semester of 2022/2023. Researchers are interested in conducting research in this school because many students have low critical thinking skills, this can be seen from the students' ability to ask questions which are still weak, students still look passive and tend to be more silent. According to Loftland, the main data sources in qualitative research are words and actions, the rest is additional data in the form of documents and others (Moleong, 2012: 157). Data sources will be taken from documents, interview results, field notes and results. There are two types of data sources, namely primary and secondary data sources. Both of these data are needed and needed to support the research conducted by researchers. This is done for the activity of a number of relevant information with data about research variables and to simplify the data to be collected, so that the research can make conclusions from the data collected.

1. Primary Data. According to Sugiyono (2017: 193) primary data is a data source that directly provides data to data collectors. In this study, the source of the data was obtained directly through research objects such as observation and in-depth interviews with educators and students.

2. Secondary Data. Secondary data is a data source that does not directly provide data to data collectors. This means that the source of research data is obtained through intermediary media or indirectly in the form of notebooks, existing evidence or archives both published in general (Sugiyono, 2017: 193).

To obtain data in this study, researchers used the following techniques:

1. Observation Techniques. Observation is a data collection technique by systematically observing the elements that appear in a research object (Sugiarto, 2017: 68). In this study, researchers made direct observations at SMP N 1 Sitiung. Observations made by researchers are non-participatory. In this study the researcher also did not involve himself directly in the object of observation, but was still able to get an overview of the intended object because the observations were carried out intensively. With so many researchers make direct observations. Observations were made so that researchers know firsthand how to implement the cooperative learning learning model of the Students Teams Achievement Division (STAD) type in increasing students' critical thinking in Civics learning at SMP N 1 Sitiung.

2. Interview. Interviews are conversations with a specific purpose. This conversation was conducted by two parties, namely the interviewer (Interviewer) who asked questions and the interviewee (Interviewee) who provided answers to the question (Moleong, 2012: 186). In collecting this data, researchers used open interviews and in-depth interviews to obtain valid data in research. Interviews were carried out through a process of verbal questioning and answering directly to various parties, both students and educators at SMP N 1 Sitiung. In this study, researchers conducted interviews with Civics teachers, as well as several students at SMP N 1 Sitiung. This interview was conducted so that researchers obtain in-depth information about how to implement the cooperative learning model of the Student Teams Achievement Division (STAD) type in increasing students' critical thinking in Civics learning at SMP N 1 Sitiung.

3. Documentation Techniques. According to Sugiyono (2013: 326) documents are records of past events. Documents can be in the form of writing, pictures, or monumental works of a person. Documentation in the form of writing, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, for example photographs, live images, sketches and others. Document study is a complement to the use of observation and interview methods in qualitative research. In this study, researchers used documentation in the form of images, namely photos.

RESEARCH RESULTS AND DISCUSSION

Efforts Made by Educators in Improving Students' Critical Thinking in Learning Pancasila and Citizenship Education at SMP N 1 Sitiung

This section describes the efforts of educators to increase students' critical thinking in Civics learning at SMP N 1 Sitiung. The results of observations and interviews conducted by researchers at SMP N 1 Sitiung found that educators made efforts to increase students' critical thinking in learning, especially in Civics subjects, while the efforts made by educators were by using lesson plans that had been designed to improve critical thinking of students. In the RPP, educators apply the cooperative learning learning model. This cooperative learning learning model aims to improve students' ability to solve problems, so that there will be an increase in students' critical thinking.

Efforts made to improve students' critical thinking are by creating a fun learning process by providing motivation to students to be more active in the learning process. Based on the results of the interviews that the researchers conducted with one of the educators who taught Civics, it can be seen that he had made efforts to improve students' critical thinking in the Civics learning process. Based on the results of the interviews above, it can be seen that educators have made efforts to improve students' critical thinking, especially in Civics learning. The efforts made by educators to increase students' critical thinking are by changing the learning model that is applied during learning hours.

Obstacles Faced by Educators in Implementing the Cooperative Learning Learning Model Type Student Teams Achievement Division in Learning Pancasila and Citizenship Education at SMP N 1 Sitiung

This section describes the obstacles faced by educators in implementing the cooperative learning model of the Student Teams Achievement Division (STAD) type in Civics learning at SMP N 1 Sitiung. There are several obstacles faced by educators in implementing the cooperative learning model of the Student Teams Achievement Division (STAD) type in Civics learning, such as during the learning process, especially when educators form several groups, there are some students who protest with decisions that have been determined by educators. for the division of the group, they reasoned that friends in the same group were stingy people, and there were also those who argued that they would agree more if they chose their own group so they could do group assignments quickly because of good communication.

Based on the results of interviews that the researchers conducted with one of the educators who taught Civics at SMP N 1 Sitiung, it appears that there were several obstacles encountered in implementing the cooperative learning model of the Student Teams Achievement Division (STAD) type in Civics learning. As for the obstacles, such as when dividing groups in class the students were noisy and there were those who protested about the division of groups, when discussing with their respective groups there were students who were just silent and afraid to express their opinions. Based on the results of the interviews that the researchers conducted with several informants above, it can be concluded that there were several obstacles faced by educators in implementing the cooperative learning model of

the Student Teams Achievement Division (STAD) type in the PPKn learning process such as, there were students who protested against decisions that had been made. determined by the teacher for the division of groups, students find it difficult to unite opinions when discussing so that they cannot complete assignments according to the allotted time, students are still hesitant and afraid to express opinions during discussions.

What Solutions Are Done To Face Obstacles In The Process Of Implementing The Cooperative Learning Learning Model Type Student Teams Achievement Division in the Learning Process of Pancasila and Citizenship Education at SMP N 1 Sitiung

This section describes what solutions are made to deal with obstacles in the process of implementing the cooperative learning model of the Student Teams Achievement Division (STAD) type in the Civics learning process at SMP N 1 Sitiung. After knowing what are the obstacles faced by educators in the process of implementing the Student Teams Achievement Division (STAD) cooperative learning model in the PPKn learning process, there are several solutions to the obstacles found such as creating a fun learning process by providing motivation to students to more active in learning.

Based on the results of the interviews that the researchers conducted with one of the educators who taught Civics subjects at SMP N 1 Sitiung, it appears that there are several solutions to overcome existing obstacles, such as conducting intensive guidance to groups experiencing difficulties, creating a fun learning process. , always giving rewards to groups that can present their discussion results very well. Based on the results of interviews that the researchers conducted with several informants above, it can be concluded that there are several solutions that can be done to deal with obstacles in the process of implementing the cooperative learning model of Student Teams Achievement Division (STAD) in the PPKn learning process, The solution is to create a fun learning process by motivating students to be more active in learning, conducting intensive guidance to groups that experience difficulties, always giving rewards to groups that can present their discussion results very well.

Discussion

Based on the results of the research that the researchers have done about the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in increasing students' critical thinking in Civics learning at SMP N 1 Sitiung, it can be seen that in implementing the cooperative learning model the Student Teams Achievement Division type (STAD) in increasing students' critical thinking in Civics learning has been carried out well.

Educators have tried to increase students' critical thinking in the learning process. There are many efforts that have been made by educators to be able to improve students' critical thinking, one example of the efforts made by educators is to change the learning model that is usually applied in class during learning hours. Educators change the learning model from Discovery Learning to cooperative learning. This cooperative learning learning model aims to improve students' ability to solve problems, thus students will be more critical.

The process of implementing the learning model carried out by the educator cannot be separated from the constraints that arise when the application of the learning model is carried out. As for some of the obstacles faced by educators in implementing the cooperative learning learning model type Student Teams Achievement Division (STAD) during the learning process such as students having difficulty uniting opinions when discussing so they cannot complete the task according to the allotted time, students are still unsure and afraid to express opinions during discussions, and there are some students who are less interested in participating in learning because they do not really understand the learning model that is applied.

There are several solutions to the obstacles faced by educators in the process of implementing the Student Teams Achievement Division (STAD) cooperative learning model during the learning process, such as creating a fun learning process by motivating students to be more active in learning, providing guidance. intensively for groups experiencing difficulties, always giving rewards to groups that can present their discussion results very well.

Implications

Based on the results of the research above, the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in increasing students' critical thinking in Civics learning at SMP N 1 Sitiung has been well implemented. The cooperative learning model of the Student Teams Achievement (STAD) type used in Civic Education learning can in fact improve students' critical thinking. This can be seen when Civics learning takes place. The process of implementing the cooperative learning model of the Student Teams Achievement Division (STAD) type applied by the educator is inseparable from the existing constraints, there are also these constraints such as students having difficulty uniting opinions when discussing so they cannot complete assignments according to the time allotted. determined, students are still hesitant and afraid to express opinions during discussions, and there are some students who are less interested in participating in learning because they do not really understand the learning model applied. Every obstacle that arises, educators also have solutions to overcome these problems. The solutions carried out by educators such as creating a fun learning process by motivating students to be more active in learning, conducting intensive guidance to groups that experience difficulties, always giving rewards to groups that can present the results of their discussions very well.

CONCLUSION

There are several efforts made by educators to increase students' critical thinking, one of which is by using lesson plans that have been designed to increase students' critical thinking. In the RPP, educators apply the cooperative learning learning model. This cooperative learning learning model aims to improve students' ability to solve problems, so that there will be an increase in students' critical thinking. Obstacles faced by educators in implementing cooperative learning learning models of the Student Teams Achievement Division (STAD) type during the learning process such as students having difficulty uniting opinions when discussing so they cannot complete tasks according to the allotted time, students are still unsure and afraid to express opinions during discussions. There are several solutions to the obstacles found by educators in the process of implementing the cooperative learning learning model type Student Teams Achievement Division (STAD) in increasing students' critical thinking in Civics learning such as creating a fun learning process by motivating students to be more active. in learning, conducting intensive guidance to groups experiencing difficulties, always giving rewards to groups that can present their discussion results very well.

Based on the discussion and conclusions that have been explained, the researcher can put forward some suggestions as follows: Suggestions for teachers, by increasing students' critical thinking through the implementation of cooperative learning models of the Student Teams Achievement Division (STAD) type, educators should develop models learning that is more varied, one of which is using the cooperative learning model of the Student Teams Achievement Division (STAD) type. Suggestions for students, namely students are expected to be able to express opinions so that learning can be carried out from two directions, namely educators and students, and are able to carry out class discussions well and be able to work

together with friends in the teaching and learning process and students are expected to be more active and critical in learning process. Because this will be beneficial for students in the process of increasing critical thinking.

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