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IMPROVING STUDENTS' CRITICAL AND COLLABORATIVE THINKING SKILLS THROUGH THE THINK-PAIR-SHARE MODEL IN PANCASILA EDUCATION AT THE FOURTH GRADE OF ELEMENTARY SCHOOL

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Abstract :

This study was motivated by the condition of Pancasila Education learning at SD Al-Qur'an Islamiyah, which is still predominantly teacher-centered through lecture methods, resulting in students' critical and collaborative thinking skills not being optimally developed. The Think-Pair-Share (TPS) learning model was selected as an innovative solution that provides opportunities for students to think independently, engage in pair discussions, and share ideas in front of the class. This Penelitian Tindakan Kelas (PTK) employing the Kemmis and McTaggart model, was conducted in two cycles to improve the critical thinking patterns and collaborative skills of fourth-grade students. The results of observations in Cycle I indicated that students' critical thinking skills were in the "good" category with an average score of 76%; however, their evaluation skills still required improvement. Meanwhile, collaborative skills in Cycle I were categorized as "fair," with an average percentage of 56.21%, where students began to participate actively but had not yet contributed and taken responsibility evenly. After improvements in instructional strategies and the enrichment of learning media, Cycle II showed significant progress. Students' critical thinking skills increased to the "very good" category with an average score of 88.5%, while collaborative skills improved to "good" to "very good" levels, with an average of 80.80%. Student interactions during discussions became more active and balanced, and they demonstrated the ability to respect differences and work collaboratively with a sense of responsibility. This study confirms that the Think-Pair-Share model is effective in developing students' critical thinking and collaborative skills, while also enhancing their self-confidence and understanding of Pancasila values through a more interactive and meaningful learning process. These findings can serve as a reference for teachers and schools in improving Pancasila Education practices and open opportunities for further research.

Keywords : *Collaborative Skills, Critical Thinking, Think-Pair-Share (TPS), Pancasila Education*

INTRODUCTION

Twenty-first century education requires students to possess competencies that go beyond mere mastery of academic content, including higher-order thinking skills such as critical thinking, creativity, communication, and collaboration. Learning in the 21st century emphasizes the importance of developing the 4C skills (critical thinking, creativity, communication, and collaboration) as essential competencies to increasingly complex global challenges. In this context, critical thinking and collaborative skills are particularly crucial, as they enable students to analyze information deeply, solve problems innovatively, and work effectively in teams. These competencies not only contribute to academic achievement but also play a significant role in

shaping students' character to become independent, adaptive, and responsive individuals.

In line with these demands, the *Merdeka Curriculum* integrates the values of the *Pancasila Student Profile* as a foundation for character development. This profile encompasses six dimensions, including critical reasoning and collaboration (*gotong royong*). The dimension of critical reasoning emphasizes students' ability to obtain and process information objectively, analyze relationships among information, and evaluate and draw appropriate conclusions. Meanwhile, the collaboration dimension focuses on the ability to work together, support one another, and contribute toward shared goals. These two dimensions are closely related to Pancasila Education, which aims to develop students into intelligent, critical, democratic, and well-characterized citizens. Therefore, instructional strategies are needed to effectively integrate the development of critical reasoning and collaborative attitudes within the learning process.

Based on preliminary observations conducted at SD Al-Qur'an Islamiyah, several problems were identified in the implementation of Pancasila Education. The learning process remains predominantly teacher-centered, relying heavily on lecture methods, resulting in low student participation. Students tend to be passive and are less engaged in independently processing information. In addition, discussion activities and collaborative work among students have not been optimally implemented, leading to underdeveloped collaborative and academic communication skills. This condition has an impact on the low levels of students' critical thinking and collaborative attitudes, as expected in the Pancasila Student Profile. If not addressed promptly, this issue may hinder students' readiness to face the demands of 21st-century learning.

To address these challenges, an innovative learning model that actively engages students is required. One relevant approach is the Think-Pair-Share (TPS) learning model. This model is a form of cooperative learning that provides students with opportunities to think independently (*think*), discuss in pairs (*pair*), and share their ideas with the entire class (*share*). Through these stages, students are trained to develop critical thinking skills through individual analysis and reflection, while also enhancing collaborative skills through interaction and cooperation with peers. Furthermore, the sharing stage encourages students to communicate their ideas confidently and respect others' opinions. Thus, the Think-Pair-Share model not only focuses on improving conceptual understanding but also promotes the development of critical and collaborative skills aligned with the dimensions of the Pancasila Student Profile.

The implementation of the Think-Pair-Share model in Pancasila Education at SD Al-Qur'an Islamiyah is expected to improve both the quality of the learning process and its outcomes. Through this model, students are expected to develop critical reasoning skills in understanding and analyzing Pancasila values and applying them in daily life. In addition, students' collaborative skills are expected to improve through discussion and teamwork activities, fostering attitudes of mutual respect, responsibility, and cooperation. Therefore, Pancasila Education

serves not only as a means of knowledge transfer but also as a medium for developing character and 21st-century skills. This study aims to examine the effectiveness of the Think-Pair-Share model in enhancing students' critical thinking and collaborative skills, thereby providing a reference for more innovative and high-quality instructional practices.

RESEARCH METHOD

This study employed a Penelitian Tindakan Kelas (PTK) approach using the Kemmis and McTaggart model, which was conducted cyclically through four stages: planning, action, observation, and reflection. The research was carried out in two cycles to improve and enhance the quality of the learning process until the success indicators were achieved.

The study was conducted at SD Al-Qur'an Islamiyah, Bandung City, during the first semester of the 2025/2026 academic year, from October to November 2025. The research subjects consisted of 20 fourth-grade students, selected based on the initial observation indicating low levels of critical thinking and collaborative skills.

Each cycle included: (1) planning, which involved preparing teaching modules based on the Think-Pair-Share (TPS) model, learning media, and research instruments; (2) action, through the implementation of the TPS syntax (think, pair, share); (3) observation, aimed at examining students' activities and engagement; and (4) reflection, conducted to evaluate the outcomes of the actions as a basis for improvement in the subsequent cycle.

Data collection techniques included observation, interviews, tests, and documentation. The research instruments consisted of observation sheets for student activities, critical thinking skills tests, and a rubric for assessing collaborative skills.

Data were analyzed using both quantitative and qualitative approaches. Quantitative data were analyzed by calculating the mean scores and the percentage of learning mastery, while qualitative data were analyzed descriptively to examine changes in students' activities, participation, and interactions. The study was considered successful if at least 80% of students achieved a "good" category in both critical thinking and collaborative skills.

FINDINGS AND DISCUSSION

Initial Condition (Pre-Cycle)

The results of the preliminary observation indicated that the implementation of Pancasila Education in the fourth grade at SD Al-Qur'an Islamiyah was still dominated by a teacher-centered approach. The teacher acted as the primary source of information, while students tended to be passive recipients of the material. Learning activities were largely focused on memorization of concepts, with limited opportunities for students to engage in critical thinking or discussion.

In terms of participation, only about 25% of students actively responded to questions, while the majority remained silent, lacked confidence, and relied on

answers provided by the teacher or their peers. Furthermore, students' ability to analyze Pancasila values was still at a low cognitive level (C1–C2), and had not yet reached the levels of analysis and evaluation. The pre-cycle test results showed an average score of 62.5, with a classical mastery level of 35%. These findings indicate that students' critical thinking skills were still low and required improvement through more active and collaborative instructional interventions.

Cycle I Results

a. Critical Thinking

The implementation of the Think-Pair-Share learning model in Cycle I demonstrated an initial improvement in students' critical thinking skills. This was reflected in an average score of 3.04 (76%), which falls into the "good" category. This result indicates that the applied learning model began to encourage students to actively engage in the thinking process.

More specifically, most students showed progress in several indicators of critical thinking, particularly in the aspect of interpretation, which refers to the ability to understand and explain the meaning of learned concepts. In the aspect of analysis, students began to relate Pancasila values to real-life situations. Inferential skills also showed development, as students were able to draw conclusions from discussions, although these remained relatively simple. In terms of explanation, students began to express their opinions, both orally and in writing, although they still required guidance in constructing more systematic arguments.

However, the evaluation indicator remained at a "fair" level, with a percentage of 67.5%, making it the weakest aspect in Cycle I. Students still experienced difficulties in assessing the validity of statements, providing logical reasoning, and distinguishing between facts and opinions. This indicates that higher-order thinking skills, particularly in critical evaluation, had not yet developed optimally.

The distribution of students' critical thinking levels showed that 40% of students were in the "very good" category, 35% in the "good" category, and 25% in the "fair" category. No students fell into the "poor" category, indicating that, overall, students' critical thinking skills had begun to develop. However, these results also suggest that the improvement was not yet evenly distributed across all indicators. Therefore, further efforts are needed in the next cycle, particularly to enhance evaluation skills through higher-order questioning, case-based analysis exercises, and more structured scaffolding.

b. Collaborative Skills

Students' collaborative skills in Cycle I were categorized as "fair," with an average percentage of 56.21%. This result indicates that students' ability to work collaboratively had begun to emerge but had not yet developed optimally. Several indicators showed moderate progress, particularly in active contribution (65.15%), suggesting that some students had started to participate in group discussions. Additionally, the indicator of mutual respect was categorized as "good," with a percentage of 62.12%, reflecting students' tolerance toward peers' opinions.

However, several other indicators remained at a "fair" level or tended to be low. In terms of responsibility, students had not fully demonstrated awareness of their respective roles within the group, as some still depended on others to complete tasks. Regarding productivity, students were not yet able to manage time and tasks effectively, resulting in suboptimal group outcomes. Furthermore, in the aspects of flexibility and compromise, students experienced difficulties in accepting differing opinions and reaching mutual agreements in a mature manner.

The distribution of collaborative skill levels showed that 40% of students were in the "good" category, 45% in the "fair" category, and 15% in the "poor" category. These data indicate that most students were still in the developmental stage of collaborative skills.

These findings suggest that students were not yet accustomed to working effectively in groups. There was still dominance by certain students, while others remained passive. In addition, the division of roles within groups was not yet balanced, resulting in suboptimal collaboration processes. Therefore, improvements are necessary in the next cycle, such as forming more heterogeneous groups, assigning clear roles to each member, and fostering effective communication habits to enhance students' collaborative skills more evenly.

Cycle II Results

a. Critical Thinking

In Cycle II, students' critical thinking skills showed a highly significant improvement compared to Cycle I. This is reflected in the average score of 3.54 (88.5%), which falls into the "very good" category. This improvement indicates that the implementation of the Think-Pair-Share learning model, combined with refined instructional strategies in Cycle II, successfully optimized students' thinking processes.

All indicators of critical thinking improved evenly. The evaluation indicator, which was the weakest aspect in Cycle I, increased to 82.5% and reached the "very good" category. This suggests that students were able to assess the validity of statements, provide logical reasoning, and distinguish between facts and opinions more accurately.

Furthermore, the inference indicator reached 92.5%, indicating that students were able to draw logical, systematic, and more in-depth conclusions based on their analysis. This reflects the development of students' thinking patterns, as they were not only able to understand information but also process and conclude it effectively. In the explanation indicator, students achieved 90%, demonstrating their ability to present their ideas clearly, systematically, and with logical arguments. This was also supported by increased self-confidence in expressing opinions in front of the class.

The distribution of critical thinking levels showed highly positive results, with 75% of students in the "very good" category and 25% in the "good" category, with no students remaining in the "fair" or "poor" categories. This indicates that the improvement in critical thinking skills occurred evenly across

all students.

Overall, these results demonstrate that students were able to think independently, analyze problems more deeply, and present arguments logically and systematically. This improvement was strongly influenced by the structured stages of the Think-Pair-Share model, which provided opportunities for students to think, discuss, and actively communicate their ideas.

b. Collaborative Skills

Students' collaborative skills in Cycle II also showed significant improvement compared to Cycle I. The average percentage reached 80.80%, categorized as "good." This indicates that students were able to collaborate more effectively within groups. Improvements were observed across all indicators. The active contribution indicator reached 77.20%, indicating that students became more confident and active in expressing ideas during discussions. The productivity indicator increased to 78.65%, suggesting that students were better able to manage time and complete group tasks more effectively. The responsibility indicator showed the most substantial improvement, reaching 83.45% and categorized as "very good." This demonstrates that students developed a strong awareness of their roles and responsibilities within the group. Each group member became more accountable for the collective outcomes.

In terms of flexibility and compromise, the percentage reached 81.90%, indicating that students were more capable of accepting differing opinions, engaging in open discussions, and reaching mutual agreements. Meanwhile, the mutual respect indicator reached 79.80%, reflecting a learning environment characterized by tolerance and respect among students. The distribution of collaborative skill levels showed positive results, with 40% of students in the "very good" category, 50% in the "good" category, and 10% in the "fair" category, with no students in the "poor" category. This indicates a more evenly distributed improvement in collaborative skills among students.

Overall, these findings show that students were able to work effectively in groups, share roles more equally, and respect differing opinions. These improvements were influenced by refined strategies in Cycle II, such as forming heterogeneous pairs, providing more structured discussion guidelines, and increasing motivation through reinforcement and rewards from the teacher.

The findings indicate that the implementation of the Think-Pair-Share learning model was effective in improving both students' critical thinking and collaborative skills. This improvement was consistently observed from the pre-cycle to Cycle I and Cycle II. In the pre-cycle, students' critical thinking skills were low, with an average score of 62.5 and a mastery level of 35%. After Cycle I, the skills improved to the "good" category (3.04 or 76%), and further increased significantly in Cycle II to 3.54 (88.5%), categorized as "very good."

A similar trend was observed in collaborative skills, which improved from the "fair" category (56.21%) in Cycle I to the "good" category (80.80%) in Cycle II. These results demonstrate that the Think-Pair-Share model has a positive impact on both aspects.

1. Improvement of Critical Thinking Skills

The improvement in students' critical thinking skills can be attributed to the structured stages of the Think-Pair-Share model: think, pair, and share. At the *think* stage, students are encouraged to think independently, which contributes to improvements in interpretation and analysis. These indicators reached the "very good" category in Cycle II (interpretation 90% and analysis 87.5%), showing that students moved beyond memorization toward deeper understanding and contextualization.

At the *pair* stage, students engage in discussions with peers, facilitating interaction and the exchange of ideas. This process significantly improved evaluation skills, which increased from 67.5% in Cycle I to 82.5% in Cycle II. Students became more capable of critically assessing statements and providing logical reasoning.

At the *share* stage, students present their ideas to the class, which plays an important role in improving explanation skills (90% in Cycle II). Students became more confident and were able to communicate their arguments more systematically. The most significant improvement occurred in the evaluation indicator, which was previously the weakest aspect. This demonstrates that strategies applied in Cycle II—such as scaffolding, higher-order questioning, and contextual case analysis—were effective in fostering deeper critical thinking.

2. Improvement of Collaborative Skills

Collaborative skills also improved significantly from Cycle I to Cycle II. Initially categorized as "fair" (56.21%), these skills increased to "good" (80.80%). This improvement was influenced by several strategies, including :

a) Forming heterogeneous pairs,
b) Assigning clear roles,
c) Using interactive learning media, and
d) Providing rewards to enhance motivation.

The most notable improvement occurred in the responsibility indicator (83.45%, "very good"), indicating increased awareness of individual roles within groups. Additionally, flexibility and compromise (81.90%) and mutual respect (79.80%) reflected more harmonious collaboration.

The Think-Pair-Share model naturally promotes interaction. While students were still adapting in Cycle I, collaboration became more active, communication more effective, and teamwork more structured in Cycle II.

3. Relationship between Critical Thinking and Collaboration

The findings also reveal a strong relationship between critical thinking and collaborative skills. Students who actively participated in discussions tended to be better at analyzing problems, evaluating ideas, and presenting logical arguments. This was particularly evident in Cycle II, where improvements in collaborative skills were accompanied by enhancements in critical thinking. A collaborative learning environment provides opportunities for students to exchange ideas, consider multiple perspectives, and develop deeper understanding. Thus, collaborative learning not only enhances social skills but also supports cognitive development, particularly critical thinking.

4. Effectiveness of the Think-Pair-Share Model

Overall, the Think-Pair-Share model proved effective in improving the quality of learning. Its key advantages include:

a) providing opportunities for independent thinking (*think*),
b) encouraging social interaction through discussion (*pair*),
c) enhancing communication skills and confidence (*share*), and
d) facilitating deeper and more contextual understanding of concepts.

Additionally, this model creates a more active, interactive, and engaging learning environment compared to conventional teacher-centered approaches.

CONCLUSION

The implementation of the Think-Pair-Share (TPS) learning model has been proven effective in improving the critical thinking and collaborative skills of fourth-grade students at SD Al-Qur'an Islamiyah in Pancasila Education. This improvement is evident from the research findings, which show a consistent increase from the pre-cycle to Cycle II. Students' critical thinking skills improved from the "good" category in Cycle I (76%) to the "very good" category in Cycle II (88.5%), with progress observed across all indicators, including interpretation, analysis, evaluation, inference, and explanation. The most significant improvement occurred in the evaluation indicator, demonstrating that students' ability to assess information and provide logical arguments developed substantially. Similarly, students' collaborative skills improved from the "fair" category in Cycle I (56.21%) to the "good" category in Cycle II (80.80%). This improvement was reflected in several aspects, including active contribution, work productivity, responsibility, flexibility, and mutual respect. Therefore, the Think-Pair-Share model is capable of creating a more active, interactive, and meaningful learning environment, and is effective in fostering students' critical thinking and collaborative skills.

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