

## ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui pengaruh strategi *reciprocal teaching* dipadu dengan model kooperatif tipe *think Pair Share* terhadap kemampuan berpikir kritis siswa X TKJ SMKN 1 Blega, (2) mengetahui keterlaksanaan pembelajaran menggunakan dengan strategi *reciprocal teaching* dipadu dengan model kooperatif tipe *think pair share* kelas X TKJ SMKN 1 Blega, (3) mengetahui respon siswa setelah pembelajaran menggunakan strategi *Reciprocal Teaching* dipadu dengan model kooperatif tipe *Think Pair Share*. Penelitian ini merupakan penelitian *quasi-experimental design* dengan desain penelitian *nonequivalent control group design*. Sampel yang digunakan adalah sampel jenuh, yaitu pada kelas X TKJ yang berjumlah 62 siswa yang terdiri dari 32 siswa kelas eksperimen dan 30 siswa kelas kontrol. Instrumen yang digunakan adalah tes kemampuan berpikir kritis berupa *pretest* dan *posttest*, lembar observasi aktivitas guru, lembar observasi aktivitas siswa, dan angket respon siswa. Hasil penelitian diperoleh (1) berdasarkan uji signifikansi diperoleh  $t_{hitung} = 4,2045 > t_{tabel} = 2,0480$ , maka  $H_0$  ditolak dan  $H_a$  diterima, artinya ada pengaruh yang signifikan pada penggunaan strategi *reciprocal teaching* dipadu dengan model kooperatif tipe *think Pair Share* terhadap kemampuan berpikir kritis siswa X TKJ SMKN 1 Blega. Hal ini diperkuat dengan nilai korelasi sebesar 0,622 pada uji regresi linier sederhana yang bersifat positif dengan tingkat pengaruh yang cukup, hasil uji gain ternormalisasi yang mendapatkan rata-rata 0,57 yang berkategori sedang, dan aktifitas siswa sebesar 81,18% dengan kategori sangat baik. (2) berdasarkan hasil observasi aktivitas guru diperoleh skor rata-rata sebesar 90,52% dengan kategori sangat baik, yang artinya kemampuan guru dalam pelaksanaan proses pembelajaran menggunakan strategi *reciprocal teaching* dengan model kooperatif tipe *think pair share* dapat terlaksana baik. (3) berdasarkan hasil respon siswa diperoleh skor sebesar 83,865% dengan kategori sangat kuat, yang artinya proses pembelajaran menggunakan strategi *reciprocal teaching* dipadu dengan model kooperatif tipe *think pair share* siswa merasa nyaman dan berhasil dalam mencapai tujuan pembelajaran.

**Kata Kunci :** *reciprocal teaching*, *think pair share*, kemampuan berpikir kritis

## **ABSTRACT**

*This study aims to (1) determine the effect of strategy reciprocal teaching with a model think pair share on critical thinking skills of the X TKJ's students in SMKN 1 Blega, (2) determine the implementation of learning using the strategy reciprocal teaching with a model kooperatif type think pair share on X TKJ class, SMKN 1 Blega, (3) determine student responses towards the application of strategy reciprocal teaching with a model kooperatif type think pair share on X TKJ class, SMKN 1 Blega. This research is a quasi-experimental design with nonequivalent control group design research design. The sample is a saturated sample, that is class of X TKJ which amounted to 62 students, consisted of 32 students on experimental class and 30 students on control class. The instruments are a critical thinking skills ability test in the form of pretest and posttest, teacher activity observation sheet, student activity observation sheet, and student response questionnaire. The results were obtained (1) based on the significance test obtained  $t_{count} = 4,2045 > t_{table} = 2,0480$ , then  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant influence on the use of the strategy reciprocal teaching with a model kooperatif type think pair share on critical thinking skills of the X TKJ's students in SMKN1 Blega. This is reinforced by a correlation value of 0,622 in a simple linear regression test that is positive with a sufficient level of influence, the results of the normalized gain test that get an average of 0,57 in the medium category, and student activities get an average of 81,18% in the very good category. (2) based on the results of the observation of the teacher's activity obtained a score of 90,05% with a very good category, which means that the ability of teachers in the implementation of the learning process using strategy reciprocal teaching with a model think pair share can be done well. (3) based on the results of student responses obtained a score of 83,865 with a very strong category, which means the learning process using a strategy reciprocal teaching with a model kooperatif type think pair share, students feel comfortable and successful in achieving learning goals.*

**Keywords:** *reciprocal teaching, think pair share, critical thinking skills*