

## APPLICATION OF THINK PAIR SHARE MODEL ASSISTED BY SITUATION CARDS TO IMPROVING CRITICAL THINKING SKILLS OF JUNIOR HIGH SCHOOL STUDENT

Titin Pujianti<sup>1a\*</sup>, Alim Salamah<sup>2b</sup>, Jamil<sup>3c</sup>, Nur Fitri Handayani<sup>4d</sup>

<sup>1234</sup>Universitas Mulawarman Kalimantan Timur Indonesia

<sup>a</sup>[titinpujianti111@gmail.com](mailto:titinpujianti111@gmail.com)

<sup>b</sup>[alim.salamah@fkip.unmul.ac.id](mailto:alim.salamah@fkip.unmul.ac.id)

<sup>c</sup>[jamil@fkip.unmul.ac.id](mailto:jamil@fkip.unmul.ac.id)

<sup>d</sup>[nhandayani@fkip.unmul.ac.id](mailto:nhandayani@fkip.unmul.ac.id)

(\*) Corresponding Author

[titinpujianti111@gmail.com](mailto:titinpujianti111@gmail.com)

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### ABSTRACT

The lack of direct involvement of students in learning activities, plus the use of conventional teaching methods by teachers to date, causes limitations on students' critical thinking. This research is intended to explore the effectiveness of the application of the Think Pair Share model assisted by situation cards in improving the critical thinking skill of grade VIII junior high school student related to the material "National Cultural Challenges in the Era of Globalization". This study applies a pre-experimental type of One Group Pretest-Posttest, with a sample of 34 students in class VIII-11 of SMP Negeri 4 Samarinda who were freely selected. The instruments utilized were pre-test and post-test essay tests and student involvement observation instruments. The findings in this study were analyzed statistically through a descriptive analysis approach and the Paired Sample t-Test. The findings indicated that there was a significant difference between the pre-test mean score of 48.32, increasing to 83.21 after the implementation of the post-test. The normality test of the data was identified as normally distributed, and the t-test showed a significance of  $0.001 < 0.05$ , indicating a significant difference between before treatment and after treatment. Based on this research, it is proven that the application of the Think Pair Share model assisted by situation has an impact on improving student's critical thinking skills.

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### INTRODUCTIONS

Education can not only provide a decent livelihood for all people, but can also ensure the integrity of the state (Usfunan et al., 2024). This shows that education has a strategic role in shaping citizens with character and can contribute to national unity. The quality and meaning of education can be achieved if it is able to form a young generation that has intelligence, strong character, morals, and personality Nurmala et al. (2020). One aspect that should be improved through the educational process is the ability to think critically. Good learning should be able to

familiarize students in critical thinking Apdolipah et al. (2023). Therefore, learning activities should not solely center on the delivery of material from teachers to students, but should be designed as an interactive process that encourages students to think critically, ask questions, and understand the meaning of each material learned.

However, the reality in the field shows that these ideal conditions have not been fully achieved. Based on the findings of direct observations and interviews that have been carried out at SMP Negeri 4 Samarinda by researchers, Civics learning at school is still dominated by conventional methods which tend to be boring and one-way. In line with the findings of Sisilia (2019) that in the learning process where teachers still apply a conventional approach where learning is still dominated by the teacher. During the learning activities, it shows the lack of student discussion activities and low student participation in expressing opinions. These findings indicate that the development of students' critical thinking has not reached the expected standard. According to Sukadana (2022), it is important to use varied and innovative learning methods so that the learning process is not boring. However, the applied learning has not met the students' needs for a meaningful learning experience, because there is not innovation in learning activities to foster their critical thinking skills.

As a solution in learning in class VIII-11, teachers can replace the lecture method with a more participatory learning model. This is in line with Wulandari & Safitri (2024) that the use of diverse and innovative methods can increase learner involvement, facilitate deeper understanding, and enable an effective learning process in accordance with individual and group needs. Therefore, the method used for this learning process is the Think Pair Share learning strategy. According to Ani Arlinah (2021), the Think Pair Share type model can create a dynamic and interesting learning atmosphere, which in turn encouraging students' enthusiasm in participating during the learning activity process. The TPS type cooperative learning model is designed with structured procedures to open up greater space for students to think, respond, and support each other (Rachmat, 2021). This model provides space for all students, not just those who are dominant so that students are able to think critically during learning activities. Critical thinking ability itself is a form of thinking that is logical, deep, skillful, and carried out reflectively on the problems being faced Hidayah et al. (2019). Therefore, teachers are expected to be able to create various innovations in the innovations in the implementation of this model to generate student activeness and hone critical thinking skills.

Critical thinking skills can develop more optimally when students are faced with problem that are related to the experiences they have experienced (Misbachul Huda et al., 2017). Therefore, the learning process should be designed in such a way that it is contextual and relevant to students' real lives. The strategy that is considered effective is to integrate a contextual approach with the Think Pair Share model. In line with Neizhela (2015) that the contextual approach can be combined with the Think Pair Share approach because it provides opportunities for students to think, help each other in discussions activities and be able to relate the material to the situation they experience. In this case, the Think Pair Share model is applied with the help of situation cards, which are cards containing short narratives related to "National Cultural Challenges is the Era of Globalization", through these situations cards students can learn to relate learning material to real life, evaluate problem, and take attitudes that reflect national cultural values. In line with lives Rahmawaty Bouti et al. (2024) contextual learning connects the contest of the material presented with real situations, and invites students to link the knowledge they have with its application in everyday life. Thus, the application of the TPS model assisted by situation card is seen as being able to support the improvement of students' critical thinking.

From various expert opinions that have been reviewed, it can be identified that the Think Pair Share (TPS) approach assisted by situation cards is proven to be a powerful strategy in improving students' critical thinking skills, especially related to the material "National cultural Challenges in the Era of Globalization". Considering the decline in cultural awareness among people today can be attributed to the weak cultivation of character values in education in Indonesia. Therefore, education is seen as a strategic means to regenerate national cultural awareness (Septiawan et al., 2018). According to Made Darma Putra (2021) critical thinking skills are important competency strategies that every individual need to have to achieve success and face the various challenges that arise both in the present and the future. Through the help of interesting situation cards, students find it easier to understand the content of the material because

they can reflect the content of the material with real conditions that they often encounter. Through student activeness during the learning process, this model is expected to contributed positively to developing critical thinking skills.

Support for this is indicated by the findings of a study conducted by Husen & Lestari (2017) where the implementation of the TPS model was shown to encourage the improvement of students' critical thinking skills in class XI IPA-1, with an average score that increased from 65.53 in cycle I to 76.61 in cycle II. This finding is in line with the direction of research aimed at developing students' critical thinking skills through the Think Pair Share approach. Researchers Apdolipah et al. (2023) showed that the TPS learning model was well implemented, indicated by the result of the percentage of implementation by students who increased with a maximum score of 15 or 79.44, and this was in the good category. Supported by Sukadana (2022) in his research revealed that the successful use of the Think Pair Share learning approach proved to be successful in encouraging the learning achievements of VIII level students at the junior high school level, with the level of completeness reaching 97% with complete qualifications. Students' critical thinking skills will be better if they apply contextual learning than conventional (Ronald & Nazaruddin, 2021). In this case, the findings become an important foothold for developing TPS with the help of situation cards that are able to present a real context for students, thus encouraging students' critical thinking skills.

However, there are still limited studies that combine the Think Pair share model with the help of situation cards, especially related to the material "National Cultural Challenges in the Era of Globalization" in civics lessons. These conditions indicate a gap that needs to be explores in depth. Therefore, this research offers novelty in the form of a strategy for implementing the Think Pair Share model supported by contextual situation cards in order to encourage students' critical thinking skills. Through this study, researchers want to examine the effectiveness of the "Application of the Think Pair Share learning model assisted by situation cards to improve the critical thinking skills of students in class VIII-11 SMP Negeri 4 Samarinda, especially the material "National Cultural Challenges in the Era of Globalization" in civics subject and will be an innovative alternative in forming students who are critical, active, and have character.

## RESEARCH METHOD

This research was conducted with a quantitative approach through the pre-experimental research type. The design applied was One-Group Pretest-Posttest Design. The sample in this study focused on the entire class VIII-11 students of SMP Negeri 4 Samarinda with a total of 34 students. The researcher utilized the samples random sampling technique approach in determining the sample, where the sample was chosen freely from the entire existing population. Although this design does not include a control group so that it has limitations in controlling external variables, this approach is still in accordance with the reality of educational research in the field which faces practical constraints Sugiyono (2023). Therefore, interpretations of research result need to be done carefully given the limitations of external validity.

The instruments used in obtaining data by giving pre-test and post-test in the format of essay questions, and used to assess students' critical thinking skills before and after the application of the Think Pair Share approach. The results of the written test were examined based on the critical thinking skills assessment rubric put forward by Nurazizah et al. (2017) which assessed several aspects, namely the ability to provide simple explanations, argue, conclude, provide further explanations, provide strategies. Meanwhile, the student observation sheet was used as a tool to monitor the ongoing learning process, with the aim of knowing the extent of student involvement in Think Pair Share learning activities and student responses to the use of situation card.

The data analysis process in this study involved the use of descriptive statistics, and the statistical tests applied included the normality test with the Shapiro-Wilk testing approach to determine the suitability of the distribution of pre-test and post-test values with a normal distribution, and the Paired Samples t-Test test which aims to see the significance of the difference in values between (pre-test) and (post-test) obtained before and after the intervention of the intervention. The design pattern refers to the design proposed by Sugiyono (2023), namely:

$$O_1 \text{ X } O_2$$

Description:

- O<sub>1</sub>** = Pre-test scores obtained before the treatment is applied  
**X** = Learning intervention conducted through the Think Pair Share model assisted by situation cards  
**O<sub>2</sub>** = Post-test score after treatment is applied

## RESULT AND DISCUSSION

In the research conducted to examine the effectiveness of the application of the Think Pair Share model assisted by situation cards in improving students' critical thinking skills that have been varied out in class VIII-11. In the learning implementation activities in the civics subject matter "National Cultural Challenge in the Era of Globalization", referring to the results of the analysis of the comparison of pre-test and post-test scores for a total 34 identified students obtained score that were classified as quite good, as shown in Table 1 below:

**Table 1. Average Values**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	34	30.00	63.00	48.3235	8.65052
Posttest	34	72.00	94.00	83.2059	5.19778
Valid N (listwise)	34				

Based on the results of the Descriptive Statistics analysis in table 1, after the application of the Think Pair Share learning model assisted by situation cards, there was a significant increase in the average score from the pre-test to the post-test. This indicates a positive change in the critical thinking skills of students in class VIII-11. This finding shows that learning methods involving cooperative and contextual activities are able to encourage students to engage more actively in the thinking process. These results have indicated that the implementation of the Think Pair Share approach assisted by situation cards is proven to be able to improve students' critical thinking skills. Because after the intervention, students' scores were higher and more uniform than before. This means that this method is not only effective for students who have excelled, but also helps students with lower initial abilities to achieve better understanding. This finding confirms that the TPS approach has an equal positive impact on all learners.

After descriptive statistical analysis, the next step is to conduct a normality test to identify whether the distribution of pre-test and post-test data follows a normal pattern. This test is needed as a requirement before using parametric statistical tests. The testing process was varied out using the Shapiro-Wilk method at a significance level of  $\alpha = 0,05$  (5%). The criteria for determining the results of the normality test are described as below:

- If the significance value is  $>5\%$  or  $0,05$  (5%), then the data is declared to have a normal distribution,
- If the significance value is  $<5\%$  or  $0,05\%$  (5%), then the data is considered not normally distributed.

**Table 2. Recapitulation of Pre-test and Post-test Normality Tests Through Think Pair Share Model Assisted by Situation Card**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.097	34	.200*	.967	34	.378



Posttest	.116	34	.200*	.961	34	.256
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\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the findings in Tabel 2, the Shapiro-Wilk test result snow that the significance level for the pre-test data reaches 0,378, while for the post-test data it is 0,256. Since both significance values are above the 0,05 threshold, this indicates that the distribution of data in both (pre-test and post-test) is normal. The normality of the distribution indicated that the increase in student score did not occur due to random factory, but rather due to the learning treatment.

This finding indicate that the data has met the assumption of normality and is declared fulfilled, so that data analysis can be continued through parametric statistical test, namely the Paired Samples t-Test which aims to identify the difference in score results before and after treatment is given. The assumption of normal distribution is fulfilled in the pre-test and post-test data, so the analysis continues to the Paired Sample t-Test test stage.

The Paired Sample t-Test is included in the comparative hypothesis test category, which is applied to indicate the average difference in two related data. Criteria in determining the Paired Sample t-Test:

- If the sig value. (2-tailed) < 0,05, then  $H_0$  is rejected and  $H_a$  is accepted. This indicates that there is a significant difference between the mean values the pre-test and post-test.
- If the sig. (2-tailed) value > 0,05, then  $H_0$  is accepted and  $H_a$  is rejected. This indicates that there is no significant difference between the pre-test and post-test scores.

The t-test results can be seen in Table 3 below:

**Table 3. Recapitulation of Paired Samples Statistics Test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48.3235	34	8.65052	1.48355
	Posttest	83.2059	34	5.19778	.89141

Referring to table 3, the Paired Sample Test result indicate a significant difference between the scores achieved by students before and after the treatment. The average post-test score ( $M = 83,21$ ) was significantly higher than the pretest ( $M = 48,32$ ). This increase reflects the positive effect of the application of the Think Pair Share model assisted by situation card on students' critical thinking. The considerable difference in score indicates the effectiveness of the intervention in the applied learning. In addition, the low standard deviation in the post-test score indicates that student achievement becomes more even after the treatment is given. Thus, this reinforces that the approach strategy applied contributes not only to the increase in the average score, but also the consistency of achievement among students.

**Table 4. Recapitulation of Paired Samples Correlations Test**

			Significance		
			One-Sided p	Two-Sided p	
		N	Correlation		
Pair 1	Pretest & Posttest	34	.712	<.001	<.001

Tabel 4, shows that there is a high positive correlation between the pre-test and post-test result, indicated by a correlation coefficient of 0,712 and a significance level of 0,001, indicating that the

relationship is significant. This finding reinforces the notion that the increase in post-test score did not occur randomly, but in line with the pattern of students' initial abilities.

**Table 5. Recapitulation of Paired Sample t Test**

		Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest – Posttest	-34.88235	6.15342	1.0553	-37.02938	-32.73532	-33.054	33	<.001	<.001

Based on Table 5, the significance level (Sig. 2-tailed) recorded is 0,001, smaller than the significance limit of 0,05. The significant difference between the pre-test and post-test scores indicates a change after learning with the Think Pair Share approach aided by situation cards, because it has an impact on improving student's critical thinking skills. This finding is reinforced by Muftianti et al. (2018) that the development of students' critical thinking during contextual learning shows increased achievement. The Think Pair Share approach provides opportunities for students to develop their own thinking because of the special time give for the thinking process (Ain Rahim et al., 2024). This kind of learning not only contributes to the improvement to students' critical thinking, but can also encourage the growth of students' awareness of the importance of understanding the cultural challenges that arise in today's ever-evolving are of globalization.

Therefore, the selection of the material "National Cultural Challenges in the Era Globalization" as the context for this lesson is very appropriate, given the current globalization that has brought changes in values and mindsets among the younger generation. Globalization is a major challenge faced by all countries, including Indonesia. The impact of globalization is also felt through the entry of new cultures into people's lives (Septiawan et al., 2018). Therefore, it is important to have learning that encourages students to understand that globalization can affect local culture, so students need to have awareness and critical thinking in facing these challenges.

The effectiveness of the Think Pair Share approach by situation cards in improving students' critical thinking skills cannot be separated from the model itself. The Think Pair Share approach is a form of cooperative learning designed to build interaction patterns, thus encouraging discussion between students (Kuswidyanarko & Pratama, 2020). Moreover, the use of situation cards strengthens the connection between the material and students' real life. The contextual narrative presented in the situation card activates students' analytical skills on the issue of cultural challenges due to globalization around them. The narrative is designed so that students can analyze problems, express opinions, and make decisions based on their perception. In this case, the situation cards act as thinking triggers that encourage students to connect learning materials with the reality of everyday life. This strategy reinforces the contextual approach, as explained Mukhlis et al. (2021) that through contextual content, students learn based on familiar everyday situations, so that the knowledge gained by students can be applied at home and in the community. Thus, students not only understand the material theoretically, but are also able to form attitudes and logical arguments based on this understanding. The combination of the directed TPS application stages and situations cards containing contextual narrative indicates that students' critical thinking skills have improved.

The Think Pair share approach assisted by situation cards is one of the appropriate approaches used to address the need to improve critical thinking skills. This finding is in line with Hidayah et al. (2019) which shows that the application of the Think Pair Share approach through puzzle game is able to provide an increase in students' critical

thinking capacity, as indicated by the development in the critical thinking ability category, both high, medium, and low have increased. Similar support was also expressed by (Apdolipah et al., 2023; Husen & Lestari, 2017) that the implementation and implementation of the Think Pair share (TPS) approach had an increase in students' critical thinking skills. The development of students' critical thinking skills during contextual learning shows more optimal achievement compared to students who learn through conventional methods (Muftianti et al., 2018). This means that the Think Pair Share approach is an approach that encourages students' active involvement in learning activities while strengthening students' analytical skills and critical thinking. Based on these results, it confirms that the application of the Think Pair Share model assisted by situation cards is effective in improving students' critical thinking skills, increasing students' understanding of the material and building an active attitude during learning activities.

Although the results of this study indicate a significant increase in students' critical thinking skills after the application of the Think Pair share model assisted by situation cards, these findings still have limitations in terms of external validity. This limitation arises because the research design only involves one experiment group without a control group as a comparison. As a result, the effectiveness of the Think Pair Share model cannot be widely generalized to other contexts or populations. Therefore, further research involving a control group and a large sample coverage is needed to gain a more thorough understanding in strengthening the validity of the findings in general.

## CONCLUSION

Referring to the findings carried out at SMP Negeri 4 Samarinda, there was an increase in the critical thinking skills of students in class VIII-11 in civics lessons, especially related to the material "National Cultural Challenges in the Era of Globalization". Evidence of this success can be seen from the increase in students' pre-test and post-test score, which indicates that the Think Pair Share model assisted by situation cards contributed to encouraging student activeness, sharpening critical thinking, and developing their ability to convey student opinions.

The utilization of the Think Pair share model supported by situations cards can be an appropriate contextual learning strategy for teachers to increase student participation, make the learning process more meaningful, and can foster students' thinking skills which are needed in facing cultural challenges in this modern era.

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