**ABSTRAK**

**PERBANDINGAN KEMAMPUAN BERPIKIR KRITIS SISWA ANTARA PEMBELAJARAN KOOPERATIF TIPE *STUDENT TEAM ACHIEVEMENT DIVISION* DAN TIPE *THINK PAIR SHARE* DI SMP SWASTA BUDI SATRYA MEDAN**

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Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis perbandingan kemampuan berpikir kritis siswa yang diajarkan melalui Tipe Think Pair Share Lebih Baik Dari Yang Diajarkan Melalui Student Team Achievement Division Di Smp Swasta Budi Satrya. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Swasta Budi Satrya dan sampel dalam penelitian ini adalah siswa kelas $VIII^{A}$ sebanyak 25 orang dan kelas $VIII^{B}$ sebanyak 25 orang. Kelas $VIII^{A}$ belajar melalui tipe Student Team Achievement Division dan kelas $VIII^{B}$ belajar melalui tipe *Think Pair Share*. Jenis penelitian ini adalah eksperimen semu. Dalam penelitian ini digunakan Teknik Statistik Deskriptif dan Inferensial. Teknik statistik deskriptif digunakan untuk mendeskripsikan data hasil penelitian dengan menghitung nilai rata-rata skor, varians dan simpangan baku. Teknik statistik inferensial digunakan untuk menguji hipotesis penelitian, dimana teknik inferensial yang digunakan dalam penelitian ini adalah uji-t. Hasil analisis data pada kelas eksperimen I diperoleh nilai rata-rata *post-test* 52,4, varians *post-test* 271,08 dan simpangan baku *post-test* 16,077. Pada kelas eksperimen II diperoleh rata-rata *post-test* 61.4, varians *post-test* 238.583, dan simpangan baku *post-test*  15,446. Dari analisis data *post-test* dengan menggunakan uji-t pada taraf $α=0,05$ diperoleh $t\_{hitung }$= 2.349 $>$ $t\_{tabel }$= 2,013 berarti $H\_{0}$ ditolak dan $H\_{a}$ diterima. Maka dapat disimpulkan bahwa kemampuan berpikir kritis siswa yang diajarkan dengan menggunakan model pembelajaran kooperatif tipe *Think Pair Share* lebih baik dari model pembelajaran kooperatif tipe *Student Team Achievement Division* di SMP Swasta Budi Satrya Medan.

**Kata kunci:** Model Pembelajaran *Think Pair Share*, model pembelajaran *Student Team Achievement Division,* Berpikir Kritis

***A CORRELATION OF STUDENTS’ CRITICAL THINKING TAUGHT BY STUDENT TEAM ACHIEVEMENT DIVISION AND THINK PAIR SHARE***

***AT SMP SWASTA BUDI SATRYA MEDAN***

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***ABSTRACT***

*The objective of the research was to describe and to analyze the comparison whether critical thinking skill of students taught by Pair Share (TPS) Type was higher than taught by Student Team Achievement Division (STAD) in SMP Swasta Budi Satrya. The population of the research was the students of grade VIII SMP Swasta Budi Satrya and the samples of the research were the students of grade VIII A, and grade VIII B consisted of 25 students for each class. The students of grade VIIIA were taught by using Student Team Achievement Division (STAD), while grade VIII B students were taught by applying Think Pair Share type. This type of research was quasi-experimental. In this research Descriptive and Inferential Statistical Techniques are used. Descriptive statistical technique was used to describe the research data by calculating the average score, variance and standard deviation. Technique of Inferential statistical was used to test the research hypothesis, where the inferential technique used in this research was t-test. The results of data analysis in experimental class I, it obtained an average post-test value of 52.4, post-test variance of 271.08 and standard deviation of post-test 16.077. In the experimental class II, it obtained an average of post-test 61.4, post-test variance 238,583, and post-test standard deviation of 15,446. From the post-test data analysis using t-test at the level of α = 0.05 obtained t\_ (observed) = 2,349> t\_ (table) = 2,013 meant that H\_0 was rejected and Ha was accepted. Thus, it was concluded that the critical thinking skill of students taught by using Cooperative Learning Model Think Pair Share (TPS) was higher than taught by Student Learning Achievement Division (STAD) cooperative learning model in SMP Swasta Budi Satrya Medan.*

***Keywords: Think Pair Share Learning Model, Student Team Achievement Division learning model, Critical Thinking***