

Think pair share cooperative learning model and critical thinking skills students at xaverius 1 junior high school in Bandar Lampung

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Abstract: The ever-changing dynamics of the world of education demand that students improve various competencies in order to face the challenges of the 21st century. One of the most important competencies to develop is critical thinking skills. These skills enable students to analyse information, evaluate arguments, and make logical and rational decisions. To develop this ability, it is necessary to apply an appropriate learning model, one of which is the Think Pair Share (TPS) learning model. The TPS model is designed to encourage active student participation through independent thinking, discussion with partners, and sharing the results of discussions in large groups. This study aims to determine the effect of the TPS learning model on students' critical thinking skills at Xaverius 1 Junior High School in Bandar Lampung and the extent of this effect. This study used a survey method with a quantitative approach. Data collection techniques were carried out by distributing questionnaires using a Likert scale. The research population consisted of 38 students, and the entire population was used as the sample (saturated sampling). Data analysis was performed using simple linear regression tests with the help of SPSS version 27 software. The results of the analysis showed a positive and significant effect between the application of the TPS model and students' critical thinking skills, with a contribution of 62.6%. These findings indicate that the more optimal the application of the TPS model in the learning process, the higher the critical thinking skills possessed by students. Based on these results, the TPS learning model is recommended as an effective and relevant learning strategy to be applied in order to improve students' critical thinking skills at the junior high school level.

Keywords: Think Pair Share, Critical Thinking Skills, Junior High School Students

1. Introduction

The development of the times always brings significant changes in human life. One of them is change in the world of education. Education is a mandatory part of life. Education plays an important role in developing one's potential and improving the quality of life, a complex series of events and an activity of communication between humans [1]. Education has the main objective of developing humans as whole persons, shaping a generation that is intelligent, has character, and contributes to the progress of the nation. This is in line with the contents of Law No. 20 of 2003 concerning the National Education System, specifically Article 1 Paragraph 1 of the Basic Education Law (), which states that education is a conscious and planned effort to create a learning atmosphere and

learning process so that students actively develop their potential, both spiritually, intellectually, emotionally, and socially. As students are the main actors in the process of national development and progress, education is a very important necessity. Through education, students not only acquire knowledge, but also moral values, life skills, and the critical and creative thinking skills needed to face future challenges. Therefore, education must be the main foundation in shaping the character and identity of the nation's future generation. With a good education, a person should not speak and think freely without a clear foundation and direction in expressing their opinions. In Buddhism, the foundation for right speech and thinking is found in the Hasta Ariya Magga (Eightfold Noble Path) in the Dhammacakkappavattana Sutta, namely right mindfulness (samma-sankappa) and right speech (samma-vaca) [2].

The dynamics of the world of education, which are constantly changing, demand an increase in students' critical thinking skills. This ability is becoming increasingly important in line with the development of the times, which is characterised by the rapid flow of information and the complexity of problems in everyday life. Therefore, developing students' intellectual capacity is a must, as it is the key to helping them understand and evaluate information objectively, make the right decisions based on data and in-depth analysis, and be able to participate actively and responsibly in an increasingly dynamic and complex society. Critical thinking skills also enable students to become reflective, independent, and wise individuals in facing various challenges in life [3]. Critical thinking skills are necessary for a person to draw conclusions from a topic and avoid making mistakes. Critical thinking enables students to find the truth amid daily events and information [4]. Critical thinking is an essential skill for students to prepare themselves to face various challenges and problems that arise in everyday life [5]. There are three important points in mastering critical thinking, namely 1) analysing information using concrete evidence, 2) asking questions using logical reasoning, and 3) applying information to daily life (Bhisma Murti, 2021). Based on data from the Programme for International Student Assessment (PISA) 2022, which is conducted every three years, Indonesia ranks 69th out of 80 countries registered by the Organisation for Economic Co-operation and Development (OECD).



Figure 1. 1 PISA Score Graph for 2022

Source: (Prasastisiwi, 2024)

The graph above shows Indonesia's position in the 2022 PISA rankings. Indonesia ranks 69th or 12th from the bottom of the list with a score of 1,108 [6]. This shows that the low level of critical thinking skills among students in Indonesia is a serious problem that needs immediate attention. A lack of critical thinking skills can have a negative impact on various aspects of the learning process and daily life. Students who are not accustomed to thinking critically will find it difficult to solve problems logically, make the right decisions, and tend to speak or act without careful consideration. In addition, they also become more vulnerable to misleading information or hoaxes because they do not have the ability to analyse, evaluate, and verify the truth of the information. Therefore, efforts to improve students' critical thinking skills are very important as part of developing high-quality and resilient human resources to face global challenges [7]. An example of this can be found in a news article on Kumparan.com. In a case of cyberbullying that occurred on social media, a high school student in Pontianak became a victim of bullying and cyberbullying by several other students [8]. This happened because the students spoke and acted without consideration, resulting in bullying their own peers. The above data can be used as a basis for why it is necessary to develop critical thinking skills in students.

This is in line with research conducted by (TahaS et al., 2022) on Grade XI IPS students at SMA Negeri 2 Halmahera Selatan, which found that many students still experience difficulties when faced with problems and in finding solutions to solve problems. Other research results explain that low learning interest and motivation among students are among the factors causing the underdevelopment of critical thinking skills. During discussions, only a few students were willing to express their opinions, provide feedback, or convey ideas and thoughts to find answers to a problem. This condition shows the weakness of students' internal drive to think actively, reflectively, and deeply about various information or problems they face. In fact, critical thinking skills play a very important and fundamental role in supporting the development of students' cognitive aspects, such as the ability to analyse, evaluate, and synthesise information, as well as in improving reasoning and logical decision-making. This ability also serves as essential preparation for students in facing various complex situations and evolving challenges, both in the school environment, such as in the learning process, problem solving, and group work, as well as in everyday life, where they are required to be wise, independent, and adaptive in taking the right attitude or determining the appropriate action.

Therefore, the low level of critical thinking skills among Indonesian students is a significant issue that needs immediate attention. In this case, educators play a central role and are required to be able to create a strong cognitive structure in students, namely by designing learning that stimulates analytical, reflective, and logical thinking. Through active, interactive, and problem-solving-oriented learning strategies, students will be helped to gradually develop critical thinking patterns, enabling them to become independent, creative, and adaptive learners [10]. That is why efforts are needed to improve critical thinking skills that can awaken and stimulate students to think critically. It is important to identify the root causes. There needs to be a more in-depth and diverse learning approach, as well as extra support in understanding the material. Practising giving feedback and making decisions can also help improve these skills. Cooperative

learning can provide better guidance and understanding and can improve students' thinking skills [11]. As Buddha said in the Mangala Sutta: Bāhusaccañca sippañca, Vinayo ca susikkhito Subhāsitā ca yā vācā, Etammañgalamuttamañ (Sn.II.4). The sutta explains that having extensive knowledge, excellent skills, maturity in ethics, and good communication skills are the main blessings in a person's life. This shows that individuals who have mastered knowledge and skills well will not only be better prepared to face various situations, but also have a higher capacity to understand, evaluate, and analyse information in depth. Thus, these qualities play a significant role in supporting the development of strong critical thinking skills, which will ultimately help a person make wise decisions, solve problems effectively, and adapt intelligently to the changes and challenges faced in daily life.

Through preliminary observations conducted by researchers at Xaverius 1 Junior High School in Bandar Lampung on 12 March 2025, a phenomenon was discovered that indicated a gap in students' critical thinking skills, particularly in the subject of Buddhism. This gap was evident from several indicators, such as students' difficulty in expressing their opinions regarding the learning material, their inability to provide effective feedback, and their difficulty in understanding and processing information optimally. This inability not only hinders the learning process but also has an impact on students' psychological aspects, such as the emergence of self-doubt and reluctance to actively participate in discussions or learning processes. For some students, this condition may be caused by a lack of in-depth understanding of the subject matter or obstacles in their ability to process information critically. If this condition is not immediately addressed with the right learning approach, it will have a negative impact on students' overall academic development, both in terms of learning outcomes and character building and higher-order thinking skills.

Research conducted by [12] shows that the application of the TPS cooperative learning model has been proven to improve students' mathematical thinking skills. The TPS model consists of three main stages, namely think (think independently), pair (discuss with a partner), and share (share the results of the discussion with the class). These three stages provide opportunities for students to develop their understanding and thinking gradually and deeply. In the think stage, students are given time to reflect and understand the problem independently. Next, in the pair stage, students discuss with their partners to exchange ideas and sharpen their understanding of the material. Finally, in the share stage, students are asked to present the results of their discussions to the whole class, creating an open and interactive process of communicating ideas. Through these stages, students are encouraged to analyse problems, evaluate various solutions, and communicate their ideas or thoughts clearly and logically. This process is very effective in honing students' critical thinking skills, especially in solving mathematical problems that require reasoning, accuracy, and a deep understanding of concepts. Thus, the TPS model not only improves material comprehension but also shapes critical and systematic thinking patterns in students. Similarly, in a study conducted by [13] on fifth-grade students at SDN Bintara VI Bekasi Barat, the Think Pair Share (TPS) learning model had an effect

on the critical thinking skills of fifth-grade social studies students at SDN Bintara VI Bekasi Barat.

Several studies above show that the TPS learning model is very effective in improving critical thinking skills, mastery of concepts, and developing students' attitudes of cooperation and communication. However, these studies have limitations in that they were only conducted on specific subjects at the primary school level (). The application of the TPS-based cooperative learning model for Buddhist education at the junior high school level has not yet been conducted by other researchers, making it a novelty for researchers to conduct research on the effect of the TPS-based cooperative learning model on the critical thinking skills of junior high school students in Buddhist education subjects. This study aims to explore the extent of the influence between the TPS-based cooperative learning model and students' critical thinking skills. Therefore, through the application of the TPS-based cooperative learning model, it is hoped that a solution can be found to overcome various challenges, especially in students' critical thinking skills. Thus, this study aims to explore the extent of the influence of the *Think Pair Share* (TPS) cooperative learning model on the critical thinking skills of students at Xaverius I Junior High School in Bandar Lampung.

2. Method

This study used a survey method with a descriptive quantitative approach. The survey method was conducted by collecting data through questionnaires or surveys that were systematically compiled to measure the influence between the two variables being studied. In this study, there were two variables, namely the independent variable (free) in the form of the Think Pair Share (TPS) cooperative learning model, and the dependent variable (bound) in the form of students' critical thinking skills. The population in this study consisted of all 38 students in grades VII and VIII at Xaverius 1 Junior High School in Bandar Lampung. Because the population size was less than 100, the researcher used saturated sampling or census sampling, which is a sampling technique in which all members of the population are used as research samples [14]. Data collection was conducted through a questionnaire using a Likert scale, which allowed respondents to provide graded responses to each statement given. To test the formulated hypothesis, simple linear regression analysis was used. Data analysis was performed using SPSS (Statistical Package for the Social Sciences) version 27 software.

3. Results

Based on the instrument trial at UPTD SMPN 21 Pesawaran on 11 April 2025 involving 30 students with 45 statement items (25 items on the TPS learning model variable and 20 items on critical thinking), 41 valid items and 4 invalid items were obtained, namely numbers 15, 24, 27, and 43. The invalid items were found in the TPS variable (number 15, $r_{hitung} = 0.268$ and number 24, $r_{hitung} = 0.002$) and in the critical thinking variable (number 27, $r_{hitung} = 0.192$ and number 43, $r_{hitung} = 0.214$). With a r_{tabel} of 0.361 at a significance level of 0.05, items with $r_{hitung} < r_{tabel}$ are declared invalid. The four items were removed because the indicators were already represented by

other items. Thus, 41 statement items were declared suitable for use in the study. This study conducted a reliability test on 75 valid items using SPSS version 26. The purpose of this test was to assess the consistency of the items in measuring the research variables. The results are presented in the following table.

Table 3.1 Reliability Test Results for Variable X

Reliability Statistics	
Cronbach's Alpha	Number of Items
.886	23

Source: Data processing results for 2025 (SPSS version 27)

Based on the reliability test results presented in Table 3.1, Cronbach's alpha value was obtained at 0.886 for 23 items tested on variable X (TPS Learning Model). This value indicates that the research instrument used has good reliability, as the significance value is > 0.60 . Thus, the instrument can be used consistently to measure variables in this study.

Table 3.2 Reliability Test Results for Variable Y

Reliability Statistics	
Cronbach's Alpha	Number of Items
.861	18

Source: Data processing results for 2025 (SPSS version 27)

In Table 3.2, variable Y (Critical Thinking Ability) obtained a reliability coefficient on 18 valid items. The reliability results using SPSS 27 produced a Cronbach's alpha value of 0.861. Because the significance value is > 0.60 , the measuring instrument is considered reliable. It can be concluded that the research instrument used in this study has met the requirements for good reliability.

Next, a normality test was conducted to see whether a variable had a normal distribution or not using the one-sample Kolmogorov-Smirnov test. The basic decision-making criteria in the normality test are . If the significance value is > 0.05 , then the residual value is normally distributed. And, if the significance value is < 0.05 , then the residual value is not normally distributed.

Table 3.3 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
	N	38
	Mean	.000000
Normal Parameters ^{a, b}	Standard Deviation	5.89749793
	Absolute	.088
Most Extreme Differences	Positive	.088
	Negative	-.084
Test Statistic		.088
Asymp. Sig. (2-tailed) ^c		.200 ^d

a. Test distribution is Normal.

Source: Data analysis results for 2025 (SPSS version 27)

Based on Table 3.3, the output results in the one-sample Kolmogorov-Smirnov test column above show that the significance value (two-tailed) is 0.200. This value is greater than 0.05, so it can be concluded that the population data from the measurement tool (questionnaire) distribution is normally distributed.

To determine whether the population variances are the same or not, a homogeneity test is performed. This test is a prerequisite for independent sample test analysis using the Compare Means One Way Anova method. The fundamental assumption in variance analysis is the uniformity of variance between population groups, with the test criteria declared valid if the significance exceeds 0.05 (5%), indicating that the two data groups have similar or homogeneous variance.

Table 3.4 Homogeneity Test Results

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig
TPS Learning Model on Critical Thinking Skills	Based on Mean	2.044	1	74	.157
	Based on Median	1,833	1	74	.180
	Based on Median and with adjusted df	1,833	1	68.040	.180
	Based on trimmed mean	2,114	1	74	.150

Source: Data processing results for 2025 (SPSS *version 27*)

Based on Table 3.4, the results of the homogeneity test using the test of homogeneity variance above, the significance value of the TPS Learning Model and Critical Thinking Ability is $0.157 > 0.05$, so it can be concluded that the two data groups are the same or homogeneous.

A simple linear regression analysis was conducted to determine the effect of the independent variable (TPS Learning Model) on the dependent variable (Critical Thinking Skills). The table below shows the regression coefficient (B), which indicates the magnitude of change in Critical Thinking Ability for each unit of change in the TPS Learning Model. The significance value is used to test whether the effect is significant, and the standardised coefficients (Beta) indicate the relative strength of the independent variable's effect on the dependent variable.

Table 3.5 Regression Equation Output

Model	Coefficients ^a					
	Unstandardised Coefficients		Standardised Coefficients		t	Sig.
	B	Std. Error	Beta			
1 TPS Model	(Constant) 18.193	6.555			2,776	.009
	.579	.077	.784		7,565	.000

a. Dependent Variable: Critical Thinking

Source: Data analysis results for 2025 (SPSS *version 27*)

Based on Table 4.18 output on the coefficient, a constant value of 18.193 was obtained, which means that if the TPS Learning Model variable has a value of 0, the consistent value of the Critical Thinking Ability variable will be at 18.193. The regression coefficient for the TPS Learning Model variable (X) is 0.579, which indicates that every one-unit increase in the TPS Learning Model will increase the Y variable or Critical Thinking Ability variable by 0.579. The resulting regression equation is as follows.

$$Y = 18.193 + 0.579 X$$

Explanation:

Y: Critical Thinking Ability

X: TPS Learning Model

Furthermore, the statistical hypothesis in this study is:

H_a There is an effect of the Think Pair Share (TPS) cooperative learning model on the critical thinking skills of students at Xaverius 1 Junior High School in Bandar Lampung

H_o : There is no effect of the Think Pair Share (TPS) cooperative learning model on the critical thinking skills of students at Xaverius 1 Junior High School in Bandar Lampung

The criterion for testing the hypothesis is to reject H^0 if $t_{count} > t_{table}$ or if the significance is < 0.05 . Based on the data analysis, a t_{count} value of 7.565 was obtained, with a degree of freedom (df) = $n-2$ or $df = 36$. The table t -value at a significance level of $\alpha = 0.05$ is 1.688. Thus, because $t_{count} 7.565 > table t 1.688$ and significance $0.000 < 0.05$, H^0 is rejected and H^a is accepted. The positive regression coefficient indicates that the TPS Learning Model has a positive effect on Critical Thinking Skills.

Based on the results of hypothesis testing, it can be concluded that the TPS Learning Model has a positive and significant effect on Critical Thinking Skills in students at Xaverius 1 Junior High School in Bandar Lampung. The criteria for hypothesis testing using alpha 5% (0.05), namely rejecting H^0 if the significance is < 0.05 , can be read in the table below.

Table 3.6 ANOVA Analysis Output

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2045.991	1	2045.991	57,236	.000 ^b
	Residual	1,286,878	36	35,747		
	Total	3,332,868	37			

a. Dependent Variable: Critical Thinking
b. Predictors: (Constant), Model TPS

Source: Data analysis results for 2025 (SPSS version 27)

Based on Table 3.6 ANOVA output, the calculated f value is 57.236 with a significance value of 0.000. Because SPSS automatically facilitates the interpretation of significance, there is no need to match it with the F table. The significance value of 0.000 < 0.05 indicates that H_0 is rejected and H_a is accepted. This means that there is a significant effect between the TPS Learning Model and Critical Thinking Skills.

According to Ghozali's theory (2016:97), the coefficient of determination is measured to determine the extent of the influence of the independent variable (Y) on the dependent variable (Y). The coefficient of determination can be seen through the R Square (R²) value in the model summary table.

Table 3.7 R Square Coefficient of Determination Values

Model	Model Summary ^b					Error of the	the
	R	R Square	Adjusted R-Square	Standard Estimate			
1	.791 ^a	.626	.615	5.885			

a. Predictors: (Constant), X (TPS Learning Model)

b. Dependent Variable: Y (Critical Thinking Ability)

Source: Data analysis results for 2025 (SPSS *version 27*)

Based on Table 3.7, the coefficient of determination above shows an R-squared value of 0.626. This indicates that 62.6% of the Critical Thinking Ability variable in students at Xaverius 1 Junior High School in Bandar Lampung is influenced by the TPS Learning Model. Meanwhile, the remaining 37.4% is influenced by other variables not included in this study. The quantitative analysis results also show that the normality test value obtained from the residual significance value is 0.200, which is greater than 0.05. In addition, the R square score of 0.626 indicates that the TPS Learning Model has a positive influence of 62.6% on Critical Thinking Skills, while the remaining 37.4% is influenced by other factors outside this study.

4. Discussion

Based on the simple linear regression data analysis using SPSS 27, a t-value of 7.565 and a significance value of $0.000 < 0.05$ were obtained, so H_a was accepted and H_0 was rejected. From these results, it can be interpreted that the TPS learning model has a positive effect on the critical thinking skills of students at Xaverius 1 Junior High School in Bandar Lampung. This means that the TPS learning model is one of the factors that influence the improvement of students' critical thinking skills in Buddhist education. It can be said that the better and more systematic the application of the TPS learning model, the higher the level of students' critical thinking skills, covering a number of indicators such as the ability to analyse, solve problems logically, evaluate arguments and draw conclusions. This study is in line with the findings of [13], which explain that students who learn using the TPS learning model obtain higher average critical thinking scores than students who learn using conventional methods. Another study conducted by [15] explains that the TPS learning model is more effective than direct learning in improving the critical thinking skills of grade X students at SMA N 1 Sunggal in the subject of Three Dimensions. In addition, research conducted by [16] shows that the use of the TPS learning model accompanied by visual media can improve the critical thinking skills of students in class XI MIA SMA N 2 Kabanjahe on cell material.

In the Think Pair Share (TPS) learning model, students are given the opportunity to go through three main stages that are interrelated, namely thinking independently (Think), discussing with a partner (Pair), and then sharing the results of the discussion with the whole class (Share). These stages are designed systematically to create an active, collaborative, and participatory learning atmosphere, where each student is directly involved in the learning process. In the thinking stage, students are invited to independently reflect on and formulate ideas or solutions to the problems given, thereby training their independent thinking and analytical skills. Next, through pair discussions, students have the opportunity to exchange opinions, present arguments, and refine their initial ideas. Finally, in the stage of sharing the results of the discussion with the whole class, students are trained to express their opinions openly, accept input from others, and defend their arguments logically and constructively.

This learning process as a whole aims to encourage students to develop their ideas in a more structured, in-depth, and reflective manner, while building communication, collaboration, and critical thinking skills that are essential in the context of 21st-century learning. The independent thinking stage provides space for students to reflect on the questions or problems given, while the pair discussion stage allows for an exchange of ideas that enriches each individual's perspective. When students share the results of their discussions with their classmates, they learn to communicate ideas clearly and accept feedback from others. These stages directly train and strengthen critical thinking skills, as students are not only required to understand a concept, but also to evaluate, analyse, and consider various perspectives before drawing conclusions. Thus, the TPS model not only encourages active student participation in learning, but also instils high-level thinking skills that are very important in the process of forming individuals who are critical, open-minded, and wise in facing various issues in life.

The TPS learning model encourages students to think independently, collaborate and share with their friends [17]. In Buddhism, this stage is rooted in the noble values of Dhamma, which emphasise the importance of freedom of thought, the search for truth based on wisdom, and shared practice in a spirit of togetherness and mutual respect. One of the main principles that reflects independent thinking in Buddhist teachings is Yoniso Manasikara, which is wise and deep thinking that encourages individuals not to accept things dogmatically, but to consider them rationally, reflectively, and thoughtfully. In the context of learning, this principle can be implemented by providing sufficient space for students to develop critical attitudes, think independently, and form views based on deep understanding. Teachers can encourage students to actively ask questions, investigate information further, and evaluate their own understanding of the material being studied. This approach not only strengthens critical thinking skills, but also fosters self-awareness, intellectual responsibility, and a more meaningful understanding of the knowledge gained. Thus, the learning process becomes not only a cognitive activity, but also a means of internalising spiritual and ethical values in everyday life.

In line with the findings [13], TPS is a learning model where students are given the opportunity to think individually and collaborate in pairs. At the discussion stage or Dhammasākacchā in the Buddhist tradition, members of the sangha and lay followers

exchange views on the Dhamma. In learning, discussion activities such as case studies or debates can be based on the values of compassion (karuna) and mutual understanding. Meanwhile, the stage of sharing knowledge, experience, and wisdom (dāna paññā) is realised in learning through presentations. By sharing, students can broaden their horizons and practise the value of loving-kindness (metta). A learning model that is designed appropriately and systematically has great potential to create a conducive learning environment and stimulate the development of students' critical thinking skills. By choosing a learning model that suits the characteristics of the students and the learning objectives, teachers can create an atmosphere that encourages active participation, meaningful interaction, and deep thinking. Learning models that are able to motivate and actively engage students not only increase interest and enthusiasm for learning, but also foster curiosity, the courage to ask questions, and the ability to analyse, evaluate, and reflect on the information received. Thus, the selection and application of appropriate learning models is one of the important keys in optimally developing students' critical thinking potential [18]. Therefore, educators need to consider using learning models that can stimulate students' critical thinking.

The principles of Buddhism emphasise the importance of wisdom (panna), observation and evaluation of knowledge and experience, which are at the core of critical thinking. Buddha advised his followers to judge things based on direct experience and their benefits to themselves and others. Buddhist teachings are relevant to today's education system, which emphasises critical thinking skills. As explained in the Vimamsaka Sutta (M.II.47), Buddha encouraged his followers to critically examine and investigate his teachings. In the context of Buddhist education, the TPS learning model is relevant to Buddha's teachings because this learning model encourages students to think independently, discuss in groups, and express their thoughts well. Each stage in the TPS learning model has its own role, such as the think stage, which encourages students' critical thinking, in accordance with the Kalama Sutta [19].

Thus, Kālāma, when we say: 'Come, Kālāma, do not follow oral tradition ... But when you know for yourselves: 'These things are unbeneficial; these things are blameworthy; these things are censured by the wise; these things, if undertaken and practised, lead to danger and suffering,' then you should abandon them,' it is for this reason that this is said [19].

In this Sutta, the Buddha teaches that one should not accept a teaching or information without going through a process of testing, reasoning, and deep understanding. This critical and wise attitude is the foundation for forming independent and responsible thinking. In the context of learning, these values are clearly reflected in the Think Pair Share (TPS) learning model. In the pair stage, students are encouraged to work together by exchanging ideas, listening attentively, and respecting their partner's ideas and opinions. This process not only trains critical thinking skills, but also builds empathy and tolerance. These values are in line with the Kalyāṇamitta principle in Buddhist teachings, which emphasises the importance of having spiritual friends who support, guide, and cultivate virtue through positive social interaction. Next, in the share stage, students are given the opportunity to present the results of their discussions to the whole class. This

stage trains students' courage in expressing their opinions openly and responsibly. In addition, it also teaches the importance of speaking correctly, honestly, and in harmony between words and actions, as explained in the Lokavabodha Sutta [20]. Thus, the TPS model not only develops students' intellectual abilities but also shapes their character in line with noble Buddhist values, including honesty, wisdom, and social interaction skills. In addition, the TPS learning model can also strengthen students' social and emotional dimensions in the learning process [21].

Through interaction, students not only practise critical thinking skills but also tolerance and active listening [22]. These values are important in shaping students' personalities so that they are not only cognitively intelligent but also emotionally and socially mature. In Buddhist education, this approach is in line with the development of sila (morality) and samadhi (concentration), which are the foundations of character building. Thus, the application of the TPS learning model is not only a teaching strategy but also part of character education. Descriptive analysis shows that students at Xaverius 1 Junior High School in Bandar Lampung have a good level of critical thinking; the average score for each indicator is in the high category. This means that students at Xaverius 1 Junior High School in Bandar Lampung are able to think critically in the learning process, especially in Buddhist Religious Education. Based on empirical data, it shows that 62.6% of the TPS learning model has a positive and significant effect on improving critical thinking skills. Meanwhile, the remaining 37.4% of the critical thinking ability variable is influenced by other factors not included in this study. This can occur even though the TPS learning model provides a strong foundation; critical thinking ability in an educational environment depends on a combination of other factors. This shows that the development of critical thinking does not depend on just one approach.

Educators have a very important and strategic role in implementing learning models in the classroom. The success of a learning model in achieving educational goals is highly dependent on the quality of teaching possessed by the educators themselves. The quality of teaching covers various aspects, including competent pedagogical skills, the ability to manage the classroom effectively, and the skill of providing constructive feedback to students. These three aspects are interrelated and contribute greatly to the effectiveness of the learning model. If an educator is able to integrate these competencies well, the learning model will run optimally and be able to improve learning outcomes and the overall development of students' potential. [23]. Educators who have the ability to create a conducive atmosphere for discussion play a very important role in encouraging students to develop their critical thinking skills. A positive, open, and supportive learning atmosphere not only increases comfort in the learning process but also becomes the main foundation for the optimal intellectual development of students.

A comfortable and conducive classroom environment, harmonious and mutually respectful relationships between students and teachers, and continuous support from the school are important factors that influence the creation of an effective learning ecosystem. In addition, an environment that provides freedom to express opinions, is open to various ideas, and is able to provide a sense of security and acceptance is very much needed in the critical thinking process. Equally important are high student motivation, emotional

and academic support from parents, and the influence of a positive social environment, which are external factors that support the development of critical thinking skills in students. All these elements work together to create a meaningful learning process and encourage students to become reflective, analytical, and creative thinkers. In line with the research conducted by [24], which emphasises that other factors such as intellectual development, physical condition, and motivation have a significant influence on improving critical thinking skills.

Overall, the results of this study indicate that the Think Pair Share (TPS) learning model can be an effective method for improving students' critical thinking skills. This model provides opportunities for students to think independently, discuss with peers, and share ideas in a classroom forum, which ultimately strengthens their analytical and reflective abilities. However, even though the Think Pair Share (TPS) learning model has great potential in developing students' critical thinking skills, its application still needs to be supported by a more holistic and integrative approach in the learning process. Effective learning strategies cannot rely on just one model, but must also be balanced with various other supporting factors. A conducive learning environment, the active and inspiring role of educators, parental involvement in the educational process, and support from the social environment and educational institutions are important elements that complement each other. All these aspects must work together to create a complete and comprehensive learning ecosystem. With collaboration from various parties, the learning process can run more optimally and sustainably, so that the development of students' critical thinking skills can be achieved to the maximum extent, both cognitively, affectively, and socially.

Synergy between the application of the learning model and other supporting factors is the key to ensuring that the development of critical thinking skills can take place optimally, comprehensively, and sustainably. Therefore, educators need to build a learning ecosystem that supports the creation of a learning atmosphere that is reflective, collaborative, and open to various views and new ideas. In the context of Buddhist education, the integration of the TPS learning model with Buddhist values such as Sila (morality) and Samadhi (concentration) will provide an ethical and spiritual foundation for students' critical thinking processes. This not only strengthens logical and analytical thinking skills but also instils moral awareness and inner depth in the decision-making process. Thus, the development of critical thinking skills is not merely an academic goal, but also an integral part of the formation of a well-rounded individual, intellectually, emotionally, and spiritually, in harmony with Buddhist values and humanistic educational principles.

5. Conclusion

Based on the results of research and data analysis regarding the effect of the Think Pair Share (TPS) learning model on the critical thinking skills of students at Xaverius 1 Junior High School in Bandar Lampung, it can be concluded that there is a positive and significant effect between the Think Pair Share (TPS) learning model and the critical thinking skills of students at Xaverius 1 Junior High School in Bandar Lampung, as proven by hypothesis testing. The significance value shows that $H(0)$ is rejected and $H(1)$ is

accepted. The better and more consistent the application of the Think Pair Share (TPS) learning model, the more optimal the critical thinking skills of students will be. The magnitude of the influence of the Think Pair Share (TPS) learning model on the critical thinking skills of students at SMP Xaverius 1 Bandar Lampung is indicated by the coefficient of determination (R square) value, which shows that more than half of the critical thinking skill variables are influenced by this method, while the rest are influenced by other factors outside the scope of this study.

The results of this study are expected to be integrated as part of a learning strategy aimed at developing students' critical thinking skills. The application of this learning model will help create an active learning environment and shape students' character in terms of communication and cooperation skills. Educators are advised to consistently apply the TPS learning model in learning activities. Through the stages of thinking, discussing and sharing, students are trained to analyse, evaluate and express their opinions logically. Future researchers are advised to deepen the measurement of research variables by using more varied research methods and developing existing studies with the latest information so that the research can provide direct benefits to researchers, the community, and students.

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