

ABSTRACT

Indratmo, Alexandra Givela P.A. (2024). *Students' Perceptions of Collaborative Learning Implementation to Develop Critical Thinking Skills in English Subject at SMAN 1 Prambanan*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

In the current era of education, collaboration, and critical thinking skills are important competencies in the 21st century. Therefore, teachers can apply both in the classroom learning activity. In collaboration, students actively share their ideas and solve problems critically. Through collaborative learning, students actively improve their critical thinking skills, such as the ability to analyze information, make decisions, think creatively, and create new ideas.

Based on the research background, the researcher formulated two research questions: 1) What are the students' perceptions of collaborative learning activities to develop their critical thinking skills in the English language class? 2) What are the challenges of collaborative learning in developing students' critical thinking skills in the English language class?

To answer the research questions, the researcher used mixed methods, both quantitative and qualitative data, as a methodology. The data-gathering instrument was a questionnaire distributed to 59 participants and students of SMAN 1 Prambanan, consisting of 12 close-ended and three open-ended questions. The researcher also interviewed several participants through Focus Group Discussions to gain more detailed answers.

The data from the questionnaire shows that students have positive perceptions toward collaborative learning to develop their critical thinking skills. Factors such as emotional awareness, interaction, and learning motivation influence collaborative learning to improve their critical thinking skills. Based on the findings, some aspects, such as students' knowledge contribution, social interaction, and problem-solving, became key findings in this research.

Keywords: Collaborative Learning, Critical Thinking, Emotional Awareness, Learning Motivation, Perception, Social Interaction

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Dalam era pendidikan saat ini, kemampuan berkolaborasi, dan berpikir kritis merupakan kompetensi penting di abad-21. Oleh karena itu, guru dapat menerapkan keduanya dalam kegiatan pembelajaran di kelas. Dalam kolaborasi, siswa secara aktif berbagi ide dan memecahkan masalah secara kritis. Melalui pembelajaran kolaboratif, siswa secara aktif meningkatkan keterampilan berpikir kritisnya, seperti meningkatkan kemampuan menganalisis informasi, mengambil Keputusan, berpikir kreatif, dan menciptakan ide-ide baru.

Berdasarkan latar belakang penelitian, peneliti merumuskan dua pertanyaan penelitian: 1) Bagaimana persepsi siswa terhadap kegiatan pembelajaran kolaboratif untuk meningkatkan kemampuan berpikir kritis di kelas Bahasa Inggris? 2) Apa saja tantangan pembelajaran kolaboratif dalam mengembangkan kemampuan berpikir kritis siswa di kelas Bahasa Inggris?

Untuk menjawab pertanyaan penelitian, peneliti menggunakan metode campuran sebagai metodologi, baik data kuantitatif maupun kualitatif. Instrumen pengumpulan data berupa angket yang dibagikan kepada 59 peserta dan siswa SMAN 1 Prambanan, terdiri dari 12 pertanyaan tertutup dan 3 pertanyaan terbuka. Peneliti juga mewawancarai beberapa partisipan melalui diskusi kelompok terfokus untuk mendapatkan jawaban yang lebih detail.

Dari hasil angket menunjukkan bahwa siswa mempunyai persepsi positif terhadap pembelajaran kolaboratif untuk mengembangkan kemampuan berpikir kritisnya. Faktor-faktor seperti kesadaran emosional, interaksi, dan motivasi belajar mempengaruhi pembelajaran kolaboratif untuk meningkatkan kemampuan berpikir kritis mereka. Berdasarkan temuan tersebut, beberapa aspek seperti kontribusi pengetahuan siswa, interaksi sosial, dan pemecahan masalah menjadi temuan utama dalam penelitian ini.

Kata Kunci: Pembelajaran Kolaboratif, Berpikir Kritis, Kesadaran Emosional, Motivasi Belajar, Persepsi, Interaksi Sosial