

**IMPLEMENTATION OF COOPERATIVE LEARNING STRATEGY IN FORMING THE STUDENT ABOUT THINKING SKILL OF THE WHOLE OF STATE ISLAMIC SENIOR HIGH SCHOOLS IN PURWOKERTO CITY INDONESIA**

By Sunhaji

Email: *a.sunhaji@gmail.com*

Lecturer of graduate school and post graduate school of State Institute of Islamic Studies  
Purwokerto -Indonesia

**Abstract**

Goal: This research was aimed; to know implementation of cooperative learning strategy in improving the cognitive skill of students at the islamic senior high schools in Purwokerto city. Application of cooperative learning method will be created the situation of learning that challenge the students to be active, thorough group discussion in breaking a solution. Cooperative learning method is a learning strategy which stressing an activity of students of learning in the small group togetherly. The other hand, to reach a goal by using various of learning activity is to increase a student competence in understading a subject matter and to solve problems collectively. By coopertaive learning motivated the students to manage a mind in porducing the new ide and developing skill of creative thinking. The main role of teacher is to develop an attitude and competence of student that able to help in facing the problems creatively and inovatively.

Method:In this research used qualitative method, techniques of data collecting thorough observation, interviewing, and document study. And technique of data analysis used an interactive analysis of Miles and Huberman. Analysis themselves were thorough such as data collection, data reduction, data display and conclusion;verifying/drawing.

Research Findings: Result of research have showed that were cooperative learning was able to increas competence of a thinking skill of students because of cooperative learning could motivate the cognitive thinking skill, developing a solidarity and helping to solve a problem.

Key Words: *learning strategy, cooperative learning, cognitive skill, and problem solving*

**Introduction**

Meaning and substation of learning can be understood as a process of building a meaning or understanding toward an information and experience. Process of building the meaning itself can be done by students themselves or the others, so teacher's participation has to hand on the right place that to built a understanding were student's credibelly themselves, not teacher's credibelly (Yamin, 2009;13).

How were the subyet matter that presented by teachers can be mastered by students completely, it is difficult that's felt by teachers. Difficultie themselves because of the students are not only creature with the uniquely, but they are as sosial creature with the different social background. There are three aspect that differ the students between the one and the others such as aspect of intellectual, psychologic, and biological aspect. The third aspect themselves are recognized as a root of problem that express something various of sttitude and behaviour's student at the school (Djamarah;2010:1)

Students have differences between the one and the others. Students differ in interest, competence, hobby, experience, and learning style. By means of learning activity, class organization, subject matter, learning time, tool of learning, and system of evaluation need variously suitable with the students. Learning process need to take a place the student as a subject of learning. It means that learning process concerns interest, gifted, capability, learning method and strategy, learning motivation and social background of student., as well as motivating a student is to develop the potential optimally (Yamin, 2009:14).

The learning is a process that dynamically to achieve a goal that formulated, so that it becomes a criterion in determining degree of learning successful were by process and by product (Sudjana, 2010:35). Criterion from a process stress on learning as a process that were a dynamic interaction makes student as subject of learning can develop the potential thorough self learning and goal that determined can be attained effectively. The other hand, criteria of product stress on degree of goal mastery by student on perspective a quality or quantity (Sudjana, 2010:37).

The two criteria themselves can not independence but they are causal relationship. By the criteria means a learning does not only attain a outcome highly with ignoring a process but they are in balancing. Process of learning that optimally enable outcome of learning optimally. There are correlation between learning process and learning outcome. The more bigger the effort to create condition of learning process, the more higher the product of learning. In order to learning process optimally, the teacher need to use a accurate strategy.

In opinion of Nana Sudjana, a learning strategy is an action of teacher who realizes a learning plan, it means, teacher's effort in using some variable of learning (goal, matter, method, and tool, as well as evaluation). In order to be able to influence the student reach the goal that determined (Sudjana, 2010:35). In mean while, Kemp opinion that is quoted by Wina Sanjaya said that learning strategy is a activity of learning must be done by teacher and student in order to the goal of learning can be attained effective and efficiently (Sanjaya, 2010:26) Because of learning strategy is understood as set of activity that designed to achieve an education goal certainly. Strategy is a tactic in learning.

Cooperative learning is a strategy of learning that stress on activity the student togetherly in learning that shaped a small group, to reach a same goal by using various activity of learning for improving a competence of student in understanding a subject matter and solving a problem collectively (Gunawan, 2012:233).

In the cooperative learning, the student works to do a duty in group or more, they are motivated and guided to help the others in learning, not competing each in group each other (Yamin, 2009:74)

Cooperative learning directs the student to interact actively and positively in group. It will enable to occur combination of ideas in the situation open minded. Cooperative learning based on learning regulation that involves student with various competence to work together in a small group for attaining a same goal. The objective is a phase of learning that maximum, not only myself, but as well as the others in the group (Hakim, 2009:53)

Cooperative learning strives for activeness the students to give an idea together with friends, situation becomes dynamically so that will occur increase of cognitive competence on the students. Frame of reference capability's student is base for intellectual advantage of student, beginning from simple frame of reference toward complex thinking. In mean while, cooperative learning can become a media of intellectual increasing's student with motivating and moving an brilliant idea, because of situation of learning continued conducive. The Student of senior Islamic high school are teenager is toward an adolescence and ready to live together in the society. Cooperative learning model is very relevant to student toward a social life that very complex. It is very good, if cooperative learning is applied at school like Islamic senior high school.

### **Research Question**

Based on description of the background on the above, so they can be formulated an research question ie “ how implementation of cooperative learning strategy in shaping a thinking skill of student of the islamic senior high schools in Purwokerto city ?

### **Goal and Usefull of research**

#### **Research goal**

This research was aimed to know how was strategy of coopertaive learning can form a student cognitive skill of all islamic high schools of Purwokerto city.

#### **Usefull of research**

- As a contribution fo thinking for education especially included with cooperative learning to shape a cognitive skill the student.
- Adding insight for writer about how did learning strategy in forming cognitive skill of student
- Adding reference especially for student of education faculty state intitute of islamic studies Purwokerto.

### **Research Method**

This research is done at all of the islamic senior high school Purwokerto city such as state Islamic senior high school o1, State islamic senior high school 02 and Al Hikmah Islamic senior high school. This research used a qualitative approach. qualitative approach is hoped will open description about actuality, social realities, and objective perception.

Data resources in this resarch were human resources, included all of personalities that involved in methods learning process at the islamic senior high school consist of headmaster, teachre of subject matter. Then, other resources were documents, notulen, program of learning, archieve of curricullum and soon. Situation and social contact that occured in the location was one of part form research resource.

And then various data resources were analyzed by technique of depth interview, documentary study, and participant observation. interview is a direct talking that be done by two people with one goal that determined. Various data from written information resource like document, report, program of learning, letters, curricullum, and soon collected thorough documentary method. Observation method was used to find out an information via direct observation with condition of research obejctive. Observation method is signed by there are social interactions directly between the researcher and subject of research that need a long time (Moleong, 2013: 117)

A long of process observation is done a notes or recording toward the datas that needed. It so hapens data that observed in this research is about implementation of learning with cooperative learning to shape a cognitive skill of student. Notes or data that attained is collected and arranged sistematically without influence of the others.

In this research, data was analyzed since the first of research is begun until arrangement of research product finally. Model of data analysis that used is flow model analysis or interactive data analysis from Miles and Huberman, that is data analysis model consist of 1) data collection, 2) data reduction, 3) data display, and 4) conclusion;drawing (Miles & Huberman,1992:23).

After data was collected and then tested about validity with technique of data triangulation. Goal of data triangulation is to know how were far the discover of reserach in the field really representative to be made an analysis guide and to attain an information widely about research perspective.

Technique that used in this data triangulation, many m ethods or resources that used as data tha is a comparing between result of interview with the result of observation, between spoken of

data resource in generally, and the other hand it lonely, between result of interview with document thereby. It needs for data triangulation is done by chek-crosschek, consultation with headmaster and teacher of subject matter.

## **Theoretical Study**

### **Cooperative learning**

#### **Definition of cooperative learning strategy**

Cooperative learning is a model of learning where is in the learning system and working in small group that numbered 4-6 students collaboratively so that can motivate the student more passionate in learning (Taniredja, 2011:55).

In opinion of Slavin that quoted by Taniredja, cooperative learning is a model of learning by setting a small group with concerning various group and solving a problem via social interaction by the peer, and giving a opportunity of student to study something well at the same time and it became resource for the others (Taniredja, 2011:56).

Mean while, Heri Gunawan said that cooperative learning is a learning strategy that used a small group in learning that enable the student works together to maximize a learning them and learning's group in group themselves (Gunawan, 2012:232).

In Sri Anita W, said that cooperative learning is a learning that used a small group so that the student work together to maximize learning activity it self and group too. In the implementation, member of class were organized in small group after receive a learning from the teacher, and then the students do a duty until all of member of group succeed to understand (Anitah, 2010:37)

Sugandi as quoted by Taniredja said that cooperative learning is system of learning that giving an opportunity to student to work together with the others in doing a structure duty. Cooperative learning is called as a group learning, but cooperative learning more than group learning because in the cooperative learning there is a motivation structure or cooperative duty so that it enables occur interaction openly and relationship independently that effective between the group member, but it did not all of group learning can assumed a cooperative learning (Taniredja, 2011:55)

Rusman said that cooperative learning is a set of learning activity that done by the student in a group to achieve a learning objective that was determined. There are four things in cooperative learning, such as: 1) there are students in the group, 2) there is a regulation, 3) there is learning effort in the group, 4) there is a competence that must be attained by the group (Rusman, 2013:214) Based on some definition on the above, the can be underlined that cooperative learning is a set of learning activity who were done by the students in the group and work each other to attain a learning objective that was determined.

#### **Typology of cooperative learning**

In Slavin, that quoted by Taniredja, there are six typologies of learning cooperative, that are:

1. Group goal, that many methods in cooperative learning uses some goal of group.
2. Individual responsibility, who implemented by two ways. First, by the number of group score or mean of score others. Second, specialization of duty, second way the student is given a special responsible to solve a part of group duty..
3. The same success opportunity, that is an unique characteristic in learning method of student team, that is a using a score that ascertain all of the students get a same opportunity to contribute in the team.
4. Competition of team, as a media to motivate the student to work together with the others.
5. Specialization of duty, to implement sub-duty toward each member of group.

6. Adaptation toward group need, this method will accelerate the duty of group (Taniredja, 2011:55)

#### **Model of cooperative learning have characteristics:**

1. The student learn in the small group to attain completely learning
2. The group is formed by student has high, middle, and low capability
3. There is an effort in order to every group, student consist of race, ethnic, culture, dan differential sex.
4. There is a reward for teamwork from individual work

Roger and David Johnson in Anita Lie as quoted by Taniredja, said that it is not all of teamwork can be assumed as a cooperative learning, to attain maximum output, there are five elements of cooperative learning mode that applied such as:

1. There is a positive dependence, it means that successful a creation depend on effort of each member.
2. Individual responsibility, it means that every student will be responsible to do the best
3. Face to face, it means that every group must be given an opportunity to meet face and discussion.
4. Communicating intermember, it means in order to the student is supplied by various communication skill.
5. Evaluating of group process, teacher need time schedule for group to evaluate process of work and result of teamwork in order to be able to work together more effective (Taniredja, 2011:58)

Heri Gunawan, there are four (4) important elements of cooperative learning, that are:

1. There is a student in the group, that is, student does a process of learning
2. There is a regulation of group, that is, everything become a commitment of all component involved.
3. There is a learning effort every group, that is, student activity to increase a competence that have belonged or new competence either attitude, knowledge or skill others.
4. There is a learning objective that must be attained in the group (Gunawan, 2012:233)

In opinion of George Yacob as quoted by Muchtar Samani, agree there are eight (8) principles that must be applied in the cooperative learning, such as: a) shaping a group must be heterogen, b) need a collaborative skill, c) otonomy of group, d) simultant interaction, e) rightous and egaliter, f) individual responsibility, g) positive dependence, h) teamwork as characteristic value (Samani & Haryanto, 2012:161).

#### **Why did use Cooperative Learning**

Cooperative learning is a model of learning that used and became a concerning by the educational experts. This is because based on result of research that done by Slavin said that; 1) usage of cooperative learning can increase learning achievement of student and all increase social relationship at once, developing a tolerance attitude, and honoring opinion the others, 2) cooperative learning is able to need the student in thinking critically, solve a problem and integrate a knowledge by experience. With the reasons themselves, cooperative learning strategy is hoped able to increase quality of learning (Rusman, 2013:201)

And then Anita Lie that quoted by Gunawan said that there are some important reasons, why did cooperative learning need applied in process of learning at the school, because there is a process globalization, occurring a social, economy, and demografic transformation too that obligatory the

schools to be more ready the student with the life skills in society, so that able to capable participate actively in the world changed and developed fastly (Gunawan, 2012:235).

### **Goal of Cooperative Learning**

The goal of cooperative learning differ by konvensional learning that apply a competition system, whereby the individual success be oriented on other failure. The other hand, goal of cooperative learning is to create a situation where the individual success is determined or influenced by success of the group.

Therefore, cooperative learning strategy is developed to attain at least three (3) goal of important learning, that are; result of academic learning , enrolment toward individual difference as well as social skill developing (Salvin, 2012:236)

#### 1. Result of academic learning

Cooperative learning strategy more outstanding in helping the student to understand difficult concepts and can increase an academic achievement of student on learning (Gunawan, 2012:237)

#### 2. Enrolment toward individual difference

Cooperative learning strategy give an opportunity for the student from various background and condition to work depend on each other on academic duty and via cooperative reward so student will study honorable the others (Sanjaya, 2012:237)

#### 3. Developing social skill

Cooperative learning strategy teach to the student about teamwork skill and collaboration to attain a social skill. Social skill is very important belonged by the student as supply for live in the social environment (Arend,2012:237).

### **Procedure of Cooperative Learning**

Cooperative learning differ with other learning strategy. Difference themselves such as can be seen from process of learning that stress there be teamwork in learning to achieve a determined goal. There are six (6) phase of cooperative learning syntax such as:

1. Phase 1. Present goals and set. On this phase teacher clarify on purposing of cooperative learning. This is very important to do because the student must understand clearly procedure and regulation in learning.
2. Phase 2. Present information, teacher present an information because this information is content academic information.
3. Phase 3. Organize into learning team. Teacher gives an information to the student about customs and manners formation learning team dan give a group does transition efficiently. Chaostic can occurred on this phase, therefore, transition of learning from the learning groups must be orchestrated accurately. Number of element need be considered in structuring the duty. Teacher must describe that student has to work together in the group. Finishing duty of group is a group goal. It is very important that may not be member depend on duty of group to the other person.
4. Phase 4. Assist teamwork and study, teacher need accompany the learning team, remembering about the duties that done by student and the allocated time. On this phase, assistance that given by teacher, it is able to manifest a direction, guidance or asking some students repeat something directed.
5. Phase 6. Test on the materials, teacher does an evaluation with using evaluation strategy consistently by learning objective.

6. Phase 6 , Provide recognition. Teacher prepares a reward structure that will be given to the student. Variation reward structure individualistic characterized, competitive, and cooperative.

In opinion of Ditnaga Dikti, in the really cooperative learning is divided became four (4) step such as; orientation, team work, quiz and giving a reward (Arend, 2011:61)

1. Orientation

Activity began by orientation to understand and agree together about what will study as well as learning strategy.

2. Team work

On this step student do a team work as a core of learning activity. Team work can in forming any activity, problem solving, understanding and implementing a concept that studied.

3. Quiz

On the finally activity of the group hoped all students have could understanding a topic that studied togetherly.

4. Reward gift

This step is mean to give a reward to the group succeed to attain increase of score in individual score (Sugiyanto, 2011:61)

Slavin said that steps in cooperative learning that are:

1. Teacher design a plan of learning program
2. In application of learning in the class, teacher design a observation guide will be used to observe the student activity in learning togetherly.
3. In doing a observation toward student activity, teacher direct and guide the student, either individual or group, either in understand matter or attitude or psychomotor of student.
4. Teacher give a opportunity to student from each group to present result of work. While discussed in this class, teacher act as a moderator (Taniredja,2011;63)

### **Advantage and Limitation of Cooperative Learning**

Cooperative learning is able to become a effective way in reaching result of academic achievement or social, and especially meaningful in the situation;

1. When we want to stress importance of collective study
2. When we want the student exchange idea and see that they can study from someone with the others and help each other.
3. When we want to motivate and develop team work between student and build a respect between clever student with stupid student, especially in dividing a class culturally and in the class included disabled student.
4. When we want to increase a communication skill of student
5. When we want to increase an understanding student deeply toward subject matter through exploration.
6. When we want to increase self confidence of student and increasing enrolment of them about individual (Yamin,2009:78)

### **Advantage of using cooperative learning strategy such as;**

1. Teaching the students become trust the teacher and more believe again on the self capability to think, searching information from the other resource and study from the other student.
2. Motivating the student to express an idea verbally and comparing with the other idea.
3. Helping the student to respect the clever student and stupid student and receive this difference.

4. It is an effective strategy for the student to attain result of academic achievement and social achievement to increase a prestige, self confidence and interpersonal relationship well between the others, increasing time management and positive attitude toward school.
5. Giving an opportunity to the student to compare the answer and appraise the accurate answer
6. Interaction in occurring along with cooperative learning help to motivate the student and push the thinking.
7. Giving an opportunity for the student study an asked skill and comment a problem
8. It is able to develop an interest of leadership and teaching a discussion skill
9. Facilitating the student do a social interaction, exercise to honor the other idea that it is better as well as increasing to think creatively (Yamin,2009:79)

### **Limitation of cooperative learning**

1. Need a long time for student to study in team
2. Need an exercise in order to student has a habit to study in team
3. Model of cooperative learning that applied must be suitable with description of subject matter, matter of subject matter has to be chosen well in order to suitable with mission of learning cooperatively.
4. Need a format of different learning evaluation
5. Need to a special capability for teacher to study various model of cooperative learning.

### **Skill of thinking**

In opinion of Ann Brown (1990) said that to think it means to know;

- a. When you know
- b. What you know
- c. What you need to know
- d. When to acquire new knowledge

Then, thinking skill by Elliot (2000:294) said that thinking skill means skill and strategies that enables student adapt to constant change. And meanwhile, Snow, Corno in Elliot (2000:294) described that style is a strategy used consistently across a wide variety of task. It is still to speak about style, there is other terminology that is cognitive style and learning style. Cognitive style involves activity of thinking and problem solving, on the other hand, learning style is something or choices of learning and studying like two sides of a coin (Messick,1994)

To ask is a specific example how does teacher can help the student to improve a thinking skill. Activity of asking, if it is used proportionally, it is an effective technique to increase interaction in the class.

In opinion of Cruickshank, Bainer & Metcalf (1995) said that a good question will influence the student give a concern, processing an information, arranging an idea, and arranging an answer, they are an resume of thinking and problem solving. Then Cruickshank at all said that there were three important issues in making frame of good question that is, know how to ask via a question, know how to answer the question, and know how to continue the response, further description is under:

- a. How to ask question

Determine that phrase or part of sentence that make clear and accurate. We can follow a suggestion of Michael Gelbb (1996) like a classic question reporter that is 5 W + 1 H. Any question of yours, be sure that language which used is good with the easy language for



student and take a student concern. The other word, don't muddy the water with the expression neednot. The effective question will cause the student think something that teacher ask for student and arranging the answer.

The question may formed a convergent question, that is ,proscuting student to explore, to discover and creative.

b. Obtaining good answer

One of best way to motivate the student in giving a good respons is giving them an enough time to answer. The research showed that wait time 3 until 5 second the result is a best respons.(Cruickshank at al,1995) and as well as all students have a same opprotunity to response. Don't depend on the student that volunteerly to answer.

c. Following up student responses

On the student response, you must react. Avoid the word OK and go away. You must describe, extend and unite the student responses. When student answer rightly, so you walk go on. Don't ever leave the student has a wrong answer. Be careful in giving a reinforcement on the student. You may want to give inforcement on the effort of student, but be certainly that student understand the wrong answer when we gave reinforcement. Yiu can give a right answer and walk on or give an add question to guide student on the right answer, depend on the time and situation

Therefore, some strategies to increase thinking skill of sgudent, one of way is giving a question, with model of question, so may ideas that belong of student will explore well. Cooperative learning strategy is one of strategy that can increase competence or thinking skill .

## Result of research and discussion

Variety of cooperative learning strategy , there are some varians such as; make a match, group investigation, think pair and share, and snowballing. From some varians themselfess, all of them applied at the whole islamic senior high schools in Purwokerto city. Researcher have observed activity of cooperative learning themselfess taht are make a match, group investigation, think pair and share, and snowballing.

For clear further, researcher will describe analysis of application the cooperative learning strategy at the whole islamic senior high school in purwokerto city.

### 1. Make a match

Steps in make a match of my observation that seen such as

- a. The Teacher regulate a seat so formed alphabet U
- b. The Teacher describe matery of other name of doomsday as well as the meaning
- c. The Teacher give a opprotunity to memorize the other name of doomsday as well as the meaning together with the group.
- d. After that teacher divide a card that content of the name of dooms day ( jaza day, ba'ts day, tanad day, etc) and the meaning to one group and ask in order to the student get a card that content of doomsday names go in front of, and the student get card content of meaning the name of dooms day to look for the pair. Other student do not go infront of became an evaluator. It itself done change someone until the whole group get the alternative.

In implementation of this model make a match, reseracher analyze that this model have used accurately by the teacher at the whole islamic senior high school in purwokerto

city. With strategy used like this so that goal of learning can attained maximumly and as well develope team work between the student.

But in the implementation of this model, not all process is same percistly with the procedure in theory, beacuse the card content of the other name of doomsday and the card taht content of the meaning divided in one group. It is because of there is a tradition may not be paired between the boy and the girl. Mean while, the student given an opportunity to memorize, so they may can do something, not cause model of make a match but an opportunity that given by teacher to memorize. Therefore goal of leraning attained maximumly, it is proofed from the pair the other name of doomsday and the meaning, there is not false. There are some procedures in make a match such as;

- a. The Teacher prepare the card content of a question and card content of answer from the questions themselfess.
- b. The Teacher divided class community become three groups as well as regulate positipn of group formed alphabet U. The first group is card bringer group that content of questions, second group is card bringer group that content of answer, third group is an evaluator group.
- c. The Teacher comand the first and second group to look for pair of question and answer that suitable as well as giving an opportunity to discuss.
- d. The pair of discussion must show the result of discussion to the third group or the evaluator group.
- e. Evaluator group present result of question-answer from the all groups
- f. And then evaluator group is divided becomes two parts, a part of member bring a question card, a part of member bring a answer question. In the meanwhile, the past became the first and second group then became the evaluator group. Generally the mattery that presented is relevant with standard of competence, basic competence and indicator that attained.

## 2. Think pair and share

Result of observation's researcher that attained about think pair and share model in learning at the islamic seniroy high school in Purwokerto City that were;

- a. In the core activity, teacher describe the signs of doomsday generally.
- b. And then teacher divides the student in small group (two student)
- c. Every group is given duty to classify about small sign of doomsday and big sign of doomsday
- d. Teacher detrmines one of group to read result of their discussion
- e. Teacher with student discuss where is included the small signs of doomsday and where is the big signs of doomsday, as well as adding the less description.
- f. Learning activity ended by conclusion and evaluation of competence standard and be sure of doomsday.

In opinion of researcher, that the teachers at the islamic senior high school of Purwokerto in choosing model of think pair and share to describe mattery of doomsday signs was accurate, because with the model can get up teh student to read and study the signs of doomsday more deeper. Mattery that used as well was relevant with the standard of competence, basic competence and indicator whic reached. Steps that applied in impelemnattong this model was suitable with the procedure. Tehere are steps in te theory of think pair and share such:

- a. The Teaher submitt a question or issue related with the subject matter to be thank by the student.

- b. The Teacher give a opportunity to the student to think a answer and ask the student related to discuss.
- c. Result fo discussion in every pair is spoken by the pair in whole class.

### 3. Group Investigation

Result of ressrcher's observation that attained about modle of group investigation in learning of islamic religion- education at the whole state islamic senior high schools in Purwokerto City, in this below:

- a. The Teacher explaine about the figures handycap of missionary that are Abu Jahal and Abu Lahab
- b. The Teacher divide the student bacame four groups. Every group is given the duty to discuss, group I and group III discuss Abu lahab and the gorup II and IV discuss Abu Jahal.
- c. After discuss finished, every group represent one people to read the result discussion.
- d. After that teacher give a add description to complete it.

Application of this model, the steps that applied by teacher of islamic religion education was suitable with the procedure, although it is not perfect because not all groups discuss the different mattery. Therefore, there were a difference of mattery that became the discussion of matter, that is group I and group III differ with group II and group IV. In the observation of reseacher, it is suitable with the goal that reached in order to all students is active, because formation the group with a number of member more little enable all students invlved in learning. Beside that to compare the result of the other group so every group in doing the duty more serious. There are syntax in learning of group investigation such as:

- a. The Teacher divides the student in some heterogen groups
- b. The Teacher describes the gola of learning and group duty
- c. The Teacher calls the cairmen to do one mattery so one group gets a different duty with the other group
- d. Each group discuss the mattery of subject cooperatively that content of discovery
- e. After finishing the discussion, the cairman present result of group discussion.
- f. The Teacher gives a brief description and giving an conclusion
- g. Evaluation
- h. The closing (Zainal Akib,2011:26)

### 4. Snow Balling

The result of observation that research attianed about model of snowballing, reseracher getted a description of islamic religion education learning at the islamic senior high schools in Purwokerto City such as:

- a. The Teacher described that bad moral is so much, and then teacher gave paper to all student and ask the student to write about variety of the bad moral. After that, the student that appointed to read the writing about variety of bad moral. And then teacher ask the student to be pair 2-2 and rewrite about the bad moral that differ with teh other group. The teacher ask teh studnet in order to all student read the result of discussion togetherly then entering this activity.
- b. The Teacher descibed that bad moral must be leaved so far from ourselvess likes the bad moral of Abu lahab and Abu Jahal
- c. In the core activity, teacher explained about the bad moral of Abu Lahab and Abu Jahal
- d. Activity of learning is closed by conclusion and greeting.

In opinion researcher, matter that presented by teacher was suitable with standard of competence, basic competence as well as indicator that will be reached. Usage of snowballing model in the beginning of lesson is very good to know the first competence of student as well as to explore spirit of student's learning and training team work with the friends. Model of snowballing was nearby the theory of snowballing, but it has yet perfect. In the model of snowballing, formation of group the first is small group with two people as members.

After that, it is developed to become big group continuously. The other hand, based on researcher's observation in learning of islamic religion education did not occur like the theory that was from the individual duty toward small group that numbered two people and did not continue sustainably, although, there was processing of team work between students and the learning that is done nearby the theory of snowballing that was;

- a. Presenting the topic will be teach
- b. Asking the student to answer relatedly
- c. After that student works related and getting an answer, the pair is combined with the pair beside so became four people.
- d. This group done the same duty likes group two people
- e. After the group of four people finished to do the duty, every group is jointed again with the group four people.
- f. The new group done duty is same with the further duty
- g. Each group is asked to present the result of discussion in front of class.
- h. Teacher will compare result of each group and then giving comments that assumed good.

Therefore, research can analyze that strategy cooperative that implemented at the islamic senior high schools in Purwokerto city was very variety and suitable with the goal will be attained, although in some models of learning have yet perfect. In opinion of researcher, strategy of cooperative learning is very effective applied to increase the thinking skill of student. It is seen from the achievement of learning goal as well student activeness in taking part of teaching-learning process. Student activeness can be seen from their enthusiasm is very high to always participate and giving a contribution toward the successful of group.

In opinion of Ann Brown (1990) the expert of psychology described that thinking means to know, when you know, what you know, what you need to know, when to acquire new knowledge. And then, thinking skill by Elliot (2000:294) said that thinking skill means skills and strategies that enable student adapt to constant change.

One of main duty's teacher is helping to face with thinking skill and problem solving strategy that will make the student afford how to prepare and to solve itself. What were the accurate strategy for students? Students can not answer the questions themselves except they know exactly something in themselves that bring into cognitive world and learning style.

Amri (2013:62) said that critical thinking was one of pace about thinking highly. Meanwhile Johnson (2010:183) described that critical thinking was a process directed and clear that used in mental activity likes problem solving, decision making, persuasion, analyzing, assumption, and doing a scientific research. Ennis (in quoted Supriya;2009:144) stated that critical thinking was a term which used to an reflective activity for reaching a goal that included a faith and rational behavior. He has classified 5 keys that important about critical thinking, that are, practice, reflective, rational, credible, and action. Based by this discourse, and then he formulated a definition of critical thinking, was an activity of thinking reflectively and rational that focused on determination of what must be sure or be done..

This definition stressed on how to make a decision or considering. Based on opinion the experts above, it is able to underline that critical thinking was a process of thinking reflectively

that need an accuration in decision making thorough a set of procedure to analize, examine, and evaluate a proof along with be done aware.

Cooperative learning as a model of learning that oriented on activity of students was one of model that have a goal to increase a competence of thinking's student with discussing and argumentating critically which hoped that critical thinking of students shall emerge automatically.

## Conclusion

1. Cooperative learning is learning strategy that stressing student activity together in learning that formed small group, to attain the same goal with using variety of learning activity for increasing competence of student in understanding the subject matter and solving a problem colectively.
2. Cooperative learning exception can motivate the student to increase thinking skill, as well developing a solidarity, respecting the other opinion, able to fulfill the student need in thinking critically, solving a problem as well as able to integrate knowledge with experience.
3. Some types from cooperative learning such as jigsaw learning, think pair and share, group investigation, and some these types is cooperative learning type that can motivate and built the student thorough thinking skill.
4. Learning with cooperative learning for studnets at the islamic senior high schools in Purwokerto city motivate the students to increase the thinking skill, influence anthusias in opinion and asking with the others student, as well as solidarity of student became more fact.

## References

- Aqib, Zainal. (2011) *Model-Model, Media dan Strategi Pembelajaran Kontekstual (Inovatif)*. Bandung: Yrama Widya.
- Amri, S (2013). *Pengembangan dan Model Pembelajaran dalam Kurikulum 2013*. Jakarta: PT Prestasi Pustakaraya
- Anitah W, Sri. ( 2010). *Strategi Pembelajaran di SD*. Jakarta : Universitas Terbuka.
- Djamarah, Syaiful Bahri & Zain, Aswan. (2010). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Elaine B. Johnson, (2007). *Contextual Teaching & Learning ( Terj) Ibnu Setiawan*, Bandung; Penerbit MLC.
- Elliot, Stephen N. et.al. (2000). *Educational Psychology:Effective Teaching, Effective Learning*.
- Gunawan,Heri. (2012). *Kurikulum dan Pembelajaran Pendidikan Agama Islam*. Bandung : ALFABETA.
- Hakim, Lukmanul (2009). Lukmanul. *Perencanaan Pembelajaran*. Bandung: Wacana Prima.
- Hariyanto & Samani, Muchlis. (2012). *Konsep dan Model Pendidikan Karakter*. Bandung : Remaja Rosdakarya

- Huberman & Mathew B Miles.( 1992). *Analisa Data Kuantitatif*. Jakarta : UI Pres.
- Moleong, Lexy J. ( 2013). *Metodologi Penelitian Kualitatif*. Bandung : Remaja Rodakarya.
- Ricard I. Arends, (2008). *Learning to Teach, Belajar untuk Mengajar I* (terj) Hely Prayitno  
Soetjipto, Yogyakarta: Pustaka pelajar.
- Rusman. (2013). *Model-Model Pembelajaran*. Jakarta : Rajagrafindo Persada
- Sanjaya,Wina. (2010). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta :  
Kencana Prenada Media.
- Sugiyanto, (2009). *Model-Model Pembelajaran Inovatif*, Surakarta: Pustaka Yuma.
- Sudjana,Nana. (2010). *Dasar-Dasar Proses Belajar Mengajar*. Bandung : Sinar Baru Algensindo
- Suprijono, Agus. (2012). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta : Pustaka  
Pelajar
- Taniredja,Tukiran. (2011). *Model-Model Pembelajaran Inovatif*. Bandung : Alfabeta
- Yamin,Martinis & Bansu I Ansari. (2009). *Taktik Mengembangkan Kemampuan Individual Peserta  
Didik*.