

Point Counter-Point Learning Strategy on the Subject of Social Sciences to Improve the Learning Achievement

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Abstract: This research aims to see how the Point Counter-Point learning strategy in social studies subjects can improve student learning achievement at Al-Hidayah Medan Private Junior High School (SMP). By focusing on social studies learning, where the points in the curriculum are key in understanding various social, economic and political aspects, this learning strategy becomes very relevant. This research uses a qualitative methodology using descriptive methods. This approach aims to provide a systematic, accurate and factual description of the phenomenon being studied. The results of this research show that the Point Counter-Point learning strategy makes a significant contribution to increasing student learning achievement. This is reflected in increased student involvement in discussions, development of critical thinking skills, as well as improvements in the way students organize and convey their ideas. This research provides in-depth insight into how this strategy functions in the learning context in class VII, as well as how it can improve students' understanding and learning achievement in social studies subjects.

Keywords: Learning Achievement, Point Counter-Point Strategy, Social Sciences

A. Introduction

Education is a conscious and planned effort to create an active learning atmosphere and process for students so that they are able to develop the potential that exists within them, such as good personality, self-control, noble character, intelligence and the skills needed by them and public. From this understanding, it can be seen that education is an important process in life to find out the abilities and behavior of each student in doing good or bad things. In Indonesia, especially in the field of education, it is starting to be improved, one of which is the use of strategies in teaching and learning activities.

According to (Muwally, 2019) the majority of educators currently tend to use conventional teaching methods which are often monotonous and less interesting. As a result, the learning process can hinder students' creativity and active participation. Therefore, educators need to have a broad understanding of various learning models

that can arouse students' interest and involvement in learning. One learning model that can be used is the Point-Counter-Point model (Idrus & Raksun, 2023). This model involves argumentation according to different points of view, and is an effective technique for stimulating discussion and gaining a deeper understanding of complex issues (Jannah & Khoiroh, 2023). The aim of using the Point-Counter-Point strategy is to train students to develop strong arguments in solving problems that are relevant to people's lives, according to the role they play in the discussion (Dany Miftah Ula, 2019). Thus, the Point-Counter-Point learning model provides opportunities for students to actively participate in conveying their thoughts and ideas in learning, in accordance with existing guidelines.

Learning is central to a person's growth and development process, enabling them to acquire the knowledge, skills and understanding necessary to reach their maximum potential. Strategy refers to a general plan or guide of action to achieve a specific goal. In the learning context, strategies can be interpreted as patterns of teacher and student activities designed to achieve predetermined learning goals (Saiful Bahri, 2010). Kozna also describes a learning strategy as any action chosen to help students achieve certain learning goals. According to (Pritandhari, 2017), learning strategies are the methods chosen to implement learning in a special learning environment (Zuliana, Nurul, 2022). Dick and Carey define learning strategies as all components of learning materials and procedures used by teachers to help students achieve learning goals. Through learning, individuals can broaden their horizons, develop creativity, improve critical thinking skills, and prepare themselves to face the challenges of an ever-changing world. Apart from that, learning also provides the foundation for innovation, technological development and socio-economic progress of a nation. Therefore, investment in education and learning is key to creating a better future for individuals and society as a whole.

In social studies learning at Al-Hidayah Medan Private Middle School, one of the main problems often faced is the lack of involvement and active participation of students in the learning process. Many students tend to be passive and simply receive information without engaging in in-depth discussion or critical analysis. Rehani & Mustofa stated that monotonous traditional learning methods are often unable to stimulate students' interest and creativity, so they are less motivated to learn more deeply and question the material being taught (Rehani & Mustofa, 2023).

Learning strategies in social studies subjects are very important because they help students understand the complexity of social, political, economic and cultural issues which often have many points of view. This subject requires students to not only memorize facts, but also develop critical, analytical and reflective thinking skills. By implementing appropriate learning strategies, such as discussion, problem solving, and collaboration, students can be actively involved in the learning process, understand the material better, and are able to relate theory to real situations (Damanik et al., 2023). This not only increases students' understanding of social

studies topics, but also equips them with the skills needed in everyday life, such as communicating, working together, and making decisions based on deep thought.

Learning strategies have an important role in Social Sciences (IPS) learning because they help create effective and meaningful learning experiences for students. Social studies as a subject aims to develop students' understanding of society, social interactions, culture, economics and the environment. Therefore, appropriate learning strategies can help students understand these concepts contextually and applied.

Learning strategies help teachers design approaches that suit student characteristics, such as learning styles, interests and abilities. For example, using group discussion strategies or simulations can help students learn social concepts through direct interaction, so that they not only understand theory but also practice social values such as cooperation, tolerance and communication.

Varied learning strategies can increase student motivation and participation. In IPS, themes such as history, geography, or economics can be presented in an interesting way through interactive media, case studies, or project-based learning. This not only makes learning more dynamic but also helps students connect the material to real life, thereby increasing the relevance of learning.

This study aims to see how the Point Counter-Point learning strategy in social studies subjects can improve student learning achievement at Al-Hidayah Medan Private Junior High School (SMP). By focusing on social studies learning, where the points in the curriculum are key in understanding various social, economic and political aspects, this learning strategy becomes very relevant. Today, the learning process often involves the dominance of certain roles of students in the classroom, where some may be more active in leading and others in supporting.

The Point Counter Point (PCP) learning model is a learning approach that uses discussion techniques to produce a deeper understanding of various complex issues. Meanwhile, according to (Suprijono, 2011), the point counter point learning model is a technique used to stimulate students to think from various points of view. Therefore, the aspect that needs further emphasis is the lesson content itself. This is a method where students are given the opportunity to actively express their arguments about problems that arise or are deliberately raised in the learning process, in accordance with applicable regulations.

By implementing the Point Counter-Point learning strategy, it is hoped that this can change and provide opportunities for all students to be actively involved in leading and supporting according to learning needs. Thus, the aim of this strategy is to create an inclusive and supportive learning environment (Ramadhani, 2023), which can help reduce the potential for inequality or jealousy among students, as well as

improve their overall learning achievement (Sumiati, 2021).

By implementing the Point Counter-Point learning strategy in social studies subjects, it is hoped that student learning achievement will increase, so it is important that learning design must provide equal opportunities for all students, regardless of their gender. The learning process must be designed in such a way that boys and girls have equal opportunities to engage and develop. This includes creating a liberating learning environment and providing opportunities for every student to contribute actively. The goal of this learning strategy is to ensure that all students have equal opportunities to learn and grow, regardless of their gender, thereby increasing overall learning achievement.

Based on the problems described above, the researcher is interested in conducting this research with the title *Point-Counter-Point Learning Strategy in Social Sciences Subjects to Increase the Learning Achievement of Class VII Students at Al-Hidayah Private Middle School, Medan*.

B. Methods

In this research, the approach adopted is qualitative research using descriptive methods. This approach aims to provide a systematic, accurate and factual description of the phenomenon being studied. According to (Moleong, 2017), qualitative methods place emphasis on description, where the research process is considered more important than the final results. This research is focused on a specific area, with predetermined criteria to ensure the validity of the data obtained. Qualitative research designs are flexible, allowing for necessary adjustments during the research process. Research results were obtained through interviews, observation and documentation to gain an in-depth understanding of the subject under study. By using this approach, researchers aim to obtain detailed and clear answers to the problems faced in the context of this research.

Observation is observation to find out research facts from close range in order to obtain relevant information. According to (Sugiyono, 2017), observation is a specific data collection technique. Interviews are data collection through direct questions and answers with clear objectives. Sugiyono (2012) states that interviews are used when researchers want to conduct a preliminary study or obtain more in-depth information from a small number of respondents. Documentation is data collection in the form of notes, books or written documents, as explained by (Moleong, 2014).

Data collection in this research was carried out through three main techniques, namely observation, in-depth interviews and documentation. Observations were carried out to directly observe social studies learning activities in class VII at Al-Hidayah Private Middle School, Medan. Through this observation, researchers recorded various aspects of learning, such as interactions between teachers and

students, the use of learning media, and class dynamics during the teaching and learning process. In addition, in-depth interviews were conducted with the main informant, namely the class VII social studies teacher, to obtain detailed information regarding the learning strategies used. Questions in the interview included the choice of teaching methods, challenges faced, the impact of the strategy on student learning achievement, as well as the teacher's views regarding the effectiveness of the strategy. Meanwhile, documentation is used to complement data from observations and interviews. Documentation data includes learning implementation plans (RPP), student attendance records, learning outcome evaluation scores, as well as other relevant documents, such as photos of learning activities. With the combination of these three techniques, research is able to produce valid and in-depth data regarding the implementation of social studies learning strategies, as well as providing a comprehensive understanding of the learning process in class VII.

Researchers analyzed data using the Miles, Huberman, and Saldana approach through three stages: first, data reduction, namely simplifying the information obtained to facilitate understanding; second, data presentation, namely compiling data systematically based on the results of research on the Point Counter Point (PCP) strategy to make it easier to draw conclusions; and third, drawing conclusions, namely comparing the collected data to produce final conclusions regarding the problems studied

C. Results and Discussion

Point Counter-Point Learning Strategy in Social Sciences Subjects in Improving Learning Achievement of Class VII Students

Learning strategies are a series of methods chosen and used by a teacher to deliver learning material effectively, with the aim of making it easier for students to receive, understand and internalize the material. Choosing the right strategy not only supports the achievement of learning objectives, but also plays an important role in creating a conducive, interactive and enjoyable learning atmosphere. This ensures that students can achieve the expected competencies at the end of learning activities.

In the learning context, a teacher must have the ability to design effective strategies so that the student learning process takes place optimally. This strategy includes mastery of presentation techniques, teaching methods, as well as the use of relevant media and technology. Teachers also need to consider student characteristics, such as learning styles, level of understanding, and individual needs, to ensure the approach used is appropriate to the students' conditions.

The teaching and learning process is an educational activity that not only focuses on the transfer of knowledge, but also on instilling educational values that influence interactions between teachers and students. This interaction is educational because it

is directed at achieving predetermined learning goals. In this interaction, the teacher acts as a facilitator, guide and motivator, while students are expected to actively participate in the learning process.

In order for learning to be effective, teachers need to plan activities in a structured manner by setting learning objectives, compiling materials, choosing teaching methods, and utilizing various available resources, such as learning media, technology, and the learning environment. This careful planning allows teachers to face various challenges during the teaching and learning process and ensures that each student gets a meaningful learning experience. Thus, appropriate learning strategies are the main foundation in creating a quality learning process and have a positive impact on student development.

Based on the explanation from Mr. Jeremy as a social studies teacher regarding the application of the point counter point strategy in social studies subjects, based on the results of the interview, the teacher explained that before implementing the Point Counter-Point strategy, he first made thorough preparations so that learning was effective and directed. This preparation begins with selecting a topic that is relevant and appropriate to the social studies material being taught. Teachers pay great attention to choosing topics that have the potential to give rise to discussions with two different points of view, such as social, economic or historical issues that are often controversial. For example, topics such as colonialism, environmental policy, or different systems of government provide opportunities for students to think critically and develop arguments from multiple perspectives.

The topic chosen should have clear pros and cons, because the main aim of this strategy is to encourage students to consider various views, as well as develop their ability to form and defend arguments logically. Teachers ensure that students are equipped with sufficient basic knowledge so that they can be actively involved in discussions. Apart from that, teachers also design supporting materials, such as reading texts or other sources of information, which can strengthen students' understanding of the topics to be discussed.

In this preparation stage, teachers also think about how to divide students into small groups that represent different points of view. Group division was carried out carefully, ensuring that each group had an even composition of students in terms of critical thinking and communication skills, so that discussions could take place in a balanced manner. The teacher also plans discussion scenarios by considering the time available, as well as how he can facilitate the discussion so that it remains productive and focused. All of these preparations aim to ensure that when the Point Counter-Point strategy is implemented, students can be actively involved and gain maximum benefit from this interactive learning.

Mr. Jeremy also added that during the learning process, the teacher starts the session

by providing an introduction to the topic to be discussed, building context so that students understand the relevance of the material to everyday life. This topic was chosen because it has two opposing points of view, which then become the basis for discussion. After giving an introduction, the teacher explains in detail the Point Counter-Point method that will be applied, including how each group will play a role in defending their argument, as well as the rules that must be followed during the discussion. Teachers emphasize the importance of being open to differences of opinion, as well as using supporting data or facts in constructing arguments.

The teacher then divides the students into small groups, each group is responsible for preparing an argument based on the position given, whether for or against the topic being discussed. Each student is expected to contribute to this process, both in formulating arguments and expressing their opinions during discussions. The teacher provides sufficient time for groups to collect data, construct arguments, and develop their debate strategies, while directing them to stay focused on key aspects of the topic being debated.

When discussions take place, the teacher acts as a facilitator, directing the conversation to keep it focused on the learning objectives and encouraging active participation from all students. He also monitors the dynamics between students, ensuring that every opinion is respected even if the views are different. If necessary, the teacher provides intervention to clarify poorly understood points or to keep the discussion from going off topic. Teachers also encourage more passive students to participate, creating an inclusive and productive discussion atmosphere. Ultimately, the teacher helps students draw conclusions from the discussion, providing reflections on the importance of listening and considering different points of view in achieving a broader understanding of an issue.

The interview results showed that the implementation of the Point Counter-Point strategy was welcomed by most students. They said they felt more actively involved in the learning process, especially because this method gave them the opportunity to express opinions directly and engage in in-depth discussions. This is different from traditional learning methods which are more passive, where students tend to only receive information. In Point Counter-Point discussions, students are encouraged to not only understand the material conceptually, but also analyze and consider different points of view.

Students feel that this method really helps them understand social studies subject matter more deeply and contextually. By learning two different points of view, they are trained to see social issues from different perspectives, which enriches their way of thinking. For example, when discussing topics about government policy or social conflict, students not only study the existing facts, but also critically analyze and explore arguments from both sides. This process helps students understand the complexity of a social problem and fosters analytical thinking skills and the ability to

make decisions based on in-depth understanding.

Teachers also noted that implementing these strategies significantly improved students' communication skills. In discussions, students are challenged to organize arguments systematically, support them with relevant facts, and defend their opinions logically in front of classmates. This not only trains critical thinking skills, but also builds students' confidence in public speaking. More than that, structured discussions give students the opportunity to learn how to communicate their ideas effectively, listen attentively to the opinions of others, and respond to different arguments in a manner that is polite and respectful of differences. These skills are important provisions for students to face social and academic challenges in the future, while supporting their development into more confident, tolerant and open-minded individuals.

In addition, this method has proven effective in encouraging the participation of students who are usually passive in class. Students who tend to be silent or less active in traditional learning methods begin to engage more in discussions. With the opportunity to debate and express opinions, they feel more confident and motivated to participate. Teachers note that the classroom atmosphere has become more dynamic and interactive, where all students, both active and previously passive, contribute to the learning process.

Although the implementation of the Point Counter-Point strategy proved effective in increasing student engagement, teachers revealed that there were several obstacles faced during its implementation. One of the main challenges is time constraints. Discussions in this strategy often require a longer allocation of time compared to traditional teaching methods, because students need to prepare arguments, listen to opposing points of view, and respond to the arguments presented. Teachers must be able to manage time well so that discussions run effectively without disrupting the overall flow of learning, but this is sometimes difficult to do, especially if the lesson schedule is limited.

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Not all students have the same ability in composing and conveying arguments, thus creating their own challenges in discussion-based learning. Some students may find it difficult to formulate their opinions clearly and logically due to a lack of critical thinking skills or public speaking experience. On the other hand, there are students who are more skilled in debate and have good communication skills, so they are more dominant in discussions. This difference in ability requires the teacher's active role as a wise facilitator. Teachers must ensure that every student, regardless of ability level, has an equal opportunity to participate and contribute to discussions. This can be done by providing additional guidance to struggling students, such as guiding them in formulating arguments or giving them more time to prepare opinions. Apart from that, teachers also need to encourage students who tend to be passive to be more involved by asking questions that encourage their participation or creating a supportive discussion atmosphere.

Interviews with teachers and students revealed that the use of this strategy was able to increase student participation, especially in expressing their opinions more confidently. The teacher stated that through the Point Counter-Point strategy, students who were initially passive in the learning process became more enthusiastic about contributing to class discussions. This was acknowledged by students who felt that this method encouraged them to understand the material better and learn to express their opinions better. Some students stated that they were more interested in social studies subjects because they could see an issue from various perspectives, which they were previously unaware of.

From the documentation, such as recordings of class discussions and student reflection notes, it appears that the learning process using the Point Counter-Point strategy allows students to solve problems collaboratively, consider various points of view, and formulate their own conclusions. This process encourages students to connect the theory learned with real situations, so that they are able to develop a more comprehensive understanding of social studies material.

The Point Counter-Point strategy is a learning method that encourages active interaction between students and learning material (Nurleli, 2018). In this approach, students not only act as passive recipients of information, but also become active main subjects in the learning process. This is very relevant for social studies subjects which often discuss social, political and economic issues that have many points of view. Through this strategy, students are faced with two opposing views or positions regarding an issue, where they are expected to be able to analyze and

criticize each point of view in depth.

By implementing this strategy, students learn to not only receive information directly, but also research and understand the reasons behind different points of view. They are invited to develop logical arguments based on available facts and data, and defend their position during the discussion. This process involves critical thinking skills, where students must consider various aspects and possibilities related to the issue being discussed.

Through learning that involves analyzing and evaluating two different points of view, students can broaden their understanding of the topics discussed in social studies lessons. They become better able to see a problem from various perspectives and learn how to organize and express their opinions in a more structured manner. In the end, the Point Counter-Point method not only improves students' understanding of the subject matter, but also helps them hone critical thinking skills which are very important in the learning process and in everyday life.

One of the main advantages of the Point Counter-Point strategy is its ability to encourage active student participation in learning. Each student is given the role and responsibility to compose and convey arguments based on a predetermined position, either supporting or opposing a topic. This makes students more emotionally and intellectually engaged, because they have to process information, analyze points of view, and present arguments in a logical and structured manner. Different from traditional lecture methods, this strategy forces students to think more deeply and actively participate.

Additionally, these strategies help students develop important skills such as interpersonal communication, critical thinking, and problem solving. Students learn to express opinions confidently, listen to opposing arguments, and respond in a constructive way. This discussion process increases the sense of responsibility and involvement, creating an interactive and collaborative classroom atmosphere. Thus, Point Counter-Point not only strengthens understanding of the material, but also prepares students to become more independent, critical, and open learners to new ideas.

Research conducted by (Aliza, 2013) shows that the Point Counter-Point strategy is effective in improving student learning outcomes in natural and artificial appearance material in Indonesia. Wulan, (2020) also expressed the same thing, who found that this strategy had a significant impact on the integrated social studies learning outcomes of class VII students. Apart from that, research conducted by (Aini, 2021) explained that the application of this method was able to improve students' speaking skills in social studies subjects at the madrasah ibtidaiyah level. Other research by (Sari, 2021) emphasizes that learning strategies that involve active interaction between students and material can improve learning achievement based

on student learning styles. This is confirmed by (Hidayah, 2018), who shows that the application of cooperative learning methods such as Point Counter-Point significantly improves students' cognitive learning outcomes.

Furthermore, (Astuti, 2021) found that the use of the Point Counter-Point model with technological support such as Google Meet increased student participation and learning outcomes at the high school level. Research conducted by (Sarumaha, 2021) shows that implementing the Point Counter-Point strategy can improve student learning outcomes in Pancasila and Citizenship Education subjects. The results of this study show a significant increase in student learning outcomes after implementing these strategies. In addition, research by (Sumiati, 2021) found that the implementation of the Point Counter-Point model could increase students' motivation and learning outcomes in Indonesian at SMP Negeri 4 Mataram. These findings support the importance of integrating interactive learning methods in improving the quality of learning.

Implementation of this strategy is generally carried out in several main stages. The teacher first prepares an issue or topic that has two opposing points of view, then students are divided into groups to analyze, develop, and defend arguments based on the given perspectives. After the group discussion process, students present the results of their analysis to the class, which is then evaluated together to encourage reflective thinking. This process not only improves students' understanding of the material, but also trains their communication skills.

With empirical evidence from various studies, the Point Counter-Point strategy has been proven to be able to have a positive impact on the learning process. These strategies not only help students understand course material in depth, but also prepare them to face real-world challenges that require strong critical thinking, communication, and collaboration skills.

Overall, this research shows that the Point Counter-Point learning strategy makes a significant contribution to increasing student learning achievement. This is reflected in increased student involvement in discussions, development of critical thinking skills, as well as improvements in the way students organize and convey their ideas. This research provides in-depth insight into how this strategy functions in the learning context in class VII, as well as how it can improve students' understanding and learning achievement in social studies subjects.

D. Conclusions

The Point Counter-Point learning strategy has proven effective in encouraging students' active participation by engaging them deeply in discussions, critical analysis, and the development of logical arguments. This approach successfully transforms students from passive recipients of information into active participants

who are able to better analyze, understand, and communicate their ideas. In this process, students are not only invited to understand social studies subject matter, but are also trained to think critically by considering various points of view, disseminating facts, and compiling strong and structured arguments. This implementation strategy has a significant positive impact on students' critical thinking abilities, which is not only relevant for social studies learning but also in the context of everyday life. The ability to understand and disseminate information, as well as convey ideas effectively, are important skills developed through this strategy. Additionally, the Point Counter-Point strategy helps improve students' interpersonal, communication, and problem-solving skills, all of which are essential competencies in 21st century education. The results of this research show that the Point Counter-Point strategy not only improves students' understanding of the subject matter, but also improves their overall learning achievement. By encouraging active involvement and the development of higher-order thinking skills, this method deserves to be widely applied in social studies learning and other subjects. This strategy is an innovative alternative that is not only relevant to the modern curriculum, but is also effective in forming students who are critical, creative and highly competitive.

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