

Cataalyst Method to Motivate Students Communication Interactivity in Critical Thinking

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Abstract. *There are many problems on lecturing method in Higher Education level. The general problem faced by the students is the lack of confident to express their opinion liberally. They prefer to listen rather than express their argument at class. Thus, the critical power of students needs to be sharpening to challenge social phenomenon among them. I recommend the CATAALYST method to be applied in the research. The numbers of classes that had been involved were three classes. I had done the observation to the three classes before applying the CATAALYST method. It was a method of using the Internet technology by combining lecturer-students' proximity. I used descriptive case study to elaborate the CATAALYST Method for the whole semester. The result found that this CATAALYST Method proved successfully in sharpening student's critical power. The evaluation of its success was shown on the answer sheet of Middle Test and Final Test. Their answers used critical perspective in the test. The Focus Group Discussion at class really helped them to build courage in delivering critical argument orally and written.*

Keywords. Cataalyst Method, Critical Thinking, Communication Interactivity

1. INTRODUCTION

A creative lecturing method in a Higher Education level is sometime seen to be a complimentary way by the lecturer. In fact, it can boost the motivation of the students to internalize the subject. As a research from Sajjad (2010), various method of lecturing was explained in many ways. In Sajjad previous research, most of the students rated lecture method as the best teaching method. The lecturer provides all knowledge related to the topic. It is time saving because the students only listen the lecture and take notes. The group discussion was rated as the second-best method of teaching. The students do not have to rely on note learning and it develops creativity among students.

Unfortunately, Sajjad research is debatable to my own research project of creative lecturing method. The lecturing method that Sajjad mentioned as the best method is not really appropriate. Based on my research, some lack ness was found on lecturing method. The students' minimum numbers were below the average scores. Most of them were not confident enough to express their opinion liberally. They prefer to listen rather than express their argument. After all, the lecturers get more value from the results of written assignments, middle examination test and final examination test.

The class subject that I took is Communication Psychology. It is a subject that related to daily phenomenon. Thus, the critical power of students needs to be sharpening in analyzing a challenging social phenomenon among them. This Communication Psychology subject is a mandatory course for every student majoring Communication Studies. The students need to understand the subject both theoretically and practically. So, I recommend the CATAALYST method to be applied on my research.

The numbers of classes that have been involved in this research were 3 classes. I do the observation to the 3 classes before applying the CATAALYST method. It is a method of using the Internet technology by combining lecturer-students' proximity. The lecturer allowed all students to use their freedom of speech, surfed the internet using the phone or tab

to collect authentic data with the latest news updates associated with psychological theory of communication, and published it to each group blog.

The type of student who already got the CATAALYST method was divided into two types. There were Adaptive Type and Supportive Type. The Adaptive Type was not too difficult to follow the pattern of teaching materials using internet technology in order to issue a critical argument in class. As for the types of Supportive Type students, they should be encouraged even persuaded repeatedly to voice their opinions, even for a single sentence. They were in shock by the accustomed of lecturer teaching pattern centered in CATAALYST method. It was because they were already accustomed to have lecture method by listening to lecturer speech. The application of CATAALYST method at class was still being considered as a new thing. In the context of communication field, this form of communication method was not yet to be explored. While having critical communication point of view was the milestones key to digest the theories.

The students found that CATAALYST method was a new thing for them. It was conducted through focus group discussions in the classroom. In the beginning, they were reluctant to communicate in critical way. But after a long period, the intense of interaction between the lecturer and students were wide opened. They discussed the individual tasks from their essay.

These essays were performed from their tasks. The essay content mainly talked about the phenomena occurred around the psychology of communication. The essay should be in two pages long by inserting the analysis of psychological theories of communication. Before discussing at class, it must be published in Personal Blog and Kompasiana internet sites account first. As a researcher, I only serve as moderator who controls the students' discussion at class. I also helped to open critical perspective students to dare to argue in front of their friends.

There were 40 essays for each class in the range of 7 meetings. Thus, the total essays on the blog were 120 written essays. One of the goals of CATAALYST was to increase the confident and critical perspective of the students. The essay characteristic must be critical, original, real-time, critical point of view, and cannot be a copycat from another blog essay. The combination of materials and methods CATAALYST in the Internet technology have increased student critically on social awareness about actual phenomenon in society. So, the research problem in this study is "How does the Application of CATAALYST Method in Increasing Students Critical Thought to Find the Solution of Actual Phenomenon?"

Objective of the Study

The general objective of this research is to improve students' critical reasoning ability. The class subject to be chosen is Communication Psychology course. It is the foundation of communication ontology to build the effective communicators by using intelligent reasoning on Actual Problems Phenomena.

II. LITERATURE REVIEW

The teaching and learning process at Higher University level in Indonesia is not really sharpened students critical thought. As a research from Slameto (2014), Indonesian education system does not really teach on how to think critically. On Slameto's research, teacher played in the context of curriculum, learning and evaluation. It arouses the results from World Bank that the Indonesian teachers are the lowest in Asia as its role to be the agent of change, have the very low productivity, and many factors that influence them. It is associated with the development of critical thinking, the practice of teaching and learning by

teachers in primary schools, encouraging the achievement of the necessary critical thinking skills. Teachers have to complete the target of extensive material. It makes them getting focused on the completion of the materials. The teachers are lack of understanding about the teaching methods which cannot improve critical thinking skills.

The method to sharpen critical thinking to the students can be in various ways. Supratman (2015) has also done a research in delivering the material to the students through seating arrangement. Lucy has done her research to the classroom with circle style of seating arrangement. The students mentioned it very helpful to catch the material. Rather than doing the seating with classical style like rows seating arrangement style, circle style is more interested for the students. Rows seating arrangement locate the teacher at the front, and the interaction is less among the students. This is the alternative solution to motivate the student's communication interactivity.

III. RESEARCH MODEL

CATTALYST method is a continuation of Classroom Aggregation Technology for activating and assessing Learning and Youth Student 'Thinking. According Yosol (2014: 205) learning model is an extension of the previous models response system technology. Thus, these models incorporate components that could be expanded in certain subjects. The ability of this model allows lecturers to deliver material effectively by the assistance of technology. This method reflects democratic and freedom of speech learning environment that allows learners control over the fulfillment of emotional needs, expand critical analysis which involved emotionally, and mentally. One important element related to this strategy is how to arrange the environment. It should be in a fun activity, motivating and exciting for students. This element is often overlooked in today's learning management.

IV. FINDING AND DISCUSSION

The CATAALYST method is one of the teaching methods that I choose to be applied in social classes. CATAALYST which is a continuation of the Classroom Aggregation Technology for Activating and Assessing Learning and Youth Student's Thinking), is a method that combines the use of Internet technology to help students to use their critical resources as learning goals in the classroom. Internet technology in this case is a tool that helps the learning process. The use of Blogspot as a real task, and Kompasiana account as well as final grades helps the student to pour their critical thinking. It can be an indicator of students' achievement to have an out of box thought. The data will be collected through observation sheets, field notes, as well as interview techniques with students. This research was conducted in three classes of Communication Studies, Faculty of Communication and Business, Telkom University. Here are the names of the classes:

Course	Class	Day	Time	Course Id	Room
Communication Psychology	KM 38 MC3	Monday	14.30-16.30	SK311032	KB1.04.07
Communication Psychology	KM 38 BR2	Tuesday	10.30-12.30	SK311032	KB1.04.08
Communication Psychology	KM 38 MC1	Tuesday	08.30-10.30	SK311032	KB1.03.05

The time planning of this research was started at the beginning of the first semester in August 2015 to January 2016. The number of students in the class is 39 students at MC1, 41 students at MC3, and 40 students at BR2. The following table research subjects were used as data analysis in this research.

Class	Student Numbers	Schedule
KM-38-MC3	41 Students	Monday, 14.30-16.30
KM-38-MC1	39 Students	Tuesday, 08.30-10.30
KM-38-BR2	40 Students	Tuesday, 10.30-12.30

Based on the observations in the first meeting, the level of critical thinking skills students were not sharpened yet. The atmosphere of all classes was not alive. The learning environment in the classroom is very monotonous because it is dominated by an active lecturer who gives the speech a whole credit semester. The lecturer opened up the discussion; there were only few students who dare to express their thoughts at class. Throughout the second term, the students who actively participated at class were still dominated by the same people. On the next meeting, the classes started to pay great attention to the matter of communication psychology. This is because the lecturer began with a discussion of a true story about a boy who starved and caged-brackets for months by his mother. The lecturer explained the true story of a boy by inserting communication theories. This story was told by displaying the video news from television Malaysia. It was taken from YouTube in 2015. The duration of this video is eight minutes. After watching it, the lecturer narrated again in theoretically way. It takes two credits to enliven the discussion about the boy. Here is the capture of video image related to the subject of communication psychology.



The Image Crop is taken from YouTube

The purpose of video use via YouTube is the introduction to the students about CATAALYST Method. These cycles were continued to the next step of CATAALYST for six weeks. The result was astonishing. Students score in activeness at class showed a good progress. They are willing to play an active role in all discussions. Not only a serious discussion about a topic we got from YouTube, but also news online sites became the topic to be discussed. At the second term after the mid test, all students are assigned to make blogs.

Result from the discussion at class should be published online. Here are the lists of students Blog:

Class KM-38-MC3

BlogSpot Name
1. kelompoksatupsikom.blogspot.com
2. psycomtwee.blogspot.com
3. psychomanalyst.blogspot.com
4. wernumber4.blogspot.com
5. psycomfive.blogspot.com

Class KM-38-MC1

BlogSpot Name
1. agile8ee.blogspot.com
2. mahasiswabijak.blogspot.co.id
3. psikom-3.blogspot.com
4. initehtugasku.blogspot.com
5. blogpsikom.wordpress.com

Class KM-38-BR2

BlogSpot Name
1. psikom1.wordpress.com
2. psikologikomunikasi2.wordpress.com
3. kelompok3telu.wordpress.com
4. ourpsychologycommunication.blogspot.co.id
5. ourblogexperience.blogspot.co.id

THE CAPTION BLOG OF MC3 CLASS, MC1 CLASS AND BR2 CLASS

The image shows a screenshot of a Blogger blog page for 'PSIKOM-3' and its corresponding Google+ profile. The blog page features a header with the title 'PSIKOM-3' and a navigation menu. The main content area displays two posts: one dated 'Senin, 05 Oktober 2015' titled 'ANALISIS MAJALAH' with a quote from Luigi Carlo Gastel, and another dated 'Jumat, 11 September 2015' titled 'OPINI TENTANG CERPEN' by Lucy Pujasari Supratman Josephine Felicia and Vega Febriana. The page also includes a 'Mengenai Saya' section and a footer with the text 'Diberdayakan oleh Blogger.' The Google+ profile on the right is titled 'Kelompok04 Psikom' and shows a profile picture of a group of people.

The content of their blog mostly had the critical content to an issue. Task essay blogs had four criteria of assessment. The content should be real-time (10%), critical analysis (30%), the insertion of psychological theory of communication (30%), and the solutions to these problems (30%). The score is not in number, but is a statement. The score statement is divided into 5 categories. The first category is 'Excellent Analysis' with the translation as follows: online news sources is validated properly, the content should be in actual news, comprehensive analysis by taking the case of online news and analyzed using psychological theories of communication, critical thinking in discussion analysis, involving conclusions or suggestions. The second category is 'Wonderful analysis' with the translation as follow: the explanation only using the theory of communication and discussion of critical only. The third category is 'Good analysis' with the translation as follow: delivering the analysis using the theory without wrapped it in critical analysis. The fourth category is 'shallow critical analysis' with the translation as follow: narrating the phenomenon but no explanation of the theory and discussion. The last category is 'Zero analysis' with the translation of news online content only.

BLOG OF CRITICAL ESSAY AT MC 3 CLASS

Name	Topic of Critical Essay	Title	Score
Della Riatri P	Politic	Tewasnya Salim Kancil di Desa Lumajang	Excellent Analysis
Emiliana Sari Intan	Social	Mengenaskan, usia 5 tahun menjadi korban pelecehan seksual	Excellent Analysis
Vanita Maya	Social	Broken Home of Azkanio Nikola (Deddy Corbuzier Son)	Excellent Analysis
Ryan Kurnia	Ideology	Kegilaan Sasaeng Fans, dari urin sampai darah menstruasi	Excellent Analysis
Clarista Anjelin	Social	Mahasiswa Gantung Diri, Terungkap Dalam Surat	Excellent Analysis
Luh Putu Intan Utari	Culture	Pro dan Kontra Reklamasi Bali	Excellent Analysis
Azhari Bevarlia	Social	Dokter Muda Meninggal Muda, Cerita Pulu dari Tanah Maluku	Excellent Analysis
Dessy Nurul Utami	Social	Pembunuhan Angeline Terungkap	Excellent Analysis
Fitri Permata Sari	Social	Terapi Kematian	Excellent Analysis
Alia Rachmayani	Social	Syahrini dan Kehidupan Cetar	Wonderful Analysis
Astrid Benedita Azhari	Politic	Hukuman Kebiri bagi Pelaku Pedofilia	Wonderful Analysis
Faradilla Ghassani A	Ideology	Kaum Homoseksual	Wonderful Analysis
Della Khadijjah Chrisma A	Economy	Pro Kontra Ojek dan Taksi Online	Wonderful Analysis
Revina Paradita Haptari	Ideology	Melihat Prinsip Gusti Nurul, Menolak Poligami Karena Tak Sudi Sakiti Sesama	Wonderful Analysis
Karina Banowati	Politic	Pemutarbalikan Fakta Berujung Fitnah	Wonderful Analysis
Peggy Jatvika	Culture	Kang Emil dan Warga Bandung	Wonderful Analysis
M Hanif Azhar	Politic	PSSI vs Kemenpora	Wonderful Analysis
Cardina Novianty	Ideology	Pahlawan Tanpa Tanda Jasa	Wonderful Analysis
Shabrina Lathifia A	Social	Lesbian, Gender, Biseksuan, Transgender	Wonderful Analysis
Lerry Auditio	Politic	Konflik Tolikara Papua	Good Analysis
Khoiriyah Nurul Y	Politic	Gerakan Fatah dalam Otoritas Palestina	Shallow Analysis
Vita Rosalinda	Social	Modus Pencurian Puluhan Motor Sport	Good Analysis
Ivalia Rizkita Putri	Social	Penjualan Mucikari Artis	Good Analysis
Ardwin Fauzan	Social	ABG Ditodong Sekelompok Pemuda saat	Good Analysis

		CFD di bundaran HI	
Bintang Aria	Ideology	Mengapa ISIS selalu disangka muslim?	Good Analysis
Adiana Kamilia	Politic	Muslim Australia Tak Terlindung Secara Maksimal	Good Analysis
Raihan Azhara Azed	Social	Kurang Bantuan Makanan dari Polisi, Ratusan Kader HMI 'Ngamuk'	Good Analysis
Khadijah Nur Azizah	Politic	Makna Dibalik Sirat Edaran Kapolri	Good Analysis
Cahyadi Fajarianto	Social	Tertagkapnya Pelaku Penipuan SMS (Mama Minta Pulsa)	Good Analysis
Aulia Fairuz	Politic	Bencana atau Tragedi Sampan di Bantaran Kali Krukut	Good Analysis
Anisya Wulandari	Social	Gelar Mogok Nasional	Good Analysis
Fika Dahlia	Politic	Irjen Djoko Susilo Divonis 10 tahun penjara	Good Analysis
Delmia Wahyudin	Social	Nasib Tempat Pembuangan Akhir Bantargebang	Wonderful Analysis
Anisah Ulfah	Social	Basuki Thajha Purnama Meminta Sertifikat Imunisasi untuk anak SD	Good Analysis
Rr Hanindyta Khansa	Politic	Teror Paris-Perancis Bom ibukota ISIS	Good Analysis
Rahadian Dendy	Culture	Valentino Rossi vs Marq Marquez	Wonderful Analysis

BLOG OF CRITICAL ESSAY AT MC 1 CLASS

Name	Topic of Critical Essay	Title	Score
Vega Febriana	Culture	Pola asuh anak modern	Good Analysis
Sarah Fuji Ghassani	Social	Adit Mengaku Bibir dan Lidahnya Digunting Sang Ibu	Good Analysis
Randhitya Maulaa	Social	Insiden Rossi vs Marquez di Sepang Malaysia	Shallow Analysis
Muhammad Abbi Yafi	Politic	Presiden Perancis: Teror Paris Dilakukan ISIS	Shallow Analysis
Rizky Audina	Social	Partai Final MotoGP Valencis 2015	Shallow Analysis
Mutia Saputri	Social	Penembakan Rumah Warga Bukit Mas Bintaro	Shallow Analysis
Rizky Rahmawati	Politic	Insiden Perancis oleh ISIS	Shallow Analysis
Nabilah Zahidah	Social	HAM Terhadap Pramugrai Sriwijaya Air	Shallow Analysis
Dwiki Kusuma Ajie	Social	Desahan pramugrai Lion Air	Good Analysis
Febby Felicity	Ideology	Kecam Terorisme, Hacker Anonymous Nyatakan Perang dengan ISIS	Shallow Analysis
Jade Putra	Culture	Prostitusi Online Twitter	Shallow Analysis
Tinka Fakhriana	Culture	Kepolosan Orang Rimba Jambi	Shallow Analysis
Nabilla Juita Amanda	Ideology	Homophobic, Rasisme dan Etnosentrisme Agama	Shallow Analysis
Nadia Disty	Politic	Pasca Serangan Paris, Keamanan RI diperketat	Shallow Analysis
Adhara Mayshara	Culture	Kesan Angket Tutupi Pengetahuan Sejarah Lawang Sewu	Excellent Analysis
Hannika Fasya	Social	Pembunuhan Ibu dan Anak di Cakung, Jakarta Timur	Excellent Analysis
Syifaul Fauziyah	Politic	Pengembangan Pasir di Desa Selok Awar-awar	Excellent Analysis
Putu Feby Sukma	Politic	Reklamasi Teluk Jakarta, 17 Pulau Baru	Excellent Analysis
Cut Teuleut	Politic	Pencatutan Nama Presiden dalam Lobi Perpanjangan Kontrak Freeport	Excellent Analysis
Siska Merdekawati	Culture	Kisruh Foto Jokowi dan Suku Anak Dalam	Excellent Analysis
Shafira Wahdini	Politic	Teror di Kota Paris	Excellent Analysis
Nanda Tri Mahar	Culture	Manusia 01 atau diantaranya	Excellent Analysis

Josephine Felicia	Politic	Keadilan Ujung Tombak Keamanan	Excellent Analysis
Mochamad Andhika	Social	Playmaker Persib Bandung Makan Konate Hanya Bermain di Fase Grup	Excellent Analysis
Nia Maesaroh	Social	Desahan Kopilot Lion Air	Excellent Analysis
Lyza Audina	Social	Modus Kejahatan Mama Minta Pulsa	Wonderful Analysis
Fatly Maynargi	Social	Gara-gara Nasi Goreng, Adik Tikam Kakak Hingga Tewas	Wonderful Analysis
Nancy Citra	Social	Mahasiswa Bunuh Diri di Kamar Kos	Wonderful Analysis
Nurchelly Rahmah	Politic	Penembakan Warga Sipil oleh TNI	Wonderful Analysis
Pitthaully Haomasan	Politic	Kriminalitas di Kantor Gojek, Kawasan Kemang	Wonderful Analysis
Nabila Safitri	Social	Rossi Sempat ‘Hancur’, Sudah Kembali Termotivasi	Wonderful Analysis
Pravithea Adhiatma	Politic	Aung San Suu Kyi dan Myanmar	Good Analysis
Siti Sarah Dwi	Social	Permasalahan Sampah Diantara Petinggi Pemerintahan	Good Analysis
Wigo Mardana Pinky	Social	Polisi Tembak Mati Tahanan Kabur	Good Analysis
Devi Oktaviani	Ideology	Pandangan Masyarakat Perancis terhadap Islam	Good Analysis
Afif Sutanto	Social	Aksi Peluk Penuh Haru Muslim Perancis di Dekat Lokasi Teror Paris	Good Analysis

BLOG OF CRITICAL ESSAY AT BR 2 CLASS

Name	Topic of Critical Essay	Title	Score
Alisa Aulia	Politic	Klaim Baru Terhadap Cina Selatan	Wonderful Analysis
Ayunindya Annistri	Politic	Kerugian negara akibat Pajak Fiktif Meningkatkan 132 Persen	Wonderful Analysis
Nurul Nadia Binti Mohd Azmi	Politic	Domestic Law of Sotheast Asia	Wonderful Analysis
Salma Kharisma	Social	Badan Nasional Penanggulangan Bencana Angin Putting Beliung Merilis Data Korban	Wonderful Analysis
Erna Diani	Ideology	Pengabdian Din Syamsuddin rela turun pangkat demi muhammadiyah	Wonderful Analysis
Ilham Batara	Politic	Jokowi Digugat Karena Perpanjangan Kontrak Freeport	Wonderful Analysis
Velinda Cahyanisa	Politic	Polisi klaim tidak pernah halangi jurnalis asing di papua	Good analysis
M Almer Azkari	Politic	Ahok: Mobil orang bekasi dan bogor dilarang masuk Jakarta	Good analysis
Galih Pramana	Politic	Panen melimpah, petani banyumas ikut menolak impor beras	Good analysis
Muhammad Anugrah Ksatrio	Culture	Ulah-ulah Nakal Driver Go-Jek	Good analysis
Prayudi Mawardi	Social	Ngawi Dilanda Putting Beliung, 20 rumah roboh	Good analysis
Ricci Ardiansyah	Social	Soal Desahan dan Pramugrari Janda, Kopilot Lion Air Diskors	Good analysis
Yovan	Social	Mobil Terbakar di Tol Jakarta-Cikampek, Lalu Lintas Macet 1 KM	Good analysis
Mohammad Fahrizal	Social	Sky Bridge di Bandung	Good analysis
Ienas Fauziyah	Politic	Jusuf Kalla: Kasus Freeport adalah skandal terbesar dalam sejarah RI	Good analysis
Nurmila Hamidah	Politic	Bentrok di Bundaran HI, Polisi Tembakan	Good analysis

Ardi		Gas Air Mata	
Graca Maria	Politic	Rekening Gendut Perwira Polisi	Good analysis
Vera Nurkaolin	Social	Pria-pria penikmat layanan abg bertarif 1,5 juta di depok	Good analysis
Baby Puteri Delani	Politic	Setya Novanto menjual nama presiden Jokowi	Good analysis
M Irfan Maulana	Social	Gara-gara Facebook masuk penjara	Good analysis
Devi Kharisma	Politic	Kenaikan tunjangan anggota DPR tuai kritik	Excellent Analysis
Fauzul Adkhaf Azif	Social	Adik tikam kakak kandung hingga tewas karena nasi goreng	Excellent Analysis
Bella Rahmatunisa	Politic	Polisi tangkap sindikat penipuan pejabat	Excellent Analysis
Rinaldy Danis Harzandy	Culture	Satgas Bersiap menyambut banjir	Excellent Analysis
Baiq Shanazt Quamilla	Social	Mahasiswa yang gantung diri di kamar kosnya diketahui pendiam	Excellent Analysis
Monica Fadilla Suska	Culture	Cerita firly savitri mengenai diskriminasi ilmuwan wanita	Excellent Analysis
Clara Bella Julia	Social	Dua Rumah Rusak di Banjarnegara Tertimpa Longsor	Excellent Analysis
Siti Nurushobah	Politic	Kasus Dugaan Suap Hakim PTUN	Excellent Analysis
Anisa Fania	Politic	Bawaslu Petakan Titik-titik Rawan Politik Uang di Pilkada	Excellent Analysis
Delvy Winda	Social	Bos Penipuan SMS Mama Minta Pulsa Ditangkap	Excellent Analysis
Zafirah Ayuni Ridwan	Social	Penyalahgunaan Dari Media Sosial Instagram	Excellent Analysis
Fitri Soraya	Politic	Serangan Paris Disamakan dengan Aksi Teror Israel	Shallow Analysis
Ana Nursyifa	Ideology	“Saya Seorang Muslim, tetapi bukan teroris”	Shallow Analysis
Nur Adawiah binti Mohamed	Culture	Batik day brings more people to batik learning center	Shallow Analysis
Fiqie Lavani Melano	Social	Kantor Gojek Ditembak	Shallow Analysis

This CATAALYST method has proved successfully in sharpening students' critical power. The evaluation of its success was shown on the answer sheet of Mid Test and Final Test. Their answers used critical perspective in the test. The Focus Group Discussion at class really help them to build the courage in delivering critical argument orally and written. Here are the achievements scores of the three classes after being executed by CATAALYST Method.

THE QUALIFICATION OF AVERAGE SCORE AT MC 1 CLASS

No.	Name	Blog Assignment (60%)	Mid Test (20%)	Final Test (20%)	Total Score	Index Score
1	FATHURRAHMAN HELMI	0	0	0	0	E
2	FARADILLA GHASSANI AGNINTYA	93	79	80	87.6	A
3	SHABRINA LATHIFIA APRILIANA	93	82	95	91.2	A
4	BINTANG ARIA KANDIAWAN	93	50	80	81.8	A
5	RICKY OGGRI	88	50	70	76.8	AB
6	MUHAMMAD HANIF AZHAR	93	50	86	83	A

No.	Name	Blog Assignment (60%)	Mid Test (20%)	Final Test (20%)	Total Score	Index Score
7	ANISAH ULFAH	91	65	90	85.6	A
8	RIDHO BENITO	90	48	70	77.6	AB
9	RETNO MUTIAPANGESTUTI	93	60	86	85	A
10	JEFFRY RINALDY SITUMORANG	70	50	80	68	B
11	RAHADIAN DENDY PRATAMA	90	50	90	82	A
12	RYAN KURNIA PRATAMA	88	50	85	79.8	AB
13	KHADIJAH NUR AZIZAH	95	64	90	87.8	A
14	KARINA BANOWATI	93	55	95	85.8	A
15	AZHARI BEVARLIA	93	75	90	88.8	A
16	PEGGY JATVIKA	93	55	90	84.8	A
17	RR.HANINDYTA KHANSA	88	55	88	81.4	A
18	GITTA FANDAYANI	93	46	50	75	AB
19	DELLA RIATRI PERDANA	93	90	95	92.8	A
20	LERRY AUDITIO	88	40	70	74.8	AB
21	EMILIANA SARI INTAN SARAGI	93	70	95	88.8	A
22	FITRI PERMATA SARI	94	80	81	88.6	A
23	REVINA PARADITA HAPTARI	93	65	90	86.8	A
24	CARDINA NOVIANTY ADIPUTRA	93	90	90	91.8	A
25	VANITA MAYA SRI HUTAMI	93	69	88	87.2	A
26	DELMIA	94	80	95	91.4	A
27	CAHYADI FAJARIANTO	93	61	92	86.4	A
28	KHOIRIYAH NURUL YUSDASANI	93	60	95	86.8	A
29	DELLA KHADIJJAH CHRISHMA	93	61	90	86	A
30	IVALIA RIZKITA PUTRI	94	65	95	88.4	A
31	CLARISTA ANJELIN	94	61	95	87.6	A
32	FIKA DAHLIA GILANG PRATIWI	93	61	90	86	A
33	RAIHAN AZHARA AZED	91	62	80	83	A
34	VITA ROSALINDA	91	80	90	88.6	A
35	ARDWIN FAUZAN AZHIIMA	92	50	80	81.2	A
36	ASTRID BENEDITA AZHARI	94	50	86	83.6	A
37	DESSY NURUL UTAMI	91	52	90	83	A
38	AULIA FAIRUZ HUMAIDA	93	50	80	81.8	A
39	ADIANA KAMILIA	91	52	88	82.6	A
40	ALIA RACHMAYANI	93	51	88	83.6	A
41	ANISYA WULANDARI	93	50	85	82.8	A
42	LUH PUTU INTAN UTARI DEWI	88	58	88	82	A

Total Average Score of MC 1Class

Assignment of Blog	89,4
Mid Test Score	59,33
Final Test Score	84,07
Total Average Score	82,32

Based on the table, there are 36 students of 42 students who are able to reach maximum scores (75-100). The rest are 5 students who get 70 and 1 student who got less than 68.

THE QUALIFICATION OF AVERAGE SCORE AT MC 3 CLASS

Name	Blog	Mid	Final	Total	Index
	Assignment (60%)	Test (20%)	Test (20%)	Score	Score
1 NADIA DISTY LARASATI	97	80	89	92	A
2 PRAVITHEA YULIA ADHIATMA	95	81	87	90.6	A
3 ALLAN DHARMA SAPUTRA	90	40	70	76	AB
4 NABILA SAFITRI	94	70	71	84.6	A
5 FATLY MAYNARGI	92	50	78	80.8	A
6 NIA MAESAROH	93	80	90	89.8	A
7 MUHAMMAD ABBI YAFI	96	88	80	91.2	A
8 LYZA AUDINA PANGESTI	96	86	87	92.2	A
9 AFIF SUTANTO PUTRO	94	50	72	80.8	A
10 RANDHITYA MAULANA	96	50	73	82.2	A
11 PITTHAULY HAOMASAN	98	84	80	91.6	A
12 PUTU FEBY SUKMA YANTI	94	85	90	91.4	A
13 ADHARA MAYSHARA FARHAN	92	80	82	87.6	A
14 FEBBY FELICITY	96	60	80	85.6	A
15 NIKOLAS GERIKA YEDIYATAMA	0	0	0	0	E
16 DWIKI KUSUMA AJIE	95	40	69	78.8	AB
17 CUT TULEUT ZUBAIDAH	96	92	90	94	A
18 MUTIA SAPUTRI	92	72	78	85.2	A
19 ANDIRA PRAMESWARI	90	0	0	54	C
20 KARTIKO HADIPUTRO	93	48	50	75.4	AB
21 RIZKI AUDINA	94	85	89	91.2	A
22 NANDA TRI MAHAR	98	98	90	96.4	A
23 JOSEPHINE FELICIA	97	90	88	93.8	A
24 SHAFIRA WAHDINI ADRIAN	96	80	89	91.4	A
25 HANNIKA FASYA	95	86	88	91.8	A
26 VEGA FEBRIANA	97	96	90	95.4	A
27 SYIFAU FAUZIYAH	96	98	90	95.2	A
28 NABILAH ZAHIDAH	96	82	80	90	A
29 SARAH FUJI GHASSANI	94	80	80	88.4	A
30 RIZKY RAHMAWATI MULYANI	97	80	80	90.2	A
31 NABILLA JUITA AMANDA	94	79	80	88.2	A
32 JADE PUTRA RAIHAN	94	80	70	86.4	A
33 WIGO MARDANA PINKY MAYO	95	89	80	90.8	A
34 NURCHELLY RAHMAH	97	90	90	94.2	A
35 SISKI MERDEKAWATI	96	85	91	92.8	A
36 ARGI RISSAN ADAM	92	50	65	78.2	AB
37 MOCHAMAD ANDHIKA CIPTA	92	83	80	87.8	A
38 SITI SARAH DWI NAHLA	96	86	82	91.2	A
39 DEVI OKTAVIANI	94	90	91	92.6	A
40 NANCY CITRA PURNANINGTYAS	96	86	90	92.8	A
41 TINKA FAKHRIANA	96	82	89	91.8	A

Total Average Score of MC 3 Class

Assignment of Blog	92,46
Mid Test Score	73,44
Final Test Score	77,76
Total Average Score	85,7

Based on the table, there are 35 students of 41 students who are able to reach maximum scores (75-100). The rest are 4 students who get 70 and 1 student who got less than 54.

THE QUALIFICATION OF AVERAGE SCORE AT BR 1 CLASS

Name	Blog	Mid	Final	Total	Index
	Assignment (60%)	Test (20%)	Test (20%)	Score	Score
1 MARIA ULFA	0	0	0	0	E
2 KEMAL FATHURRAKHMAN	0	0	0	0	E
3 SAHBANI BIN SHAPUDIN	96	98	91	95.4	A
4 NUR ADAWIAH BINTI MOHAMED	94	76	90	89.6	A
5 NURUL NADIA BINTI MOHD AZMI	94	80	90	90.4	A
6 RICCI ARDIANSYAH	93	50	55	76.8	AB
7 AYUNINDYA ANNISTRI	93	78	90	89.4	A
8 GALIH PRAMANA KUSUMO	96	50	40	75.6	AB
9 SALMA KHARISMA PERMATASARI	94	86	90	91.6	A
10 BELLA RAHMATUNISA	93	85	80	88.8	A
11 ALISA AULIA RAHMAH	92	85	80	88.2	A
12 MUHAMMAD ALMER AZKARY	90	50	77	79.4	AB
13 ERNA DIANI	91	80	90	88.6	A
14 BABY PUTERI DELANI	90	78	80	85.6	A
15 VELINDA CAHYANISA	93	52	40	74.2	AB
16 PRAYUDI MAWARDI	90	50	75	79	AB
17 MUHAMMAD IRFAN MAULANA	90	50	75	79	AB
18 RIZQIYANI ASRI FIRDAUS	90	76	70	83.2	A
19 ANA NURSYIFA	95	50	75	82	A
20 DEVI KHARISMA	96	50	90	85.6	A
21 GRACA MARIA DE JESUS MICAELA SARMENTO	90	50	55	75	AB
22 YOVAN	91	50	70	78.6	AB
23 VERA NURKAOLIN	90	44	50	72.8	AB
24 MUHAMMAD ANUGRAH KSATRIO	95	50	78	82.6	A
25 ANISA FANIA	93	60	88	85.4	A
26 SITI NURUSHOBAN	97	50	88	85.8	A
27 DELVY WINDA	90	80	90	88	A
28 NURMILA HAMIDAH ARDI	93	60	88	85.4	A
29 MONICA FADILLA SUSKA	96	80	90	91.6	A
30 FITRI SORAYA	96	52	83	84.6	A
31 FAUZUL ADKHAF AZIF	93	44	78	80.2	A
32 FIQIE LAVANI MELANO	93	60	90	85.8	A
33 BAIQ SHANAZT QUAMILLA	97	91	90	94.4	A
34 ILHAM BATARA SIMATUPANG	95	75	85	89	A
35 ZAFIRAH AYUNI RIDWAN	92	50	73	79.8	AB
36 IENAS FAUZIYAH	96	58	80	85.2	A
37 MOHAMMAD FAHRIZAL	92	50	80	81.2	A

Name	Blog Assignment (60%)	Mid Test (20%)	Final Test (20%)	Total Score	Index Score
38 CLARA BELLA JULIA	96	76	90	90.8	A
39 ANAS ACHMAD	91	50	69	78.4	AB
40 RINALDY DANIS HARZANDY	91	50	72	79	AB

Total Average Score of MC 3 Class

Assignment of Blog	88,43
Mid Test Score	60,1
Final Test Score	74,13
Total Average Score	79,9

Based on the table, there are 35 students of 40 students who are able to reach maximum scores (75-100). The rest are 12 students who get 70.

VI. CONCLUSION

The research that conducted at three classes of communication psychology course has successfully improved students' critical power. The value of the results obtained from the initial meeting until the end is gained the average grade of 82.32 at MC-1, 85.7 at MC-3, and 79.9 at BR-1. Students who are active can reduce ego actualization in expressing their thoughts. However, this CATAALYST method will not be effective if the lecturer is a passive communicator. The lecturer needs to be active by involving him/herself to motivate the students to be more critical.

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