

Enhancing Critical Thinking Skills in Social Studies through Problem-Based Learning

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Abstract

Enhancing Critical Thinking Skills in Social Studies through Problem-Based Learning. The purpose of this study was to improve the critical thinking skills of students in social studies subjects on the material of the proclamation of independence, students of class V An even semester of 2023/2024 SDN Kelapa Dua Wetan 03 Pagi. The research method used in classroom action research refers to the research design proposed by Kemmis and Mc. Taggart, namely, "In the form of a cycle, when carrying out action research it starts from planning, implementation, observation, and reflection." This research has met the success criteria in the second cycle. The results showed that the pre-cycle obtained an average class score of 67.5, with a percentage of completeness of 31.25% increase in cycle I: 76.875, a percentage of completeness of 59.37% and in cycle II: 78.125 with a percentage of completeness of 84.37% which is included in the very good category. These results show that this class action research has achieved success indicators with KKM 70 and a percentage of success of $\geq 80\%$.

Keywords: Critical thinking, grade V, Problem Based Learning, proclamation of independence.

1 INTRODUCTION

Education is an activity that is needed in human life, because wherever and whenever in the world there is education. Education is essentially a human effort to humanize humanity itself (Turmuzi, 2021). Education is an important tool in realizing quality human resources. The quality of a nation is influenced by its level of education (Vioreza, et al., 2020). Likewise, Indonesia which places education as something major in the context of efforts to realize quality human resources.

Education in schools can take the form of implementing the applicable curriculum. The curriculum is an inseparable part of education and occupies an important position in the educational process (Nugraheny, et al., 2023). The curriculum is a set of learning plans that contain objectives, teaching materials, teaching and learning activities, schedules and evaluations that are used as a reference to achieve educational goals (Sulaiman, 2022). In the elementary school curriculum, there are several subjects including religion, social sciences, natural sciences, mathematics, language, citizenship, sports, and others. Seeing the purpose and essence of social sciences, should be in implementing social studies learning is able to prepare, foster, and form the ability of students who can master the knowledge, attitudes, values, and potential basic skills needed for life in society. Social studies learning objectives will be achieved if supported by a conducive learning process. Learning activities developed by the teacher will have a major impact on the success of student learning (Gandhi, M. K. 2021, Baharin, et al. 2020; Utami, 2024)

The purpose of this; is to equip students in solving social life problems that occur in their social environment; therefore, students are given critical thinking in social studies learning. Then by studying students can have competence in high creativity. (Miterianifa, et al. 2023). Critical thinking is a mental process to analyze or evaluate information (Utami et.al., 2021). To understand information in depth, so that it then forms a belief about the

truth of the information obtained or opinions conveyed and the ability to think critically so that it can make decisions in accordance with the subject matter. Social studies learning studies the relationship between individuals and the surrounding environment with how each human being needs another human being and how each human being interacts with other humans.

Based on the results of observations on Friday, November 3, 2023, which have been carried out at SDN Kelapa Dua Wetan 03 Pagi East Jakarta, problems were found in social studies learning. Based on the initial data obtained, it is known that the ability to think, especially critical thinking in students is still low. Students are less able to analyze information, students are not active during learning and lack the ability to judge or make decisions, it shows the low ability of critical thinking. Someone who can think critically has characteristics that do not easily believe, respond to opinions, and opinions conveyed are based on data. The pre-action test was attended by all V grade students totaling 32 students. After the test, the results showed that 69.75% of the total number of students, namely 22 students, got social studies scores below the KKM. Table of social studies test results of grade V students on the proclamation of independence material, attached. From the table of pre-action learning outcomes, it is known that the average learning outcome is 67.5. While the number of students as many as 32, who reached completeness 10 people or 31.25.

Addressing the lack of critical thinking skills of students can be done by implementing appropriate learning models. Teachers must be able and capable of choosing from the many learning models that are appropriate to the material to be taught (Prihatini, Syaikh, & Nugraheny, 2021; Utami et.al., 2024; Muliaman, A. 2021; Lavli, 2024). One of the learning models that can be applied is problem-based learning.

Problem Based Learning is a learning process that departs from a problem in real life and then from the problem students are stimulated to study this problem according to new knowledge and experience. The problem in this problem-based learning model is an open problem. The learning process using problem-based learning students not only learn and accept what is presented by the teacher but can learn from their friends and can teach other students. In addition, the ability of students to learn independently can be improved (Tan, O. S. 2021; Viozeza et.al., 2023; Abdullah et.al., 2024). Problem-Based Learning (PBL) offers several key benefits: (1) Problem-solving within PBL effectively deepens understanding of lesson content, (2) The problem-solving process occurs during learning, challenging students' skills and providing them with a sense of accomplishment, (3) PBL enhances student engagement, (4) It aids students in applying their knowledge to everyday life situations, (5) It supports students in developing knowledge and taking responsibility for their own learning, (6) PBL fosters an understanding of learning as a process of critical thinking, rather than simply following teachers' instructions or textbooks, (7) It creates an enjoyable and student-friendly learning environment, (8) It facilitates real-world application, and (9) It motivates students to pursue lifelong learning (Sulaiman, 2024)

2 RESEARCH METHODS

The research to be carried out is class action research (PTK) conducted in class V. Action research is research oriented to the application of action, with quality improvement or problem solving on a subject that is thorough and observes the level of success or the consequences of its actions, then given further actions that are refining actions or adjustments to conditions and situations so that better results are obtained. The place of this research is in class V at SDN Kelapa Dua Wetan 03 Pagi. The subjects of this study were 32 students. The model used is the The Kemmis & Mc Taggart model of classroom action research each cycle consists of 4 steps, namely planning (plan), implementation (act), observation (observe), and reflection (reflect). The research was conducted in 2 cycles where each cycle was conducted twice a meeting.

Data collection techniques and instruments are carried out through 4 stages, namely observation (Observation), interviews, tests, documentation, and discussions. The test was given to students after the implementation of the action at the second meeting of each cycle. The tests were individual tests in the form of 10 essay questions. Data analysis in this Classroom Action Research was carried out through three stages, namely data reduction, data description, and data verification. The indicator to determine the success of students' learning is by using the Minimum Completeness Criteria (KKM) which is above 75 or at least the achievement of a classical completeness value of 80%.

Social studies a lot of studying the relationship between individuals and the surrounding environment, with how each human needs other humans and how each human interacts with other humans. The aim of this learning is to equip students to solve social life problems that occur in their social environment; therefore, students are given critical thinking skills in social studies learning. Then, by studying, students can have competent abilities in high creativity. Critical thinking is a meaningful process to direct oneself in deciding, this process provides various reasons for consideration in determining appropriate evidence, context, conceptualization, methods and criteria.

3 RESULT AND DISCUSSION

Problem-based learning (PBL) is an approach that encourages students to recognize, analyze, and solve problems that are connected to real-life situations. Within the Problem-based learning (PBL) model, students have the freedom to select issues they wish to address and carry out research and experiments to develop effective solutions. This learning method enhances students' critical thinking abilities and fosters their creativity (Rosmasari & Supardi, 2021; Atmazaki et.al., 2023). Steps to Problem-Based Learning (PBL) had been displayed in Table 1 (Yulianti & Gunawan, 2019).

Table 1. Steps to Problem-Based Learning (PBL)

No	Indicator	Teacher Activities
1	Student orientation to the problem	Explain the learning objectives, explain the logistics required, and motivate students to engage in problem-solving activities
2	Organizing students to learn	Help students define and organize learning tasks related to the problem.
3	Guiding individual or group experiences	Encourage students to collect appropriate information, carry out experiments to obtain explanations, and solve problems.
4	Develop and present work results	Assist students in planning and preparing appropriate work such as reports and assist them with various assignments with their friends.
5	Analyze and evaluate processes	Help students reflect or evaluate their investigations and the processes they use

3.1 Research Result

Implementation Steps to Problem-Based Learning (PBL) in the learning on class. Based on the results obtained in the pre-cycle, where the average value of social studies students is still below the minimum completeness criteria (KKM), namely the value of 67.5 While the number of students is 32, which reached completeness 10 people or 31.25%. Researchers are trying to improve the critical thinking skills of students by improving the quality of learning. For this reason, the observer chose to use the problem-based learning method to improve the critical thinking skills of grade V students.

Cycle I action was carried out in 2 meetings. In cycle I, the results of the class average test for social studies lessons have been carried out during Cycle I research, it has obtained the results that the critical thinking skills of students have not yet reached the desired learning target of 80%. In this cycle I, the critical thinking ability of new students reached 59.37% and was still very far from what the researchers expected and was still below the KKM, namely 70.

Cycle II action was carried out in 2 meetings. In cycle II, it was obtained that the learning outcomes of cycle II had increased where the average class score While in cycle II action research, the average learning score of students was 84.37%. In cycle II, the learning outcomes of students began to increase to achieve the expected goals. The learning results that have been carried out with students that some feel happy learning using the Problem Based Learning model can make it easier to understand the content of the lesson by developing the ability to think and solve problems in students.

3.2 Discussion

From the research that has been carried out on grade V students of SDN Kelapa Dua Wetan 03 Pagi consisting of two cycles, there is an increase in mathematics learning outcomes in each successive learning process from the first cycle, second cycle and third cycle, through the Problem Based Learning model. as seen in the percentage of achievement of student learning outcomes. The average score of students as well as teacher and student observation scores between the first cycle and the second cycle, as shown in the following table 2.

Table 2. The result of student's critical thinking learning

Category	Cycle I	Cycle II
Learning outcomes	76,875	78,125

The table 2 shows that there was an increase in the percentage of student achievement in learning the average student score successively from students from cycle I, cycle II and in cycle I of 59.37% with an average score of 76, 87. increased in cycle II by 84.37%. with an average score of 78.

The increase in the percentage of student learning outcomes with the average student is in line with the improvement of the learning process. From the first cycle to the second cycle so that the learning outcomes that have been carried out with students that some feel happy to learn using the Problem Based Learning model can make it easier to understand the content of the lesson by developing the ability to think and solve problems in students.

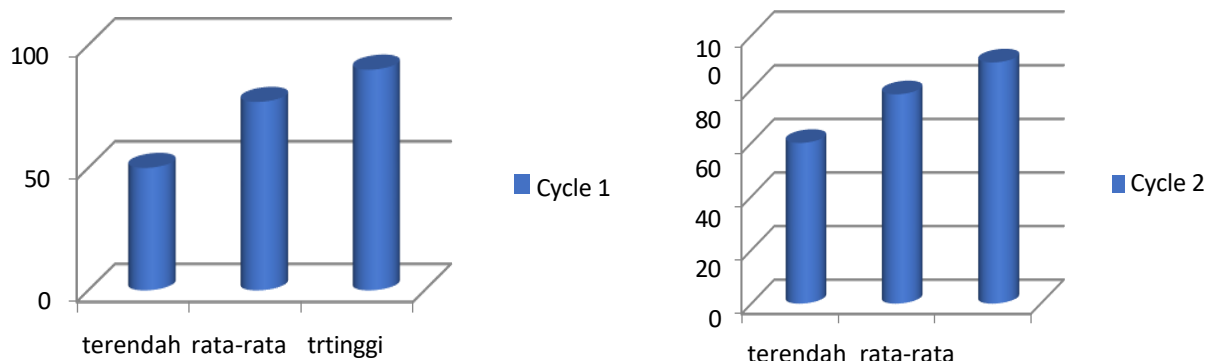


Figure 1. Presentation of Completion Cycle 1 and cycle 2

The Figure 1 above shows that there is an increase in student learning outcomes in learning successively according to the comparison of data on learning outcomes from, Cycle I, Cycle II, increasing in Cycle I by 59.37% increasing in cycle II by 84.37%. The results of this study are in line with research from Rosmasari & Supardi (2021) that Problem-Based Learning (PBL) enhances students' critical thinking abilities and fosters their creativity.

4 CONCLUSION

The results of learning that have been carried out with students that some feel happy learning using the Problem Based Learning model can make it easier to understand the contents of the lesson by developing the ability to think and solve problems in students.

The classroom atmosphere becomes lively, and students become active in learning conducted by researchers who can improve student learning outcomes. Based on data analysis and researcher findings, learning by using Problem Based Learning attracts the attention of students and can also improve the social studies learning outcomes of fifth grade students of SDN Kelapa Dua Wetan 03 Pagi. This is because learning using the Problem Based Learning model can solve a problem given by the teacher. Paying attention to the research results in the conclusion will have an impact on students and other components. Students will understand more about the material on the proclamation of independence of the Republic of Indonesia. Participants will be more enthusiastic about learning because their interest and motivation to learn increases. In this way, students will be more confident, and their parents will be proud of their children's learning success. Students will enjoy studying in groups and can discuss with each other create a pleasant learning environment, because both of their people facilitate their learning facilities.

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