Jurnal Civicus

Journal homepage: https://ejournal.upi.edu/index.php/civicus

Implementation of Probing – Prompting Model on Students' Critical Thinking Skills in Learning Civics Education Through Quizizz

D.C. Raesi*, Endang Danial AR, Syaifullah Syaifullah

Universitas Pendidikan Indonesia, Indonesia
Correspondence: E-mail: ditra8@student.upi.edu

A B S T R A C T	A R T I C L E I N F O
Based on the background on observations in the VII-G class during the study of PKn. It was found that students had a motivational learning and low critical thinking ability. The purpose of this research is to improve students' critical thinking in class VII-G SMP Negeri 40 Bandung with probing learning Model –prompting. This research uses qualitative and quantitative approaches to the method of class action research (PTK). This research was conducted in SMPN 40 Bandung with research participants of teachers and students of class VII-G SMPN 40 Bandung. Data collection In this research is done through observation, interviews, documentation study, literature study, field records with processing/data analysis techniques using data-triangulation technique i.e. data reduction, data presentation, conclusion/verification (conclusion). The results obtained from research with model probing-following prompting during the three meetings/cycles showed an increase in students' critical thinking ability, cycles of 1 24.2% "less", cycle II 34.9% "less" and cycle III 60.8% "insufficient". Probing-prompting models are not only for increasing student critical thinking but helping students to expand all questions, describing new knowledge, being able to help motivate learning better.	

1. INTRODUCTION

Education is something that is very influential for students, with education students can develop with the knowledge and insight they have to lead to a better life (Sujana, 2019). Education is a means for students to explore greater knowledge, it can be said that education is a place to know, search and find learning results that can provide better learning motivation (Thahir & Hidriyanti, 2014). Civics education is a character-based education that can change the character of students to suit the purpose of education, namely educating students as patriotic, tolerant, loyal citizens of the nation and state, religious and democratic (Pahlevi, 2017). Civics learning will be very effective if students are able to think critically in identifying both questions and answers given by the teacher (Wagiono et al., 2020). However, problems often occur and this problem arises in grade VII-G students, the results of an interview with Dra. Faridawati as a PPKn teacher at SMP Negeri 40 Bandung stated that due to lack of student learning motivation, lack of seriousness of student learning, especially (mostly male students) who do not try to understand learning material, many students (men) have problems both in attendance and assignments. Students still do not pay attention to the teacher in front, so that what happens is that learning does not fully enter the student, especially in his critical thinking skills.

In this problem, appropriate and relevant learning methods or models are needed in order to grow students' critical thinking skills. The probing-prompting model is a model that presents a series of questions guiding and tracing questions so that a critical thinking process occurs that can relate new insights. Then, students construct basic plans and rules from these new insights and are not to be exposed / told. So it is concluded that the Probing-Prompting model is very relevant to the relationship of critical thinking skills .

Critical thinking skills contain elements of interpretation (students in groups discuss the problems analyzed to find meaning and meaning), analysis (students study and pay attention to ideas and questions), inference (students conclude for problem solving), evaluation (students assess statements and arguments), explanation (students are able to explain and argue strongly), and self-regulation (students are able to manage their existence) (Yusuf, 2018). It can be concluded that the ability to think critically meets certain requirements, one of which is about self-regulation, namely the management of solving a problem to minimize the possibility of students who chat a lot, are not interested in learning, and are passive in learning, as well as other students who still do not pay attention to learning (Mumtahanah, 2013).

So it can be concluded that students' critical thinking skills have elements that must be applied to then be identified from the student's problems, especially the lack of student willingness to learn. Based on previous research conducted by Suci (TT), the application of the probing prompting model is carried out in cycles developed by the stages of activity, namely planning, implementation, observation and reflection. In cycle I based on learning activities with a percentage of 75%, this indicates that out of 30 students, only 18 students have completed reaching KKM, for cycle II this has increased to reach 95% presentation. So it can be seen that students succeed in the expected achievements.

Based on these observations, researchers will conduct research on the application of the probing-prompting learning vbmodel to improve students' critical thinking skills in the Civics learning process through Quizizz media as the final result that students are expected to be motivated, encouraged to pay attention to learning, and create a sense of comfort, pleasure so that Civics learning can run according to the provisions expected by the teacher.

2. METHODS

This research is qualitative and quantitative research. The basis of qualitative research, namely research methods that are inductive and descriptive, inductive because they have specific explanations that are generalized into conclusions, while descriptive is examining a phenomenon of social reality that is explained in the form of a complete picture (Habsy, 2017). That is more about describing data, facts, and circumstances in the classroom. The research was carried out in three cycles with the use of the PTK method consisting of planning, implementation. Classroom Action Research (PTK) is a method of self-reflection research conducted by participants in social situations (including education) to examine objects and obtain data or information carried out through a series of activity cycles (Ni'mah, 2017). Data Collection Techniques used are;

(i). Obervation, looking for data in the field directly at the place of research implementation
(ii). Interviews, conducting questions and answers to resource persons regarding the research to be carried out
(iii). Documentation Study, that documents are used as information data material in accordance with problems in research, used to compile data in the field in the form of images / internet sources that include images or videos,
(iv). Literature Studies, looking for relevant sources in books or other journals to support research
(v). Field notes (field notes) recording events that occur in the field.

3. RESULTS AND DISCUSSION
3.1. Result
3.1.1 Improved Students' Critical Thinking Skills After Using Probing-Prompting

The implementation of the probing-prompting model is able to improve the critical thinking skills of grade VII-G students of SMP Negeri 40 Bandung because the probing-prompting learning model is a model that guides students to a series of questions applied in learning with Quizizz mediaAs well as being able to check problems aimed at from educators to students, critical thinking in students gets a good improvement in the cycle. The following is a table and graph of improving students' critical thinking skills seen from cycle 1, cycle II, and cycle III as follows**.**

Table 1. Improving Students' Critical Thinking Skills in Cycles I, II and III

Indicator	Cycle I	Cycle II	Cycle III
Ability of students to look for clear statements of each question	29,6%	37%	55,5%
Students' ability to collect and compile information required	25,9%	33,3%	55,5%
Students' ability to analyze problems in depth	18,5%	33,3%	51,8%
Students use clear and precise Language	37%	44,4%	51,8%
Students behave and think openly	18,5%	29,6%	59,2%
Students seek as much explanation as possible when possible	18,5%	29,6%	55,5%

Indicator	Cycle I	Cycle II	Cycle III
Provide alternative methods to solve the problem	25,9%	33,3%	51,8%
Students are systematic and orderly in responding to given problems	18,5%	37%	55,5%
Students' ability to communicate the results of group discussions	25,9%	37%	55,5%

Source : Data Processing Results, 2020

Based on the results of the table, it can be seen that the level of students' critical thinking ability for three cycles is as follows; Cycle I students' critical thinking ability of 24.2% is included in the "less" category, then cycle II students' critical thinking ability is 34.9% with the category "less" and cycle III with students' critical thinking ability of 60.8% with the category "sufficient".
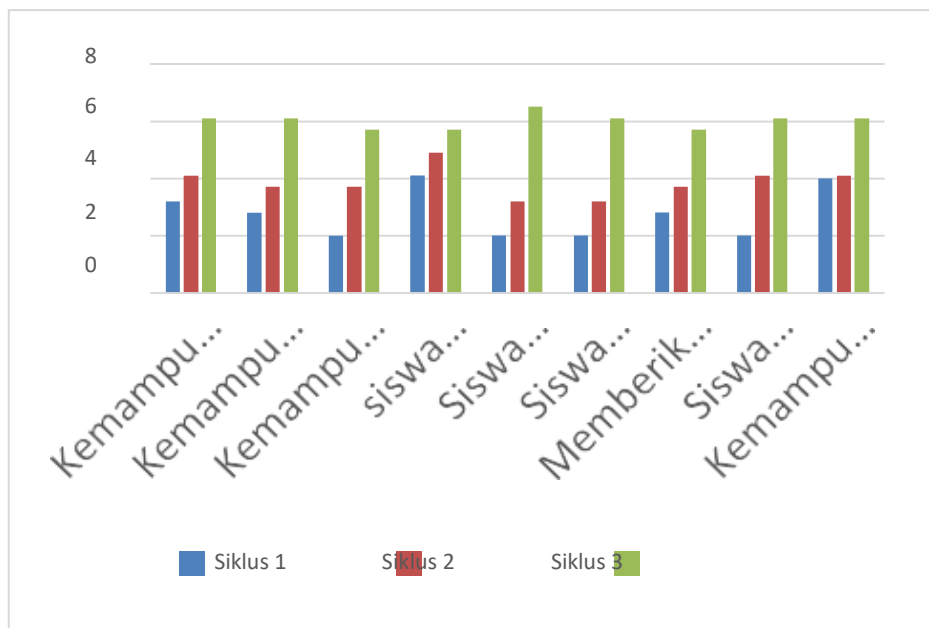

Figure 1. Diagram of Improving Students' Critical Thinking Skills
Source: Data Processing Results, 2020

Based on the results of the percentage above, it can be seen that there is an increase collected by researchers from observations showing that the application of the probing-prompting learning model in class VII-G SMP Negeri 40 Bandung has increased from cycle 1 resulting in that students' critical thinking is very lacking, cycle II results in that students' critical thinking begins to improve by still being in the category of less, Because there are some obstacles that cannot reach these things so it requires a lot of evaluation to be developed better. While in cycle III it results that students' critical thinking is categorized as sufficient, because there are several indicators that students can surpass and deal with well. Students are able to improve critical thinking skills with a probing-prompting learning model.

Ccritical thinking is an effective process by providing arguments for decisions about what needs to be realized. Based on the probing-prompting learning model, students understand how the level of critical thinking, based on interviews and observations generated, namely students in the application of the probing-prompting learning model students assess that the

probing-prompting learning model makes active and critical in answering questions given by educators.

3.2.   Discussion
3.2.1 Level of Critical Thinking Ability After Using the Probing-Prompting Model

Improving students' critical thinking skills aims to provide a better student learning experience, thus students' critical thinking skills are the first step to enlighten students so that they can learn critically and analytically (Pandikar, 2020). Critical thinking the process is effective by providing arguments for decisions about what needs to be realized. Critical thinking itself is an effort by students in the learning process to find results / answers that are appropriate and relevant to learning (Setiana & Purwoko, 2020). The form of critical thinking itself has a variety of activities, one of which is by using a series of questions aimed at students in carrying out learning, this series of questions is created and used to stimulate students to think more critically and more structured so as to allow students to be able to identify things in questions that can be found answers (Setiawan & Royani, 2013).

The Probing-Prompting learning model is made by providing a series of questions containing SARA diversity material. With the use of this Probing-Prompting learning model gives students the opportunity to answer / ask deeper questions about learning material, assisted by Quizizz media as a medium to measure students' critical thinking skills to what extent and how many answers are answered properly and correctly, in accordance with the provisions of the learning model used. The purpose of this Probing-Prompting model is to provide learning motivation and student motivation in participating in learning to be active and creative in answering or asking.

The results showed that the Probing-Prompting model with Quizizz media containing a series of question questions is a way of learning that is able to provide activeness in class with fun learning. Students are directed to the questions provided in the Quizizz media which then students answer the questions listed and answer questions also from the teacher.

4.   CONCLUSION

In the application of the Probing-Prompting model is able to improve students' critical thinking skills. This model prioritizes a series of questions both from low and high levels of difficulty as well as a benchmark for student understanding that has been included in the material taught. There is an increase in critical thinking skills seen from;
(i).   The ability of students to find clear statements from each question,
(ii).   The ability of students to collect and compile the necessary information,
(iii). The ability of students to analyze problems in depth,
(iv).   students use clear and appropriate language,
(v).   Students behave and think openly,
(vi).   Students seek as many explanations as possible if possible,
(vii). Provide alternative methods to solve problems,
(viii). Students are systematic and organized in responding to given problems,
(ix).   Students' ability to communicate the results of group discussions.

5. REFERENCES

Habsy, B. A. (2017). Seni memehami penelitian kuliatatif dalam bimbingan dan konseling: Studi literatur. *Jurnal Konseling Andi Matappa, 1(2),* 90-100.

Mumtahanah, N. (2013). Meningkatkan kemampuan berpikir kritis siswa melalui metode *cooperative learning* dalam pembelajaran pai. *Al Hikmah: Jurnal Studi Keislaman, 3(4),* 48-72.

Ni'mah, Z. A. (2017). Urgensi penelitian tindakan kelas bagi peningkatan profesionalitas guru antara cita dan fakta. *Realita: Jurnal Penelitian dan Kebudayaan Islam, 15(2),* 1-22.

Pahlevi, F. S. (2017). Eksistensi pendidikan kewarganegaraan di perguruan tinggi dalam memperkokoh karakter bangsa Indonesia. *Jurnal Kependidikan Dasar Islam Berbasis Sains, 2(1)*, 65-81.

Pandikar, E. (2020). Pembelajaran ips meningkatkan kemampuan ekoliterasi peserta didik. *Sandhyakala Jurnal Pendidikan Sejarah, Sosial dan Budaya, 1(2),* 71-82.

Setiana, D. S., dan Purwoko, R. Y. (2020). Analisis kemampuan berpikir kritis ditinjau dari gaya belajar matematika siswa. *Jurnal Riset Pendidikan Matematika, 7(2),* 163-177.

Setiawan, J., dan Royani, M. (2013). Kemampuan berpikir kritis siswa smp dalam pembelajaran bangun ruang sisi datar dengan metode inkuiri. *EDU-MAT: Jurnal Pendidikan Matematika, 1(1)*, 1-9.

Sujana, I. W. C. (2019). Fungsi dan tujuan pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar, 4(1),* 29-39.

Thahir, A., dan Hidriyanti, B. (2014). Pengaruh bimbingan belajar terhadap prestasi belajar siswa pondok pesantren madrasah aliyah al-utrujiyyah Kota Karang Bandar Lampung. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal), 1(2),* 55-66.

Wagiono, F., Shaddiq, S., and Syahidi, A. A. (2020). Pengembangan pkn di era generasi millenial berbantuan *m-learning* (mobile learning) pada gadget pembelajaran berbasis *cooperative learning* bermuatan karakter. *Edunesia: Jurnal Ilmiah Pendidikan, 1(3)*, 63-72.

Yusuf, M. (2018). Peningkatan keterampilan berpikir kritis dan hasil belajar siswa sd dengan menerapkan strategi *everyone is a teacher here* pada model pembelajaran kooperatif. *Jurnal Ilmiah Sekolah Dasar, 2(1)*, 18-29.