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Developing Students' Critical Thinking Through the Problem-Based Learning Model on the Materials of Changing Indonesian Society in Colomination in Learning IPS

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A B S T R A C T

This research was conducted to address the main problem regarding the low critical thinking of students in social studies learning. Social studies learning feels passive and monotonous as evidenced by the results of observations and interviews with students. Then, the researchers decided to apply a learning model that can develop students' critical thinking, including: problem-based learning in developing students' critical thinking in social studies learning. Through the material on changes in Indonesian society during the colonial period, students are asked to analyze and explore the history that exists in Indonesia. This research is a classroom action research by applying the Jhon Elliot model with three cycles. Data collection techniques were carried out by means of observation, interviews, and documentation studies. The subjects of this study were 33 students of class VIII-J of SMPN 40 Bandung in social studies subjects. The use of problem-based learning models shows an increase in students' critical thinking skills in social studies learning. In this study, it can be seen from the critical assessment of individuals in the first cycle by obtaining a "C" result, which is quite good, in the second cycle the increase in the result "B" which means good, and the third cycle obtaining A which means very good. Based on this research, it was found that by applying the problem-based learning model with material changes in Indonesian society during the colonial period, it was possible to develop students' critical thinking in social studies learning.

A R T I C L E I N F O

1. INTRODUCTION

One of the ways to advance a nation is through education. Quality education will produce a generation that can make big changes for the country. In Indonesia, education is prioritized, because education has a very important role to create a dignified nation. Education has a very valuable contribution in improving the quality of a nation, of course also for the Indonesian nation. In this case, social studies learning is part of this contribution. Sapriya (2009) explains that the purpose of social studies lessons is the basic ability to think logically and critically, curiosity, intuition, problem-solving, and skills in social life.

"Vision of Powerful Teaching and learning in the Social Studies, Social Studies learning can shape students to be: a) sensitive to the implementation of potential social policies, and value-based decisions, b) aware of democratic social values and dilemmas of issues, c) consider the costs and benefits of various actions, d) develop a rationale for social democratic and political values."

In line with the above objectives, if you look at the 2013 curriculum, there are changes, especially in Permendikbud number 20 of 2016. Changes in skills are very much needed by the nation's children. Therefore, it is necessary to involve various schools in preparing the nation's children who have several skills that need to be possessed in life in the 21st century, one of which is critical thinking. Critical thinking skills include several skills, according to Ennis (Tawil & Liliasar), namely 1) giving simple explanations, 2) building basic skills, 3) making inferences, 4) making further explanations, and 5) applying strategies and techniques. Facione (2013) also adds that critical thinking skills consist of 6, namely: interpretation, analysis, conclusion, evaluation, explanation, and self-regulation. Based on the explanation above, the researcher determines the indicators of critical thinking skills by referring to the previous indicators which are then adjusted to the research, to obtain relevant data in conducting research. Researchers chose indicators of critical thinking skills as follows table 1:

Table 1. Critical Thinking Indicators and Operational Description

No.	Indicator	Sub Indicator
1.	Focusing the question	Able to identify problems, able to answer related problems during the colonial period which are closely related to present life
2.	Observing	Able to analyze assumptions and facts in social studies learning, Able to examine the relationship between the concept of social studies learning and the facts of the problems that occur.
3.	Making inferences put forward an idea	Able to express ideas based on the correct proportions
4.	Identify assumptions	Making decisions, evaluating and making criticisms in social studies learning, able to make criticisms that can provide alternative solutions to new ideas or ideas.
5.	Applying strategies and techniques	Conveying ideas, views, or thoughts to other parties

Source: Primary Data

Social studies learning in reality is often seen as a subject that is boring for students. Memorizing and descriptive situations make students not stimulated. Social studies learning continues to update every problem in the classroom. One way to answer these

problems is with a problem-based learning model. Problem-based learning model learning is to provide problems as an initial step in the learning process, the problems presented are problems that are often encountered in everyday life because the better the effect on improving learning outcomes (Amir, 2010).

In applying this learning, the thing that is linked and becomes learning material for the present is history. The use of material about history is something that needs to be studied about its relationship with today's era. Namely the changes in Indonesian society during the colonial period. The material is about the origins of the background of the West coming to Indonesia, the various resistances carried out by the Indonesian people until the arrival of the Japanese. Based on the observations of researchers, there are problems experienced by class VIII-J students of SMPN 40 Bandung, First, critical thinking skills are still low. The observed aspects are how to read what has been observed, skills in selecting, sorting, and conveying the information obtained to others are still categorized as low. Second, the saturation of students in the monotonous learning process, given a task and then asked to do it without the stimulus given by the teacher. Students are still engrossed in their activities so they are indifferent to their surroundings. As a result, the meaning of each lesson in the classroom is not achieved properly. Third, the lack of knowledge about the history of Indonesia in the past was due to a large number of readings without being balanced with more interesting pictures or media. As a result, students tend to be boring and lack student motivation in learning in class which makes learning in class less than optimal.

Based on this, according to the literature that has been done on critical thinking, the researchers found some interesting things that were done by previous researchers. Among these is research conducted by Intan Budiarti and Gamaliel Septian (2019) entitled "The application of problem-based learning based on local wisdom to improve critical thinking skills. This study shows an increase in critical thinking through local wisdom materials. Looking at previous research on the problems that occur, the researchers are interested in conducting research related to the problems that occur in learning. Therefore, the researcher focuses on the problem of students' lack of critical thinking using a problem-based learning model on the changing material of Indonesian society during the colonial period.

The low critical thinking skills of students and the lack of use of learning models in class VIII-J SMP 40 Bandung are the backgrounds of the research. The purpose of this study is to develop students' critical thinking through a problem-based learning model in social studies learning by integrating it with the changing material of Indonesian society during the colonial period. In this study, it is expected to be a reformer for students, so that students are interested in studying social studies, especially regarding Indonesian history.

2. METHOD

This research was conducted by Classroom Action Research, namely action research conducted in the classroom to improve the quality of learning activities in the classroom.

According to John Elliot, classroom action research is an act of social events to improve the quality of action in it. Where in the process includes activities that create a relationship between self-evaluation and professional improvement (Sanjaya, 2011). This is also in line with Suprayitno 's statement (2020) stated that CAR is a scientific action, namely thinking symmetrically and empirically in solving problems as a reflective effort for teachers in carrying out classroom learning. This research was conducted at SMP 40 Bandung City on social studies subjects for class VIII-J students in the even semester of the 2020/2021 school year. The researcher works closely with the teacher as a collaborator, the subjects are students of class VIII-J SMP 40 Bandung City, totaling 33 students. The data collection techniques used were observation, interviews, documentation studies, literature studies, and field notes. The collected data will then be analyzed using the Miles and Huberman version in Sugiyono, (2014), namely data reduction, data presentation, and conclusion drawing. In the validity of the data obtained, the researchers used triangulation. According to Sugiyono (2014) is a data collection technique that combines various data collection techniques and existing data sources.

3. RESULTS AND DISCUSSION

3.1 Planning a Problem Based Learning Model in Developing Critical Thinking

Planning was started by doing research permission on the school of SMPN 40 Bandung, then permitted to make observations in order out learning problems in class VIII-J of SMP 40 Bandung. After conducting field observations, the teacher coordinated with class VIII-J students and social studies subject teachers at SMPN 40 Bandung regarding the lesson plans to be carried out. In developing students' critical thinking in social studies learning, the teacher prepares lesson plans that are by the themes, objectives, and indicators that have been designed. This is also explained by Vivi Sufiati (2019) learning planning is a process that has a very big influence on student success because learning planning makes several aspects that help this success such as design plans, scenarios, aspect indicators that adjust the theme and learning planning is also a guide implementation of learning. Then the KD that will be used is KD 3.4, namely Analyzing- chronology, changes, and spatial continuity (geographical, political, economic, educational, social, cultural) from the colonial period to the growth of the national spirit, and KD 4.4 Presents the results of chronological analysis, changes and spatial continuity (geographical). , politics, economy, education, social, culture) from the colonial period to the growth of the national spirit. Then this research uses a problem-based learning model. The teaching materials used during learning are material on changes in Indonesian society during the colonial period and the growth of the national spirit. In developing students' critical thinking, the teacher uses a problem-based learning model, the stages of the problem-based learning model include reviewing and presenting problems, formulating strategies, implementing strategies, and discussing and evaluating results. Then use the material on changes in Indonesian society during the colonial period with certain themes relating to social, economic, cultural, geographical aspects, as well as current events. In the final stage, students are asked to present the results of their ideas to improve students critical thinking.

3.2 Implementation of Problem Based Learning Model in Developing Critical Thinking

In the implementation of this research, it was carried out online due to the covid-19 pandemic, these situations and conditions made learning unable to be done face-to-face. Of course, this is a challenge and development for teachers, students, and schools. This was also explained by Sumarno explained that distance learning requires technology-based learning media that involves teachers as designers, developers, and implementers in the learning process amid covid-19 (Sumarno, 2020). The implementation of learning is carried out in three cycles, with each cycle having two different actions. In the implementation, the action includes the introduction, core activities, and closing. Based on the results obtained from observations, interviews, and documentation in cycles I, II, and III, it can be described as follows figure 1:
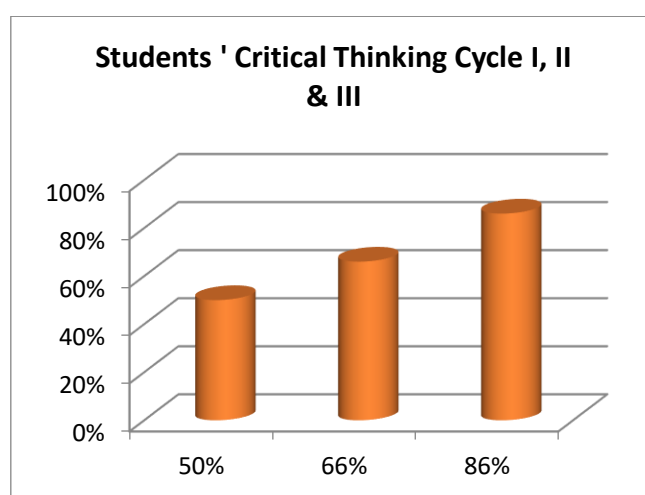
Source: 2024 Research

Figure 1. Comparison Graph of Students' Critical Thinking Cycle I, II & III

Based on the explanation above, it can be seen that there is an increase in students' critical thinking processes through problem-based learning models in the changing material of Indonesian society during the colonial period. In the results of the first cycle of observations, students obtained the predicate "Enough". Students are sufficient in participating in learning, students are also able to understand the theme given by the teacher to be given problem-solving.

In cycle II, the increase in students' critical thinking was obtained with the "Good" category which occurred during the learning process. Students can identify the problems given, explain their ideas, and provide relevant criticism in social studies learning. In cycle III, students' abilities increased from the previous cycle, students obtained the predicate "Very Good", it could be seen that students were able to examine the relationship between social studies learning concepts and the facts of the problems that occurred, they were able to convey ideas, views or thoughts to other parties. This is a good achievement even though during the Covid-19 pandemic, learning can be done well and can provide learning for students to think critically.

3.3 Constraints and Efforts of Problem Based Learning Model in Developing Critical Thinking

Based on the results of interviews conducted by teachers with social studies subject teachers at SMPN 40 Bandung, explained that the obstacles to implementing this learning process were that it required sufficient time and preparation, and limited support from schools to support distance learning. Students are limited to having smartphones and quotas to download the google meet application and the signal quality is not optimal in learning. Then the results of interviews that have been conducted by the teacher with students regarding the obstacles experienced during the learning process, namely the diversity of students' understanding in learning and being hampered by quotas and cellphones. Because learning is done online, students rely on quotas from the government which are only accepted by a few students, and at the beginning of the change in Indonesian society during the colonial period, it is necessary to trace back from the past until now to understand the historical flow.

However, based on the results of interviews conducted by teachers to social studies subject teachers at SMPN 40 Bandung, it was explained that the advantage of this research is that students can encourage themselves to continue to develop in critical thinking, seek information from the internet, and relate past events during colonialism in Indonesia with events. in everyday life. The teacher uses good tactics for students to dare to speak so that the learning atmosphere can be fun. As for the results of interviews conducted with students, students explained that they acknowledged that they could assess and build their knowledge, and were more familiar with the history of Indonesia from the arrival of western nations to Indonesia to the position of Japan in Indonesia, then various cases that occurred in the past are associated with current events with various solutions from students.

The results of this study are also in line with Siregar & Syafari (2017) the advantages and disadvantages of the problem-based learning model, namely the advantages of being able to spur students to continue to develop in their way, as well as use the internet in finding information. Then in its drawbacks, it takes time and careful preparation and the diversity of understanding of different students (Siregar & Syafari 2017). Then in each cycle, there is a reflection stage which is part of the solution to overcome learning problems that occur to develop students' critical thinking through problem-based learning in the material for changing Indonesian society during the colonial period in class VIII-J SMPN 40 Bandung. In cycle I the obstacles found were that students had a little difficulty in relating changes in Indonesian society to the concept of social studies learning, as well as the lack of fluidity in learning, then the teacher reflected on the second cycle, the teacher gave a clear explanation regarding a theme with the concept of social studies learning and the teacher gave rewards to students active during learning. Then the obstacles found during the second cycle were the lack of attractiveness of a learning theme and the lack of support for the use of smartphones in students. Then in cycle III trying to reflect on this, the teacher gave a case in the form of a video and then asked to analyze the video so that students do not get bored with social studies learning.

3.4 Improving Critical Thinking Through Problem Based Learning Model

To see how far the improvement in critical thinking of students in class VIII-J of SMPN 40 Bandung, can be seen from the results of observations of teacher and student activities in the three cycles that have been carried out as follows table 2:

Table 1. Table of Individual Critical Thinking Assessment Results Cycles I, II, III

Indicator	Cycle I	Cycle II	Cycle III
	Category	Category	Category
Focusing questions: Able to identify problems, able to answer related problems during the colonial period which are closely related to current life	C	B	SB
Observing: Able to analyze assumptions and facts in social studies learning, Able to examine the relationship between the concept of social studies learning and the facts of the problems that occur.	C	B	SB
Making inferences put forward an idea: Able to put forward ideas based on the correct proportions	C	B	SB
Identifying assumptions: Making decisions, evaluating and making criticism in social studies learning, able to make criticisms that can provide alternative solutions to new ideas or ideas.	C	B	B
Applying strategies and techniques: Conveying ideas, views, or thoughts to other parties	C	B	B
Individual critical thinking assessment results	C	B	SB

Source: Primary Data

The results of increasing students' critical thinking were quite significant starting from cycles I, II, and III. There was an increase in students' cognitive aspects in understanding and solving problems related to changes in Indonesian society during the colonial period. Through problem-based learning, models can help students in solving problems that are closely related to real life. This research is in line with the notion of critical thinking by Anastasia et al. (2018), namely a person's ability to be able to think at high levels, especially in the aspect of knowledge and skills in solving a problem to be able to determine logical decisions to be resolved (Asriningtyas, 2018). Then this research also complements and supports previous research, although there are special studies in using materials for changing Indonesian society that is different. This research was conducted by those conducted by Intan Budiarti and Gamaliel Septian (2019) entitled "The Application of Problem Based Learning Models Based on Local Wisdom to Improve Critical Thinking Skills. This research can show an increase in students' critical thinking through local wisdom materials.

4. CONCLUSION

The problem-based learning model is one of the recommended models for use in the 2013 curriculum. Thus, social studies learning can be developed using this model. By applying problem-based learning, students can practice problem-solving skills in the real

world. By applying the problem-based learning model, social studies learning is not only delivered theoretically but students can learn actively by solving problems in the surrounding environment. The results of this study revealed that there was an increase in students' critical thinking towards the material changes in Indonesian society through problem-based learning in social studies learning class VIII-J at SMPN 40 Bandung. The results were obtained from observations that have been made by observers, namely PPLSP partners at SMPN 40 Bandung. Where the average acquisition of critical thinking assessment scores from the first cycle was 50% with the "Enough" category, then increased in the second cycle by 66% with the "Good" category, and again increased in the third cycle to 86% with the "Very Good" category".

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