

Critical Thinking of Students in Social Studies Learning Through the Problem Basic Learning Model of Class V Students at Sd Inpres 8 Mambo

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ABSTRACT

Improving the quality of education in Indonesia continues to be pursued and developed along with the times. Basic education is the first stage explored by students and is the initial key for students in the stage of developing knowledge skills. Formulation of research problems How is Teacher Planning for Students' Critical Thinking in Social Studies Learning through the Problem Basic Learning Learning Model for Grade V Students at SD Inpres 8 Mambo, How is Teacher Implementation of Students' Critical Thinking in Social Studies Learning through the Problem Basic Learning (PBL) Learning Model for Grade V Students at SD Inpres 8 Mambo, How is Teacher Evaluation of Students' Critical Thinking in Social Studies Learning through the Problem Basic Learning (PBL) Learning Model for Grade V Students at SD Inpres 8 Mambo, Research objectives To find out how Teacher Evaluation of Students' Critical Thinking in Social Studies Learning through the Problem Basic Learning Learning Model for Grade V Students at SD Inpres 8 Mambo. Research methods Qualitative research is an approach to conducting research that is oriented towards natural phenomena or symptoms. Qualitative research is fundamental and naturalistic or natural in nature, and cannot be done in the laboratory, but in the field. Research Results In compiling teaching modules, teachers determine what aspects can support students in learning. The existence of planning like this makes it easy for teachers to implement according to the pattern that has been made and teachers also have guidelines in the learning process that will be carried out. So that it can direct students to think critically through teaching modules based on the problem basic learning model according to the planning that has been prepared. Conclusions in the study Realizing meaningful learning by making students think critically requires good planning. Good planning is the first step to success in learning before entering the learning implementation stage.

Keywords: *Critical Thinking, Social Studies Learning, Problem Basic Learning Learning Model*

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INTRODUCTION

Education is the most important thing for life, with education humans can learn knowledge so that human mindsets can change. Improving the quality of education in Indonesia continues to be pursued and developed along with the times (Wulandari et al. 2023) . Basic education is the first stage explored by students and is the initial key for students in the stage of developing knowledge abilities.

Realizing students' cognitive abilities is certainly not only a transfer of knowledge that is in the form of memorizing materials but also must develop students' reasoning abilities, students' critical thinking skills, how through the materials taught,

the implications for students can be applied both in the learning environment and in their daily lives (Wulandari et al. 2023) . Several things that must be considered in developing student knowledge. the role of the teacher who is the subject of providing knowledge information, makes learning more meaningful and also easy to understand, so that it can achieve learning goals. with a learning implementation pattern that is certainly effective and efficient.

After conducting the observation process through observation on fifth grade students at SD Inpres 8 Mamboro, the researcher collected data and there was a phenomenon during the teaching and learning process. In the initial learning material, students were directed to read the material on clean air for health, then the teacher in the material only gave reading directions without stimulating related learning materials so that students were not yet able to be trained.

in asking questions during the teaching and learning process tends to be centered on the teacher so that when the learning process takes place there is a lack of activity in the class, students are sleepy, daydreaming and talking to their deskmates, the use of learning models that are less varied only using the lecture method so that there is no *feedback* or feedback during the learning process, when explaining the material the teacher does not relate the material taught to the students' daily lives so that students are less able to answer and submit arguments.

The tendency of students' passive attitude in learning can cause students to be unable to think critically during learning so that effective solutions are needed to overcome these problems. One way used to overcome these problems is in the teaching and learning process or the effective and efficient teaching program patterns used. The program pattern or learning process is important and a factor in the success of learning. The use of appropriate learning models is a solution in dealing with these problems and of course teachers continue to innovate in implementing learning.

The use of the right learning model can achieve learning objectives, so why is the learning model very important and must be considered. One of them is by using a problem-based learning model. In line with this (Nurjanah 2019) stated "a learning model is a systematic presentation method or technique used by teachers in organizing learning process experiences in order to achieve the objectives of a learning". One of the learning models that can bring out students' critical thinking is by using the *problem basic learning* (PBL) learning model. A learning model is a method, pattern or series of learning processes carried out by teachers to students in learning activities so that learning objectives can be met through the learning model.

Through *Problem based learning* (PBL) is a learning method triggered by problems, which encourages students to learn and work cooperatively in groups to find solutions, think critically and analytically, be able to determine and use appropriate learning resources (Hotimah 2020) . This learning model teaches in terms of learning cooperatively or working together in solving problems. So that in learning it is expected that through a problem-based learning model, it can foster students' critical thinking through the stages of the problem-based learning model.

It can be concluded that Problem-Based Learning fosters students' critical thinking skills, students can construct their own knowledge through the *problem basic learning model*. In this learning model, students are trained to construct their own

thoughts, then they explain the results of their thought construction and also solve a problem that has been given by their teacher so that through this learning model the teacher can stimulate students' critical thinking through the problem-based learning model. Students' critical thinking ability is a very important thing in the teaching and learning process, students who have a critical thinking soul will make the teaching and learning process provide feedback. Students who have a critical thinking soul will ask about the information they receive so that in that process students create a framework in their brain system so that a deep analysis process occurs and easily solves problems.

METHOD

Qualitative research is an approach to conducting research that is oriented towards natural phenomena or symptoms. Qualitative research is fundamental and naturalistic in nature, and cannot be done in a laboratory, but in the field. research is often referred to as naturalistic inquiry” (Dr. H. Zuchri Abdussamad, SIK 2021) . Qualitative research is research that is naturalistic or research that is as it is, occurs naturally, which means that in this qualitative research the researcher when in the field does not take part or intervene in the incident.

FINDING

The planning stage is the initial stage or initial step in a learning process, to carry out the planning scheme, the teacher first carries out the planning stage by designing or compiling a teaching module. This stage is where the teacher then creates a scheme or pattern in learning. Compiling a teaching module, the teacher determines what aspects can support students in learning. The existence of planning like this makes it easy for teachers to apply according to the pattern that has been made and the teacher also has guidelines in the learning process that will be carried out. So that it can direct students to think critically through a teaching module based on the problem basic learning model according to the planning that has been prepared. This was revealed from the explanation of the Class V Teacher of SD Inpres 8 Mamboro in an interview, the quote of which is as follows. In the planning, I carried out the activity of compiling a teaching module, which in compiling this teaching module I did it at the beginning of the new school year so that I had a lot of time to make the module and in the planning stage I really paid attention to what parts could make students think critically. (EM)

Next, the Class Teacher of VD Inpres 8 Mamboro explained several aspects that are included to direct students to think critically. As explained in the interview, the excerpt is as follows. In compiling the teaching module, the aspects that I pay attention to are the teaching patterns that I use, such as the use of learning models, what learning media will I use, then whether the stages of learning, both initial activities, core activities and closing activities, can be applied well and in accordance with learning objectives. (EM) The teacher chose to use the problem basic learning learning model in social studies learning towards students' critical thinking. Because looking at the elements in critical thinking and the problem basic learning learning model have similarities, the teacher chose to use the problem basic learning learning model to be

used in the learning process. The thing that is meant is that the content of students' critical thinking can analyze or analyze a problem then see a series of patterns of the problem basic learning learning model or the syntax of the problem basic learning learning model, namely students analyze a problem. As stated by the Class Teacher of 5 Elementary School Inpres 8 Mambaro.

In the planning stage, I pay attention to what outputs will be the focus that I want to have in students, for example in this case students can think critically in this learning so of course I will review what kind of pattern I will use in achieving students can think critically and I see the problem basic learning model in line with critical thinking. (EM).

The fifth grade teacher of SD Inpres 8 Mambaro further explained why he chose the problem basic learning model for students' critical thinking in social studies learning. I chose to use the problem basic learning model for students' critical thinking in social studies learning because the thing about critical thinking is that one of the students can analyze then the steps of the problem basic learning model are one of the students analyzing a problem so it is right when I choose this learning model to make students think critically. (EM) The existence of a good design built by the fifth grade homeroom teacher can make it easier for him to implement the teaching module properly because at the planning stage the teacher has determined the learning steps and descriptions of activities that will be applied by the teacher in social studies learning.

The planning stage that has been carried out by the teacher in this case the planning phase in the evaluation of learning is the most important and crucial thing in learning. In the final stage of the evaluation carried out by the teacher, there are many things that must be reviewed, both in terms of knowledge or commonly called the cognitive domain of students towards learning, then attitudes, behavior or affective aspects of students in learning and motor skills or psychomotor domains of students during learning. These 3 domains are the teacher's reference in evaluating students. This was revealed from the explanation of the Class V Teacher of SD Inpres 8 Mambaro in an interview, the quote of which is as follows. In evaluating students, there are 3 things that I must assess, not only assessing how students understand learning but the behavior and skills of students in learning are also the material for my evaluation of students so that these 3 aspects become my guidelines in evaluating, namely the domain of student knowledge, the domain of student attitudes, and the domain of skills or student skills in learning. (EM).

The fifth grade teacher of SD Inpres 8 Mambaro further explained the 3 aspects in evaluating students and became things that must be met as a benchmark for success in learning. "In the evaluation of the knowledge domain through questions or assignments given, this affective domain is aimed at how students' attitudes are, for example their confidence in demonstrating the results of discussions, and the skills domain is how students are skilled, for example in making something". The existence of teacher evaluation through this educational domain aspect can review whether students can think critically from the cognitive domain, teachers evaluate how students can analyze or analyze in learning, this is one part or indicator contained in critical thinking, teachers evaluate students in the affective domain in this case

students can present things that are the results of their discussions, this becomes one indicator in critical thinking, and teacher evaluation of students psychomotorically reviews students can create new things.

DISCUSSION

Making learning more meaningful requires a good foundation to realize the goals to be achieved in learning, of course through good planning stages as a foundation. The planning stage has a very important and crucial role, teachers really pay attention, prepare, and make good plans. Because at this planning stage, it will determine the direction of learning and the goals to be achieved and make learning more meaningful. (Husna 2023) . The author's findings based on interviews, the goals to be achieved are to realize students' ability to think critically and teachers need the right pattern to bridge the goals to be achieved. In this planning phase, the teacher chooses a teaching pattern by using a problem-based learning model or problem basic learning (Wulandari et al. 2023) . The planning stage, the teacher designs the best possible learning to realize students' ability to think critically by fulfilling all indicators or elements in critical thinking so that they can be integrated through a problem-based learning model or problem basic learning model, where the indicators in critical thinking are that students can provide simple explanations, build students' basic skills, students' ability to conclude, realize students' ability to provide further explanations and students' ability to organize strategies and tactics (Doang, Gunayasa, and Setiawan 2022) .

The first indicator of students' ability to provide simple explanations, based on the results of the study, teachers design learning by providing explanations related to learning materials and preparing questions to be asked to students (Yani, Sadrina, and Fathiah 2023) . Teachers have designed well to realize these abilities, but there are things that teachers should pay attention to, namely not only providing explanations of the material but providing understanding and understanding of students, preparing teaching materials, teaching media that are relevant to the material so that later students are able to answer questions asked by the teacher. So through the design carried out by the teacher, students' ability to provide simple explanations can be realized (Wulandari et al. 2023) . The second indicator is building students' basic skills, students' basic skills include the ability to communicate well, the ability to collaborate, the ability to solve problems and the ability to analyze information.

Teachers design specific learning in building students' basic skills in several ways. Based on the results of the study, it shows that in the planning stage, teachers design learning by choosing to use the problem basic learning model to achieve and realize these students' abilities (Anggraeni, Rustini, and Wahyuningsih 2022) . Choosing to use the problem basic learning model is the right way for teachers to do it. because problem-based learning models have several characteristics in common, namely they are both oriented towards solving problems through critical thinking processes. So that these basic skills can be created through the teaching pattern of the problem basic learning model (Adella et al. 2023) .

The third indicator of students' ability to conclude based on the results of the study shows that at the planning stage, several aspects of learning planning are

prepared, which will be carried out by providing guidance to students during the learning process and facilitating students by preparing learning resources to be used. For effective learning planning, especially to foster or realize critical thinking skills, especially in this case students' ability to conclude, there are several things that need to be considered by teachers. Formulating learning objectives is an important aspect to achieve these abilities by designing specific and appropriate learning objectives in order to achieve the goals to be achieved. Teachers can formulate with reference to Bloom's taxonomy by choosing C4 (analyzing) as a bridge so that through the analysis process that students do, they can lead students to get the right conclusions. Then the selection of appropriate learning methods, for example lectures, discussions, case studies and in interactive learning techniques that involve students actively in the learning process, such as open questions, debates, or simulations. Then structured exercises, teachers design exercises and activities that allow students to practice concluding and thinking critically. For example, text analysis exercises or group discussions (Rachman, Samsudin, and Mariam 2023) .

By preparing all these elements in detail, teachers can create a learning environment that supports students in their ability to conclude and is of high quality. The fourth indicator provides further explanation for designing effective learning to develop students' ability to provide in-depth explanations. Based on the results of the study, teachers design learning with tips such as paying attention to teaching patterns used as references in later learning, in this case in the design process the teacher chooses a problem-based learning model or problem basic learning as a bridge to realize students' ability to provide further explanations (Verianita and Wardani 2022) .

Designing learning by creating an interactive learning environment requires good and proper planning, choosing to use this problem-based learning model is the right thing. Through teaching activities by delivering material with lectures followed by discussions to deepen a concept, facilitating class discussions and question and answer sessions to deepen students' understanding, and conducting presentations where students must compile and provide in-depth explanations of certain topics. So by carefully preparing all these elements, teachers can create deep and effective learning experiences, which support students in developing their ability to provide in-depth and detailed explanations (Asdarina, Johar, and Hajidin 2019) .

The fifth indicator regulates strategies and tactics to realize students' ability in regulating strategies and tactics, teachers need to make in-depth and structured preparations. This preparation includes various aspects that will support students' learning and development of critical thinking skills.

Detailed planning for developing students' strategic and tactical skills involves several key steps. Each step should be designed to support learning and provide students with opportunities to practice and apply their critical thinking skills. This evaluation activity is very important for teachers to carry out as in the syntax of the problem basic learning model, namely analyzing and evaluating this stage as the final stage of the entire series of PBL learning patterns (Rositawati 2019) .

At this final stage, it is very important to do and can be one way that teachers can take to see students can think critically. Because one of the indicators of critical thinking is that students can conclude the results of problem solving based on the

problems given by the teacher. So this is in line with one of the indicators of students' critical thinking, namely concluding the steps that the teacher takes is to evaluate the results of the conclusions made by students (Nora et al. 2023) . The implementation stage is a form of implementation of the planning stage, at the implementation stage of learning in making students think critically in social studies learning through this problem basic learning model, elements or indicators of critical thinking can be created because each syntax of the problem basic learning model can realize indicators of critical thinking itself. So that in learning the most important thing is that the learning process is not only merely transferring knowledge or transferring information, but through the pattern of this problem basic learning model, it can stimulate students' thinking through solving existing problems, the application of learning that has implications for solving problems in groups (Regiani, Amaliyah, and Rustini 2023) .

This can encourage the creation of independence from each student.

Critical thinking can be created or realized through the ongoing teaching and learning process, in this process what is needed is a basic problem learning model that can bring out or realize these abilities (Hopeman, Hidayah, and Anggraeni 2022) . This makes teachers use and choose the basic problem learning model as the pattern used. Students' critical thinking skills can be reviewed when students can solve problems or solve problems both in the learning environment and in the real world environment, so that in realizing problem-solving skills, teachers need a reference that has similarities or is oriented towards problem solving, this is the right way for teachers to choose in realizing students' ability to think critically (Maslahah, Rofiah, and MP 2023) .

CONCLUSION

Realizing meaningful learning by making students think critically requires good planning. Good planning is the first step or step to success in learning before entering the implementation stage of learning. This makes the role of planning very important to note, this planning will later make teachers create or design learning according to the goals to be achieved, namely students' ability to think critically. The implementation stage is a form of implementation of the planning stage, at the implementation stage of learning in making students think critically in social studies learning through this problem basic learning learning model, elements or indicators of critical thinking can be created because each syntax of the problem basic learning learning model can realize indicators of critical thinking itself.

So in learning, the most important thing is that the learning process is not only about transferring knowledge or information, but through the pattern of the problem basic learning model, students can stimulate their thinking through solving existing problems, the application of learning that has implications for solving problems in groups, this can encourage the creation of independence from each student.

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