
The application of the bamboo dancing type cooperative learning model in improving students' critical thinking skills in social studies learning class v SDN Jati 4

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Abstract

This research aims to improve students' critical thinking skills by using a bamboo dancing type cooperative learning model in IPAS Class V learning of SDN Jati 4. This research is a classroom action research with the Kemmis & Taggart model. The research was carried out in the odd semester of the 2024/2025 school year in two cycles of each cycle of one meeting. The subject of this study is 25 students in grade V of SDN Jati 4. The results of the study showed that students' critical thinking skills improved after applying the bamboo dancing type cooperative learning model to IPAS Class V learning of SDN Jati 4. The learning outcomes at the time of the pre-program, the average student score was 65.24 for students who reached KKM there were 11 students (44%) and students who did not reach KKM there were 14 students (56%). In the first cycle, an increase in critical thinking skills was obtained, the average grade score was 72.4 with the graduation of students who reached the KKM as many as 19 students (76%) and students who did not graduate as many as 6 students (24%), it can be seen that there was an increase in the average score from pre-cycle to cycle I of 7.16. In the second cycle, the results increased again with an average score of 80.6, as many as 21 students (84%) passed and as many as 4 students (16%) did not pass. Thus, there was an increase in the average value from cycle I to cycle II by 8.2.

Keywords: model, learning, *bamboo dancing*; critical thinking

INTRODUCTION

The curriculum that is currently implemented is the Independent Curriculum which gives the freedom of school principals, teachers and educators to improve innovative learning and encourage students to think critically and creatively. In basic education, especially in science learning, the development of students' critical thinking skills is an important competency in the 21st century. IPAS is an integration of science and social studies that aims to help students understand the relationship between natural and social phenomena. However, there are several problems in social studies learning such as the dominance of the lecture method by teachers which makes students passive, tend to memorize information, and are less able to analyze and solve problems in depth. (Rahayu, 2024) (Niawati & Reffiane, 2023)

Based on the observations made, the researcher found that teachers still use a lecture approach in teaching and teacher-centered learning (teacher center), so that the learning atmosphere becomes less interactive. In addition, students are not able to understand the material thoroughly and are not able to analyze problems until they find solutions to the problems. Teachers as the main facilitators play an important role in creating interactive learning and encouraging students' critical thinking skills. One of the effective learning models to support students' critical thinking skills is the bamboo dancing type cooperative learning model.

The bamboo dancing model can encourage students to think critically, be active, and be able to transfer knowledge to other friends (Yeni et.al., 2020). This model creates a dynamic, fun learning atmosphere and helps students think deeply in solving problems. As research has been conducted by Praharjo et.al., (2023) entitled Implementation of the Bamboo Dancing Learning Model to Foster Learning Motivation for Grade 1 Students of SDN Panggung LOR. From the study, it was stated that the bamboo dancing learning model can be implemented to foster learning motivation, students are enthusiastic, happy and interested in following the learning process using the bamboo dancing learning model. The difference between the previous research and this research lies in the goals to be achieved. In this study, the goal is to find out the application of the bamboo dancing type cooperative learning model in improving students' critical thinking skills in science learning in grade V of SDN Jati 4.

Based on the background of the above problem, the researcher is interested in conducting research with the title "The Application of the Bamboo Dancing Type Cooperative Learning Model in Improving Students' Critical Thinking Skills in Social Science Learning Class V SDN Jati 4".

METHOD

The research method used in this study is the Penelitian Tindakan Kelas (PTK). Penelitian Tindakan Kelas this is participatory because the researcher is directly involved and does it on his own, starting from determining the topic, formulating problems, planning, implementing, to analyzing and making reports. The models used in this class action research are the Kemmis and Taggart models. In the Kemmis & Taggart model there are four components including planning, action and observation, as well as reflection that are brought together in a cycle. The following is an overview of the PTK model according to Kemmis & Taggart;(Machali, 2022)

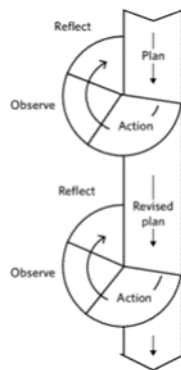


Figure 1. Kemmis & Taggart Models (Wiriaatmadja, 2014)

In this study, the subject of the research is students of class V B SDN Jati 4 for the 2024/2025 school year consisting of 25 students. The object of this study is to improve students' critical thinking skills towards the content of IPAS subjects through the Bamboo Dancing learning model. The research instruments used in this study were observation sheets, interview guidelines, test sheets, and documentation studies.

This study uses qualitative descriptive data analysis techniques. The initial analysis is carried out after the initial ability test to determine the critical thinking ability of students before the implementation of the action, then the actions to be taken against the students are prepared.

Furthermore, at the end of each cycle, an analysis is carried out, namely on the results of the final test of the cycle, the results of observations and interviews which are then used at the reflection stage, as the basis for planning actions in the next cycle. Data analysis was carried out on all the data obtained, namely observation results, test results, and interview results to determine the improvement of critical thinking skills in students.

RESULTS AND DISCUSSION

Based on the results of preliminary observations, teachers have not used the learning media available at school, and teachers only use package books in their handbooks. Teachers rarely use methods or models that make students move actively, so students only sit in their own chairs. Some students are just silent, in the sense that they do not speak during the learning process. Students will start to pay attention to the teacher again if the teacher provokes students to answer the teacher's questions or the teacher tells the student to focus on listening to the material again, but there are students who are engrossed in their own world. This shows that lack of two-way communication will make the relationship between students and teachers less attractive and students become passive. The following are the test scores of student learning outcomes at the stage before the cycle.

Table 1. Learning outcome test scores

	Value (n)	Many Students	n.f	Many Students (%)
1	32	1	32	4%
2	46	1	46	4%
3	60	2	120	8%
4	62	3	186	12%
5	64	7	448	28%
6	66	1	66	4%
7	68	1	68	4%
8	70	1	70	4%
9	72	3	216	12%
10	74	2	148	8%
11	76	2	152	8%
12	79	1	79	4%
Sum		25	1631	100%
Average			65,24	

Results of Cycle I

In the implementation of cycle I, the researcher analyzed the students' critical thinking test along with the use of the bamboo dancing model in the classroom and showed that there was an improvement in students' critical thinking skills compared to the grades on the pre-cycle. Based on the data obtained from the results of observations in the first cycle, as many as 76%

of students achieved scores above KKM (Passed) while students who did not pass got a percentage of 24%. So it can be concluded that in the first cycle the use of the bamboo dancing model in students has increased compared to the pre-cycle, but there is still more to be improved. Based on the results of discussions with the class teacher as an observer, there were several obstacles in the first cycle, including students still not asking many questions to the teacher and not concluding from the bamboo dancing process.

Table 2 Critical thinking test scores of students in cycle I

No	Value (n)	Many Students	n.f	Many Students (%)
1	40	1	40	4%
2	50	1	50	4%
3	60	4	240	16%
4	70	6	420	24%
5	75	2	150	8%
6	80	8	640	32%
7	90	3	270	12%
Sum		25	1810	100%
Average			72.4	

Based on the table of the frequency of students' critical thinking tests in cycle I using the bamboo dancing learning model which was carried out in class V A SDN Jati 4, there has been an increase. It can be seen from the lowest score in the pre-cycle was 32 with 1 student, while in the first cycle the lowest score was 40 with 1 student. For the highest score in the pre-cycle, as many as 1 student got a score of 79, while in the first cycle as many as 8 students got a score of 80. In the pre-season, the average score of grade V students of SDN Jati 4 was 65.24. In cycle I it increased to 72.4. With this value, the researcher concluded that there was an increase between the pre-cycle stage and cycle I but it was not optimal, therefore the researcher continued his research to the next cycle.

Results of Cycle II

In the implementation of cycle II, the researcher analyzed the students' critical thinking test along with the use of the bamboo dancing model in the classroom and showed that there was an improvement in students' critical thinking skills compared to the grades in the prasilklus. The following are the test scores of students' critical thinking ability in cycle II.

Table 3 Critical thinking test scores of students in cycle II

No	Value (n)	Many Students	n.f	Many Students (%)
1	50	1	50	4%

2	60	3	180	12%
3	65	1	65	4%
4	70	3	210	12%
5	80	7	560	28%
6	90	5	450	20%
7	100	5	500	20%
Sum		25	2015	100%
Sum			80,6	

Based on the test table of students' critical thinking ability in cycle II using the bamboo dancing learning model carried out in class V A SDN Jati 4, there has been an increase. It can be seen from the lowest score in the pre-cycle was 32 with 1 student, in the first cycle the lowest score was 40 with 1 student, while in the second cycle as many as 1 student got the lowest score of 50. For the highest score in the pre-cycle as many as 1 student got a score of 79, in the first cycle as many as 8 students got a score of 80, while the highest score in the second cycle was 100 with a total of 5 students. In the pre-season, the average score of grade V students of SDN Jati 4 was 65.24. In the first cycle it increased to 72.4, while in the second cycle obtained an average score of 80.6 with this score, the researcher concluded that there had been an increase in the students' critical thinking test.

Based on the data obtained from the observation results in cycle II, as many as 84% of students achieved a score above KKM (Passed) while students who did not pass got a percentage of 16%. So it can be concluded that in cycle II the use of the bamboo dancing model in students has increased compared to the pre-cycle and cycle I. In the implementation of cycle II, teachers have been able to adjust to class conditions, with the help of powerpoint students are also more enthusiastic in learning, so that the implementation of cycle II can run well. Therefore, overall the research conducted in cycle II can be said to have been achieved and successful.

Discussion

In this section, the researcher discusses all the results of the study. The purpose of the discussion of the research results was to measure the extent of success in each cycle activity in an effort to improve students' critical thinking skills using the bamboo dancing cooperative learning model in social studies learning in Class V of SDN Jati 4. Based on research, the application of the bamboo dancing model in IPAS teaching can increase the critical thinking skills of Class V students of SDN Jati 4. This is because learning using a bamboo dancing type cooperative model can attract students' attention because students rarely do learning activities such as playing so that students are very enthusiastic when this learning model is applied. In the application of the bamboo dancing learning model, students are required to actively pour out the ideas in their minds and share information with their friends in turn.

Using a bamboo dancing type cooperative learning model for 2 cycles has shown an increase in students' critical thinking skills in IPAS Class V learning of SDN Jati 4. The following is a graph of the average score of grade V students of SDN Jati 4

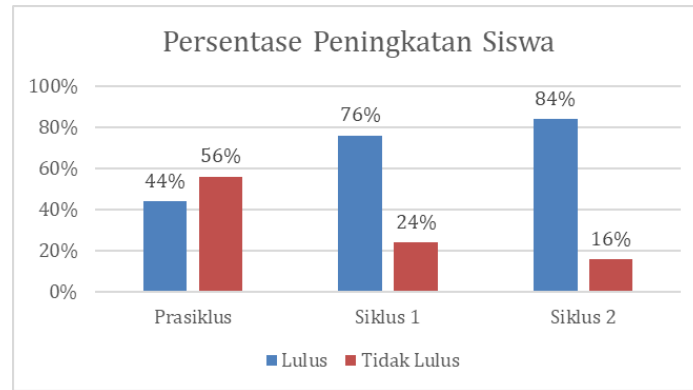


Figure 2. Average Score Graph of Grade V Students of SDN Jati 4

From the graph above, it can be seen that there is an increase in students' critical thinking skills in cycle I to cycle II. This can be seen from the increase in students' critical thinking skills, namely the average grade in the pre-cycle was 65.24, then in the first cycle it was 72.4, and in the second cycle it was 80.6. Likewise, the percentage increase in students who reach KKM and do not reach KKM in each cycle can be seen in figure 3. Percentage Increase Graph of Students.

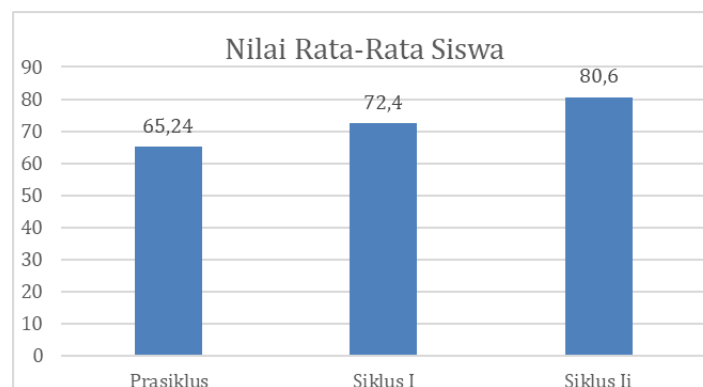


Figure 3. Student Increase Percentage Graph

The number of students who graduated from the KKM in the pre-cycle was 11 students (44%), in the first cycle it increased to 19 students (76%), and in the second cycle there were 21 people (84%). The data shows that there is an increase in the number of students who have reached the KKM. ≥ 65

Based on the results of observations in the presentation, student activity is still lacking because most of the learning process is still mastered by the teacher, students only listen to explanations from teachers and have not used learning media in the learning process. After the action was taken, the results began to improve. In the first cycle the students' activeness began to be seen, students moved actively in their group activities, pouring information in their minds to be shared with other friends, but in the first cycle the students still did not dare to ask questions and had to be provoked first by the teacher. Meanwhile, in cycle II students looked very enthusiastic about participating in learning because the teacher used PowerPoint media as their learning medium, and in cycle II students had begun to dare to ask questions without being

provoked by the teacher and answering their friends' questions. The teacher also provides an opportunity to ask questions to quiet students, so that students are equally active.

Based on the results that have been obtained from cycle I to cycle II, it can be concluded that after applying the bamboo dancing type cooperative learning model, students' critical thinking skills have increased in science learning in Class V of SDN Jati 4.

CONCLUSION

The learning model used in this study includes one of the cooperative learning models, namely the bamboo dancing model. In the learning process, the bamboo dancing model is used in the core activities. In the first cycle, the application of the bamboo dancing type cooperative learning model in social studies learning can increase students' critical thinking skills from an average score of 65.24 to 72.4 and when viewed from the achievement of KKM, this value has reached KKM. Then in cycle II, the average score of students increased again to 80.6. The score has reached the KKM and has reached the target where more than 80% of students get a score of 65. From the description above, it can be concluded that the critical thinking skills of grade V students of SDN Jati 4 increased after using the bamboo dancing type cooperative learning model in the study of social studies

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