IMPLEMENTATION OF PROBLEM-BASED LEARNING MODELS TO CRITICAL THINKING ABILITY OF PRIMARY SCHOOL STUDENTS IN CITIZEN EDUCATION LEARNING

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Abstract. In teaching and learning activities, educators are still not optimal in applying problem-based methods. Critical thinking is needed to find a way out of these problems regarding students' responses to teachers. Critical thinking is analyzing problems in an idea to find solutions. Five indicators of critical thinking namely: analyzing problems, being able to ask and answer questions, solving problems, making conclusions, and evaluating or assessing observation results. This literature review discusses the impact of implementing a problem-based learning model on elementary school students' critical thinking skills in learning citizenship education. This problem-based learning model is proven to be able to improve student's critical thinking skills, be able to present problem orientation for students so they can understand learning objectives and solve problems, organize students in group discussions, guide group investigations so they can look for problems that are presented, develop and present work results so that Students can prepare reports on discussion results, analyze and evaluate the problem-solving process so that teachers and students can evaluate the problem-solving process in learning. Critical thinking is seen as essential and developed in schools so that students are accustomed to dealing with various problems around them.

Keywords: Implementation Problem-Based Learning, critical thinking, civic education learning

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INTRODUCTION

Education is one of the basic human needs that must be fulfilled and has a higher purpose than just living so that humans are more honorable and have a higher position than those who are not educated. According to the National Education System Law (Sisdiknas) Number 20 of 2003, it is explained that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. Apart from that, it is stated in the law that national education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible. According to Triwiyanto (2014), in the world of education, teachers have a crucial role in determining the quality and quality of education, and success in Civics learning lies in the use of learning methods or models.

The learning models that teachers want to apply are essential study materials in education. Implementing functional and practical learning is one aspect of efforts to improve the quality of education. In this implementation, interaction occurs between teachers in their presence to teach and students in their existence to learn. Teaching, in this case, of course, uses specific methods as one component in achieving learning objectives, the implementation of which cannot be separated from the type of approach implemented.

Therefore, the crucial role of using a teaching method accompanied by a particular type of approach requires a harmonious teaching method and the correct type of approach. In Civics learning, one thing that needs to be developed to obtain 21st-century skills is the ability to think

critically. Civics learning should provide more freedom in critical thinking and lead to student independence. Civics learning also emphasizes the rights and responsibilities of citizens in national and state life. This responsibility includes both personal and civic responsibility.

This certainly requires knowledge and intellectual skills to participate. This is what is expected by Civics learning. Civics lessons have objectives as written in Minister of National Education Regulation Number 22 of 2006, namely that students have the following competencies: think critically, rationally and creatively in responding to citizenship issues, participate actively and responsibly, and act intelligently in activities society, nation and state, as well as anti-corruption, developing positively and democratically to form itself based on the characters of Indonesian society so that it can live together with other nations, interact with other nations in the world arena directly or indirectly directly by utilizing technology and communication. Based on the characteristics of the Civics subject, it suggests that students' academic competence in the form of critical thinking abilities is the target of developing this subject.

When the author went directly into the field and observed PLP II activities in elementary schools in August 2023, learning in class focused more on memorization, meaning that students were only asked to memorize the content of the material and only write down the material rather than students being invited to think critically. Developing critical thinking skills is seen as very important to develop in schools so that students are able and accustomed to dealing with various problems around them. To deal with this, students must have a way of thinking critically. Equip students to think critically. This can be done through the Civics learning process at school and by presenting several contextual and authentic media and learning resources.

Therefore, problem-based learning is a suitable learning model to explore students' critical thinking potential because it uses problems as a way for students to learn and achieve learning goals. This learning model also invites students to be active and involved during the learning process. Problem Learning also helps students solve problems and involves collaboration between students (Asmara, 2016). This learning model makes students the center (Etherington, 2011). Problem-based learning aims to develop and apply essential skills by solving problems based on self-study skills or collaborative discussion groups and gaining broad knowledge that students gain. Teachers have a role to inspire so that students' potential and abilities are maximized. In the problem-based learning model or Problem-Based Learning, students are asked to record and inventory problems from actual events that arise. After that, the teacher's task is to stimulate students to think critically about solving existing problems through discussions or groups. The teacher's job is to direct students to ask questions, prove assumptions in their minds, and listen to students from different perspectives from each other.

Reviewed and seen from previous research, the application of the problem-based learning model or Problem-Based Learning is mainly only used in science subjects by Shofiyah, Tati, Idate (2018), Ida (2017), and Social Sciences by Dwi Mudiawati (2020). Therefore, researchers will look for new analyses using Civics subjects on problem-based or Problem-Based Learning methods. The Problem in this research is how civics learning involves critical thinking in elementary school students before, after implementing the model, and after implementing the Problem-Based Learning model. Therefore, this research aims to find out and understand how the Problem Problem-Based Learning method improves elementary school students' critical thinking skills in Civics learning.

LITERATURE REVIEW

Sadia (2014) states the steps that must be considered in designing a problem-based learning program (Problem-Based Learning) so that the learning process is truly student-centered: Focus on the problems around you. learning essential and strategic science concepts. The teacher allows students to evaluate their ideas through experiments or field studies so that students will recognize what is needed to solve the problems they face. The teacher allows students to manage their data, which is a process of metacognition training, and the teacher allows students to present the results of discussions with their groups about the solutions or answers they put forward.

Moreover, the presentation of problem-based models or Problem-Based Learning can be in the form of seminars or presentations. Using slightly different language, Barell (2017) revealed

that the steps of the problem-based learning method are as follows: Presentation of the Problem, various roles played by students, the opportunity to analyze the situation, and the emergence of questions. submitted by students, investigations to find answers are usually carried out in groups with discussion, critical analysis for findings, and drawing reasonable conclusions, and these findings are to be shared and presented, which is often done in front of the class (audience), various types of informal assessments and authentically formal by students and teachers. In Problem-Based Learning, the teacher has a different role from a traditional class, including posing problems or orienting students to authentic problems, namely real-life everyday problems, facilitating or guiding investigations, for example, making observations or conducting experiments/experiments, facilitating dialogue, mutual support for student learning (Ibrahim in Trianto, 2007:72).

Based on the description above, the researcher can conclude that the steps in implementing the Problem-Based Learning learning model, namely: step 1 (student orientation to the Problem), by learning, in general, the teacher provides the learning material needed and studied by students, the teacher asks students to be actively involved during the learning process, and ask students to observe and solve a problem topic that the teacher has provided. Step 2 (Organizing students to learn): the teacher helps students to define and group learning tasks related to the Problem that students have chosen.

The teacher helps students answer things they do not know and understand while grouping and defining the Problem presented. In step 3 (Guiding individual and group investigations), the teacher encourages students to collect information related to the problemm given, carry out experiments/experiments to gain understandin,g and solve the problem given by the teacher. Step 4 (Developing and presenting the results of the work), the teacher helps and directs students to develop and present the results of their thinking on a problem given by the teacher to gain a deep and understandable understanding. Step 5 (Analyzing and evaluating the problem-solving process) is the final stage of problem-solving, where students must analyze and evaluate the problem-solving results. At this stage, students are assisted by the teacher in reviewing the problem solutions they have obtained and evaluating the learning material. As with other learning models, problem-based learning methods also have advantages and disadvantages in their application.

According to Shoimin (2014) states that there are advantages to the problem-based learning model. The advantages of implementing the problem-based learning model are as follows: students are required and encouraged to have the ability to solve problems in their situations, students can build their knowledge and understanding through learning activities, learning focuses on problems so that the existing material relationship, students do not need to learn, scientific activities occur in students through group work, students are accustomed to using sources of knowledge, whether from libraries, the internet, interviews, and observations, students can assess their learning progress, students can have communication scientific activities in discussions or presentations of the results of their work, individual students' learning difficulties can be overcome through discussion group work in the form of peer teaching. The disadvantages of implementing the problem-based learning model or Problem-Based Learning are as follows:

Problem-Based Learning cannot be applied to every subject matter, there are parts of the teacher who play an active role in presenting the material, the problem-based learning model or Problem-Based Learning is more suitable for demanding learning certain abilities related to problem-solving, in a class that has a high level of student diversity there will be difficulties faced in dividing group tasks so that students try to find their own through sources and references, whether from books, the internet or other information.

According to Yasdian (in Nur, 2002:37) the shortcomings in the problem-based learning model include: academic learning outcomes can be seen from the results of students' critical thinking ability tests in Problem Based Learning, the amount of time needed for implementation, the number of This time is related to how long it takes to implement the Problem based learning model, changes in the role of students in a learning process, in conventional learning the teacher plays a very important and active role because learning is centered on the teacher

In Problem based learning, learning is student centered so that students play an active role

in the learning they face, exploring information in learning, changes in the teacher's role in the learning process, the teacher does not play a controlling role in learning, the teacher's role is only helpful, seeing students at the beginning of the learning process, then students are given the opportunity by the teacher to be active in learning , appropriate problem formulation, in problem-based learning teachers are required to be able to choose a problem that will be given to students in the learning process, problems that are appropriate to students' social lives, valid assessment of the program and student learning, difficulty reconstructing learning designs because they have to provide and presents problems that are relevant to real, everyday life.

DISCUSSION

Critical thinking is essential in implementing a problem-based learning model. According to Ennis (in Dhevi et al., 2019: 37), critical thinking is a reflective process that focuses on deciding what to believe or do. In other words, it emphasizes the reflection process, meaning that critical thinking is not only about concluding problems or arguing but also about the ability to evaluate existing questions. According to Walker (Sunarko and Agus, 2021: 72), the definition of critical thinking is an intellectual process of creating concepts, applying, analyzing, synthesizing, and evaluating various information obtained from the results of observation, experience, and reflection, where the results of this process are used as a basis for taking action. From the explanation above, the author can conclude that the meaning of critical thinking is a process of analyzing, synthesizing, evaluating, and drawing conclusions based on observation results obtained from various sources so that students can make decisions by considering various supporting factors.

Critical thinking is also a way of reasoning. Rational thinking means thinking logically, systematically, and critically to act. The purpose of critical thinking, as stated by Faiz (Nyihana, 2021: 57), is to assess a thought, estimate its value, and even evaluate the implementation or practice of a thought and practice. Apart from that, critical thinking includes considering opinions that are known and understood. Critical thinking skills can encourage students to come up with new ideas regarding problems that occur in the world so that students can make conclusions by considering the information obtained. Students are trained on how to filter various opinions so that they can differentiate between relevant and irrelevant opinions.

Meanwhile, the purpose of critical thinking put forward by Florea and Hurjui (Fitria and Widya Indra, 2020: 56) states that critical thinking is to critically assess what we receive and what we will do with logical reasons. The use of assessment standards results from critical thinking in deciding by searching for and collecting accurate information as evidence that can support an assessment. Based on the explanation above, the author can conclude that the purpose of critical thinking is to test the quality of existing opinions or ideas through in-depth evaluation and practice to produce a complete assessment. Here, students are required to comprehend and understand what they are learning. Apart from that, students also have to look more for appropriate and accurate sources of information. This aims to make it easier for students to understand the information they get to obtain satisfactory results for their wishes and decisions about their problems.

Meanwhile, the characteristic of critical thinking ability is one of the abilities that is very important in solving problems. The characteristics of critical thinking, according to Kalsum (Tumanggor, 2022: 14-15) are as follows: recognizing and understanding a problem, finding appropriate ways that can be used to handle or solve those problems, gathering information and compiling the information that is necessary and required, assess existing facts and evaluate various questions, recognize the existence of logical relationships between problems, be able to draw necessary conclusions and similarities, test similarities and conclusions drawn by someone, make appropriate judgments. Wade (Kusnawan & Syamsul, 2021: 25) identifies eight characteristics of critical thinking, namely: the activity of formulating a question, limiting a problem, testing data, analyzing various existing opinions, avoiding very emotional considerations, avoiding oversimplification, considering multiple interpretations and tolerate ambiguity. Based on the opinion and explanation above, the author can conclude that critical thinking characteristics are analyzing and limiting a problem, analyzing and collecting

information from various sources by considering facts and various opinions, formulating questions, drawing conclusions from problems, and evaluating or conducting research.

Critical thinking indicators Wade (Kusnawan & Syamsul, 2021: 25) states that critical thinking indicators are as follows: Identifying the focus in a problem, question and making conclusions, analyzing an argument, asking and answering classification or challenge questions, identifying decision terms and handling according to reason, observing and evaluating observation reports, concluding and assessing decisions, considering other abilities and dispositions in making and defending decisions, integrating other abilities and dispositions in making and defending decisions. Arikunto (Fitria, Widya Indra, 2020:56-57) suggested and identified five systematic indicators in critical thinking: analysis skills, synthesis skills, problem recognition and solving skills, concluding skills, and evaluation skills. For more clarity and detail, see the table as follows:

Table 1 Critical Thinking Ability Table

Indicator	Information
Analyzing skills	Skills in decomposing a structure into components or knowing the organization of the structure. This means analyzing and identifying a problem by breaking it down from the most considerable thing into smaller and more detailed parts by asking questions.
Synthesizing skills	The skill of combining parts into a new shape or arrangement. Synthesis statements require readers to combine and match all the information obtained from the reading material to create new ideas that are stated explicitly in their reading.
Skills to recognize and solve problems	Skills in applying concepts to several new meanings. This skill requires readers to understand reading critically so they can create a concept. The purpose of this skill is so that readers can understand and apply concepts to problems so they can solve the problems presented.
Inferencing skills	A thought process that empowers new knowledge possessed by humans.
Evaluating skills	This skill requires careful thinking in determining the value of something using various existing criteria.

Making deductions and considering the results of deductions, making inductions and considering the results of inductions, making and considering the value of decisions, explaining and considering results, explaining assumptions, strategies, and tactics, deciding on a course of action, and interacting with others. Lubis (2020) also mentions indicators of critical thinking skills as follows: Interpretation, namely being able to write down and understand the meaning or significance of an existing problem and writing down what is asked clearly and correctly. Analysis: namely being able to write down the relationship between concepts canvassed in solving problems and writing down what must be done in solving the Problem; evaluation: namely writing down the solution to the Problem, namely being able to conclude. Explanation: namely, writing down the final result and providing a conclusion on what was taken. Self-regulation: namely, being able to re-explain the answers that have been taken.

Based on the explanation and opinions of the critical thinking indicators above, the author concludes that the three opinions above have several similarities. Therefore, the author uses five indicators as the focus of research, namely analyzing problems, being able to ask and answer questions, solving a problem, making conclusions, and evaluating or assessing the results of observations. Good citizens are citizens who know and are aware of and carry out their rights and obligations as citizens without any coercion from any party. This character formation is taught to students through Civics subjects in various schools. Civics is a special lesson that plays a role in forming good citizens and upholding the values of Pancasila.

Permendiknas number 22 of 2006 explains the content standards for Civics as follows: subjects that focus on the formation of citizens who understand and can carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have the character mandated by Pancasila and 1945 Constitution (Baidi, 2016: 53). Zamroni (Madiong

et al. l., 2018: 15) stated that the meaning of Citizenship Education is democratic education which aims to prepare citizens to think critically who act democratically, through activities to instill awareness in the new generation, that democracy is a form of social life. that guarantees. From the definitions above, the author can conclude that Civics is a lesson that forms citizens to understand and be able to carry out their rights and obligations to produce a new generation that is democratic, has character, is intelligent, thinks critically, is skilled and upholds the values of Pancasila.

The Civics subject is a subject that is related to phenomena in the equal status of citizens without distinction between race, religion, gender, class, culture, and ethnicity. Therefore, students are expected to learn contextually, looking at the phenomena. in the community, and then students are invited to carry out or create solutions to problems in the surrounding community. The characteristics of Civics learning according to Zain (Lubis, 2020: 25) states that the characteristics of Pancasila and Citizenship Education are as follows: places more emphasis on problem-solving, can be used in various contexts, directs students to become independent students, links learning material with different contexts of students' lives, encouraging students to design and carry out scientific activities, motivating students to apply the material they have learned and understood, and applying authentic values.

According to Trianto (Kalsum, 2022: 13), the Problem-Based Learning learning model has several main characteristics or characteristics, namely as follows: asking questions or problems, focusing on inter-disciplinary relationships, authentic inquiry, cooperation, and producing work and demonstrations. Problem-based learning is not designed to help teachers provide students with as much information as possible. Another opinion expressed by Barrow and Min Liu (Isrok'atun and Rosmala, 2018: 54) is that the characteristics of Problem-Based Learning are as follows: student-centered learning, new information is obtained through one's own direct experience, this method of learning is carried out in small groups To discuss, the teacher only acts as a facilitator. According to Slavin (Ismaimuza, 2010), other characteristics of the problem-based learning model include asking questions about a problem, focusing on the interrelationships between disciplines, authentic inquiry, cooperation, and producing products or works that must be developed. show off.

Meanwhile, the importance of Civics learning objectives in the process of acculturating and empowering students throughout life through providing role models, building will, developing students' creativity, and being aware of their rights and obligations as citizens so that they can give birth to generations of a nation that is virtuous, skilled, personable, and responsible. responsible, intelligent, and independent. The main aim of Civics learning is to foster insight and awareness of the nation, as well as forming attitudes and behaviors of love for the country or an attitude of Nationalism, which is based on the culture and philosophy of the nation and state.

The aim of the Citizenship Education subject by Damri and Fauzia (2020: 5-6) is to provide the following competencies: thinking critically, rationally, and creatively in responding to citizenship issues, participating in a quality and responsible manner, acting intelligently in social, national and state activities, developing positively and democratically to shape ourselves based on the characters of the Indonesian people so that they can live peacefully together with other nations, interact with other nations in the world arena directly or indirectly by utilizing an information and communication technology. Based on the explanation above, the author can conclude that the Pancasila and Citizenship Education subject aims to prepare citizens to become good citizens, have a positive attitude and knowledge of Pancasila values, and become citizens who have a spirit of Nationalism and are aware of rights and obligations as citizens. Apart from that, Citizenship Education has a perfect function in student development.

According to Monteiro (2014: 9-10) states that the function of Pancasila and Citizenship Education is as a vehicle and means for forming the character of intelligent citizens, skills and character who are loyal to the Indonesian nation and state by reflecting themselves in the habit of thinking and acting accordingly. with the mandate of Pancasila and the 1945 Constitution. As a medium for democratic education, Pancasila also functions as a fortress to protect, maintain, and ensure the preservation of Indonesian identity. As a filter to filter socio-cultural values,

both those that come from outside and those that grow within the country, those that are suitable are absorbed while those that conflict with the identity of the Indonesian nation are rejected or discarded.

Another opinion expressed by Sutryany (2015: 9) states that the function of PPKn subjects in elementary schools is as follows: helping the younger generation gain an understanding of national ideals or state goals, being able to make responsible decisions in resolving personal problems, society and the state, can appreciate national ideals and can make intelligent decisions, a vehicle for forming intelligent, skilled and characterful citizens who are loyal to the Indonesian nation by reflecting themselves in the habit of thinking and acting by the mandate of Pancasila and the Constitution 1945. For more clarity and detail, see the chart below:

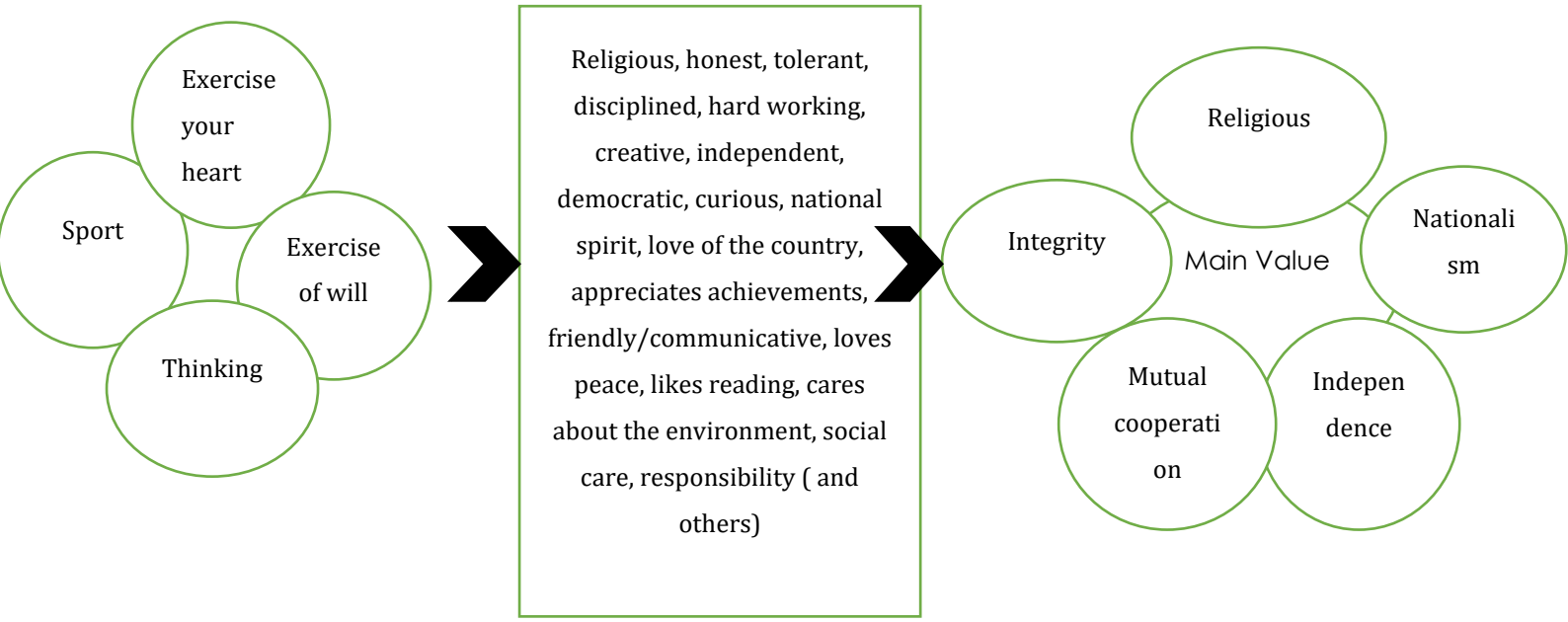

Figure 1. Development of Main Character Values

From the chart above, there are five central values for the actualization of Pancasila: three pillars of the National Movement for Mental Revolution, local wisdom values, and future challenges. Moreover, with education, it is hoped that it will produce a generation of people with noble morals and good character. The community will be able to increase awareness of living in harmony tolerance in diversity, and have democratic and general insight. A strong character makes a person strong and stable. This is very important for the nation and national life. Because this decision involves high personal integrity. Meanwhile, integrity is essential to form so that character education is also high.

CONCLUSION

The problem-based learning model is influential in improving and honing students' critical thinking**.** Learning using critical thinking will make it easy to achieve learning objectives because students play a very active role in learning activities. Furthermore, teachers are more creative in delivering material to students, not just lecturing and giving assignments in front of the class, so learning looks monotonous and uninteresting. Critical thinking is essential in implementing a problem-based learning model. Critical thinking is analyzing, synthesizing, evaluating, and drawing conclusions based on observations obtained from various sources so that students can make decisions by considering various supporting factors.

The purpose of critical thinking is to assess a thought, estimate its value, and even evaluate the implementation or practice of that thought and practice. Apart from that, critical thinking

includes considering opinions that are known and understood. Critical thinking skills can encourage students to come up with new ideas regarding problems that occur in the world so that students can and are capable of making conclusions by considering the information obtained. Students are trained on how to filter various opinions so that they can differentiate between relevant and irrelevant opinions. Students are required to comprehend and understand what they are learning.

Apart from that, students also have to look more for appropriate and accurate sources of information. Indicators of critical thinking as a focus in research, namely analyzing problems, being able to ask and answer questions, solving a problem, making conclusions, and evaluating or assessing the results of observations. The Pancasila and Citizenship Education subjects aim to prepare citizens to become good citizens, have a positive attitude and knowledge of the values of Pancasila, and become citizens who have a spirit of Nationalism and are aware of their rights and obligations as citizens.

Nevertheless, the obstacle to having a nationalist spirit and attitude is that many still think Nationalism is an ideology. This kind of thinking creates obstacles for society itself and the government. Ideology will make a person tend to be individualistic and lack the attitude and spirit of Nationalism.

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