

**THE IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL)  
MODEL TO IMPROVE CRITICAL THINKING  
ABILITY IN CIVICS LEARNING**

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**ABSTRACT**

*The common problem in civics learning is the students' lack of critical thinking ability. The problem can be formulated as follows: " How does the implementation of Problem Based Learning Models improve the critical thinking ability in Civics learning of the fifth-grade students In SD Inpres 7/10 Bajoe, Eastern Tanete Riattang, District of Bone? The objective of this research is to describe the implementation of Problem Based Learning model to improve critical thinking ability in civics learning of the fifth grade students In SD Inpres 7/10 Bajoe, Eastern Tanete Riattang, District of Bone. The focuses in this classroom action research are the implementation of Problem Based Learning Model and the critical thinking ability of students. The research subjects were the fifth-gradestudents in SD Inpres 10/73 Bajoe. The data collection techniques in this research are observation and tests. The data analysis techniques are data reduction, data presentation, and conclusion. The research result concludes that the implementation of Problem Based Learning model can improve the critical thinking ability in Civics Learning of the fifth-grade students in SD Inpres 7/10 Bajoe, Eastern Tanete Riattang, district of Bone. It is evidenced by the increase in critical thinking ability with a highscore.*

**Keywords:** *Critical Thinking Ability, Problem Based Learning Model*

**INTRODUCTION**

Citizenship Education (Civics) is one of the values education program in schools that are expected to lay the foundations of the personality of the Indonesian nation based on the values of Pancasila and specifically to develop and preserve the noble values of Pancasila in everyday life, develop and nurture students who are aware of their rights and obligations, compliance with the regulations and noble character, nurture students to understand and be aware of the relationship between fellow members of the family, school and community as well as in the life of the nation.

Citizenship Education (Civics) is very important in shaping the personality of students. As outlined in the curriculum SBC that subjects Civics intended that students have the following capabilities: 1) Thinking critically, rationally, and creative in responding to the issue of citizenship; 2) Participate actively and responsibly and act intelligently in community activities as

well as the national and state anti-corruption; 3) Developing a positive way and to establish democratic self-based on the characters of Indonesian society in order to live together with other nations; 4) Interact with other nations in the international arena directly or indirectly by utilizing information and communication technology.

Student competence in subjects Civics as described above will be difficult to achieve if the subjects Civics taught through a learning process that is not appropriate. Civics lesson has been more emphasis on the process of remembering the material being studied rather than the structure contained on the inside of the material. As a result of learning seem very tiring and even tedious. Moreover, if the teacher applied the method or model of learning which cannot stimulate students to participate in active learning. Learning methods that only use the lecture method without involving students in learning so do not challenge students intellectually.

In connection with the foregoing, the teacher as the main controller in the learning process, especially in the classroom is expected to create conditions conducive learning, to make efforts to be able to grow and provide motivation for students to do activities to learn so well that academic achievement can be increased ,

But too often the effort of teachers in presenting each lesson so nuanced PAIKEM (participatory, active, innovative, creative, effective and fun) did not successfully be applied in accordance with expectations. Based on observations of the activities of teachers and students on civics lesson in class V SD Presidential Directive 10/73 Bajoe, revealed several deficiencies in teaching civics include: 1) students' difficulties in understanding and mastering the subject matter; 2) the activity of learning is still focused on the teacher, the students are not involved in arguing critically; 3) learning model applied by teachers do not challenge students intellectually; 4) The learning activities seem dull and boring.

In response to the above problems is required appropriate learning models. One of the learning strategies appropriate to the implications of Civics learning to overcome the lack of involvement of students in arguing critically is to use the model of *Problem Based Learning* (PBL). PBL is a learning model that emphasizes active student learning activities. In the process of learning the teacher acts only as a facilitator only, otherwise the students who actively seek out resources that then accountable for their source in the form of discussion and argue critically. By using the PBL model of the learning process that is drab and focused on the teacher began to shift in the active learning of students who prefer to train students to think critically.

Based on the background mentioned earlier, the problems posed to be studied in this research is How to

design learning by applying the model of *Problem Based Learning*, How to carry out learning by applying models of *Problem Based Learning* and How critical thinking skills of students after applying the model of *Problem Based Learning*.

Based on the formulation of the problem, then the purpose of this study was to describe how to design learning by applying the model of *Problem Based Learning*, describe the implementation of learning by applying the model of *Problem Based Learning* and To describe the increase in critical thinking skills of students after applying the model of *Problem Based Learning*.

The results of this study are expected to contribute to the improvement of teaching civics in elementary Instruction 10/73 Bajoe Tanete Riattang Eastern District of Bone regency.

According to Tan (2000), *Problem Based Learning* (PBL) is the use of various intelligence necessary to confront the challenges of the real world, the ability to deal with everything new and complexities that exist, Nurhadi (2004) defines "Problem Based Learning model (*problem Based learning*) is a learning model that uses real-world problems as a context for students to learn about critical thinking and problem solving skills, as well as to gain important knowledge of the subject matter Meanwhile, according to Arends (2007), "problem Based learning is a model of learning by the learning approaches of students in authentic problem learners can construct their own knowledge, to develop higher skills, inquiry and to make learners independent".

Seng stated that the problem-based learning is applied to the students can improve thinking ability. With a problem-based learning students are trained construct their own knowledge, develop problem solving skills through authentic investigation either independently or in groups, boost confidence and produce

works and demonstration.

Ibrahim and Nur (2004) stated that the problem-based learning is to present to the student situation authentic and meaningful issues that can provide convenience to them to carry out the investigation and inquiry. From some of these opinions can be said that critical thinking is the ability to examine or analyze a source, identify the source of relevant and irrelevant, identify and evaluate the assumptions, implement strategies to make decisions according to the assessment standards.

### **Step-by-step problem-based learning (*Problem Based Learning*)**

Savoi & Andrew (1994), suggests six stages of problem-based learning process as follows. (1) Beginning with the presentation of the problem; (2) Problems related to the wish of his students' world (the real problem); (3) Organizational learning materials appropriate to the problem; (4) Giving students the primary responsibility to shape and direct their own learning; (5) Using small groups in the learning process; and (6) Requires students to show what they have learned. Barrows (1996), in his article titled *Problem-Based Learning in Medicine and Beyond* forward some characteristics of *problem based learning*, namely (1) The process of learning is *Student-Centered*; (2) The learning process takes place in small groups; (3) The teacher acts as a facilitator or mentor; (4) The problems presented in *settings* the learning organized in the form and specific focus and a stimulus of learning; (5) New information obtained through self-directed learning (*Self-directed learning*); and (6) problems (*problems*) is a vehicle to develop problem solving skills clinic.

### **Problem-based learning benefits (*Problem Based Learning*)**

Problem Based Learning benefits are as follows: 1) Become more memory

and increase understanding of the teaching materials; 2) Increasing the focus on relevant knowledge; 3) Encourage to think; 4) Build teamwork, leadership, social skills, and build the capacity to learn; 5) Motivating learners solving problems in problem-based learning should be in accordance with the steps of the scientific method.

### **Characteristics of Problem-based learning (*Problem Based Learning*)**

Problem-based learning has the following characteristics: 1) Learning begins with a problem; 2) Ensuring that the problems are related to the real world students; 3) Organize the students around each problem and not around each discipline; 4) Provide a big responsibility to the learners in the form and run direct their own learning process; 5) Using a small group; 6) Lead learners to demonstrate what they have learned in the form of a product or performance. Based on the description it seems clear that the problem-based learning begins a problem (can be raised by students or teachers), and then the students deepen his knowledge of what they already know and what they need to know to solve the problem

Excess PBL model than other teaching is 1). Encourage cooperation in completing the task, 2). encourage students to make observations and dialogue with others, 3). engage students in the inquiry's own choice, 4). help students become independent learners. While PBL According weakness (Sanjaya, 2007: 220) is; (1) Requires a long time compared to other learning models; (2) When learners do not have the interest or do not have confidence that the problems are studied hard to be broken, it will feel reluctant to try).

### **Critical Thinking Skills**

According to Iskandar (2009: 86-87) The ability to think is an activity that is reflective reasoning, critical, and creative,

which is oriented at an intellectual process that involves the formation of concepts (conceptualizing), application, analysis, assess the information gathered (synthesis) or generated through observation, experience, reflection, communication as a basis for a conviction (belief) and actions.

RH Ennis, (Hassoubah: 2004), revealed that critical thinking is grounded and reflective thinking by emphasizing decision-making about what to believe or do. Beyer in Hassoubah (2004), states that critical thinking skills include the skill to determine the credibility of a source, distinguish between relevant and irrelevant, distinguish fact from assessment, to identify and evaluate the assumptions that cannot be uttered, identify biases that exist, identify the angle view, evaluate the evidence offered. While Wijaya (1996) argues that critical thinking is an activity or a process of analyzing, explaining, developing or selecting ideas, includes categorizing, comparing and contrasting (contrasting), examine arguments and assumptions, completing and evaluating the conclusions of induction and deduction, set priorities and make a choice Rosyada (2004: 170), the ability to think critically is nothing but a student's ability to gather information and make an evaluative conclusion of various pieces of information. Sapriya (2011: 87) argues that the purpose of critical thinking is to examine an opinion or an idea, included in the process is a consideration, which is based on the opinion submitted. According to RH Enis, "critical thinking is grounded and reflective thinking by emphasizing decision-making about what to believe or do". Critical thinking can be achieved more easily if a person has the disposition and capability that can be considered as the nature and characteristics of critical thinkers. Critical thinking can be easily obtained if a person has the motivation or inclination and ability that is regarded as the nature and characteristics

of critical thinkers.

From some of these definitions can be deduced that, the of notion critical thinking skills have a meaning that is the power of thinking that must be built on a student to become a character or personality that is etched in the lives of students to solve all the problems of life by identifying each of the received information and then be able to evaluate and then conclude it in a systematic and able to express opinions in an organized manner.

According to Glaser, critical thinking indicators are as follows: a) Know the problem; b) find ways used to tackle the problems; c) collecting and collating the information required; d) identifying the assumptions and values that are not declared; e) understand and use language that is precise, clear and distinctive; f) analyzing the data; g) assessing the facts and evaluate the claims; h) recognize their logical relation between the problems; i) to draw conclusions and commonalities required; j) examine the commonalities and the conclusions drawn; k) reconstruct patterns of a person's belief is based on a broader experience; l) make a proper assessment about things and certain qualities in everyday life.

Meanwhile, according to Ennis indicator of the ability of critical thinking can be derived from students' critical activities include: a) look for a clear statement of the question; b) looking for a reason; c) trying to find out information properly; d) uses sources that have credibility and say; e) note the circumstances as a whole; f) trying to remain relevant to the main idea; g) given the original and fundamental interests; h) looking for alternatives; i) attitude and an open mind; j) take a position when there is sufficient evidence to do something; k) search for an explanation as much as possible; l) being systematically and regularly with part of the overall problem.

LM Sartorelli and R. Swartz in Hassoubah (2004: 96-110), several ways to improve critical thinking skills which are to improve analysis and to develop powers of observation / observation. According to Christensen and Martin in Redhana (2003: 21) that the problem-solving strategies to develop critical thinking skills and abilities of students in adapting to new learning situations. Tyler in Redhana (2003: 21) argues that learning provides the opportunity for students to acquire skills in problem solving will enhance students' thinking skills.

## METHODS

The approach in this study using a qualitative approach is presented descriptively. Type of research is Classroom Action Research (PTK). The focus of research is the Application of *Problem Based Learning Model* is the implementation of learning model that emphasizes active student learning activities. In the process of learning the teacher acts only as a facilitator only, otherwise students who are actively looking for the source of which is then accountable for their source in the form of discussion and argue critically and critical thinking skills of students the ability to analyze the idea or ideas towards more specific, distinguishing sharply, select, identify, assess and develop towards a more perfect.

Setting the research carried out in SD Presidential Directive 10/73 Bajoe who are on the road Bajoe, village districts Tanete Riattang Bajoe East. The research subject is class V SD Presidential Directive 10/73 Bajoe, totaling 34 people. Procedures and measures in this study follows the basic principles of classroom action research, the research re cycle (cycle). This study uses a model adapted from the model Iskandar (2010: 212) Stage Planning, Implementation of the action, observation / observation and evaluation,

reflection. Data collection techniques in this study is the observation and tests. Data Analysis Techniques, reduction of data already collected are processed, selected focused and simplified since the initial data obtained through report. Preparation of this data is done by organizing data reduction results in a narrative form that allows for drawing conclusions and taking action presentation of data interpreted by the evaluation.

Measures of success can be viewed from two aspects, namely the process and results. The success of the teacher can be seen in the ability to implement lesson plans, while the success of students can be seen in the ability of activity in education and learning outcomes. Based on the above criteria, the stipulated criteria for successful action in this study classically has increased in each cycle and indicate the level of achievement of  $\geq 65\%$ .

## RESULTS

This study begins with a discussion with fellow lecturer, teacher and principal classes V and further decided to apply the learning model *Problem Based Learning* (PBL) or problem-based learning model. Data action, findings and reflections obtained through observation and documentation of student learning outcomes. Data presented separately each cycle, it aims to see the similarities, differences, changes and developments in the groove in every cycle.

Activities undertaken in the first cycle of action includes action planning, action, observation and reflection. Each activity is described as follows:

### Action Planning First cycle

In the stage *planning* to do the following activities: (a) The research team along with fifth grade teacher arranged the appointment of action in each cycle; (b) Review the Civic Education curriculum and syllabus, then adjust with the content;

(c) Prepare lesson plans based on the steps model learning of *Problem Based Learning* or problem-based learning; (d) Creating a student worksheet (LKS), (e) Make instructional media, (f) Develop assessment instruments is a matter of formative tests, observation sheets for teachers and students, and (g) determining indicators of success.

### **Implementation of the first cycle**

At the beginning of the activities, teachers begin learning greetings, read prayers, check the readiness of student learning, and doing a perception by asking questions that relate to the struggle for independence as well as delivering the learning objectives will be achieved. Core Activities consist of (a) the orientation of students on the issue of how the Indonesian struggle for independence, (b) Organize the students to learn (c) To lead the investigation of individuals or groups (d) Develop and present the work of the group (e) to analyze and evaluate the process solution to problem.

At the end of the activity, the teacher gives further evaluation Teachers and students reflect on learning activities and teachers convey moral messages, ending with closing greetings.

### **Observations First cycle**

Based on observations during the course of the meeting the first cycle, obtaining a score of critical thinking can be seen achievement percentage. There are 21 students (61.76%) who scored the category less, 8 students (23.53%) categorized as adequate, and 5 students (14.71%) categorized as good. From the observations on the implementation of the first meeting of the first cycle showed that the performance indicators that have been set have not been achieved at 65%.

### **Reflection Cycle I**

Based on the evaluation results and

observations on the implementation of the cycle I have not reached a predetermined performance indicators and not in accordance with what is expected in the learning program plan of action is continued in the next cycle (cycle II). The things that need to be corrected in the next action is as follows:

- a) In general, students have not been able to ask and answer questions, just pay attention to the teacher's explanation.
- b) In general, students do not use the argument because students have not been able to develop his mind other than one book.
- c) In general, students cannot mengolah informasi, because generally limited to students with learning resources.
- d) Students cannot summarize the material as well as problem solving in general have not been able to connect between things.
- e) Teachers assign more problem oriented life often lived students will be able to respond and be motivated to think for answers to these problems.
- f) Teachers should train the ability to guide a class discussion so that all students are actively involved in the discussions mainly motivates students to dare to express their own opinion.

### **Action Planning Cycle II**

Based on the results of the first cycle of reflection, together Researcher team and classroom teachers to plan the second cycle. Things that need to be prepared are as follows: Make the lesson plan for the implementation of the second cycle, draw up an evaluation tool in the form of tests and observation sheets, with attention to shortcomings and weaknesses of the first cycle to be minimized.

### **Implementation of the second cycle**

In the initial activity, the teacher started learning to say hello, read prayers, check the readiness of student learning, and doing perception by asking questions that relate to the various revolts after Indonesia's independence, as well as conveying learning objectives will consist of a core achievement. Activity (a) the orientation of students on issues (b) Organize the students to learn (c) to lead the investigation of individuals or groups (d) Develop and present the group's work. (e) to analyze and evaluate the problem-solving process.

At the end of the activity, the teacher gives the evaluation, reflection and further teacher convey a moral message and end with a closing greeting

### **Observations (Observation) Cycle II**

Based on observations during the implementation of the second cycle, the acquisition of scores of critical thinking can be seen percentage achievement. There are 12 students (35.29%) who had scored less category, 14 students (38.88%) categorized as adequate, and 8 students (%) categorized as good. From the observations on the implementation of the first meeting of the second cycle showed that the ten indicators set performance has not been achieved. But at the second meeting of the second cycle, showed that 8 students (23.53) which has not been able to think critically, while those already able to think critically is 26 students (76.47%). The data above shows the results achieved are in accordance with the indicators of success at 65%.

### **Reflection Cycle II**

Based on the evaluation results and observations on the implementation of the action cycle II shows that:

- 1) In general, the process of learning through models, *problem based learning* can run smoothly according to plan.

- 2) During the learning activities take place, students were beginning to demonstrate the ability to think critically by way of asking and answering questions with a simple explanation, the student's ability in processing information and solve problems and draw a conclusion.
- 3) Acquisition activity score increased in the second cycle of the score on the action cycle I. Because of the ability of critical thinking has reached a predetermined performance indicators then, action was discontinued.

### **DISCUSSION**

Some things that can be obtained from the research on each action. The results of the action on the first cycle has not achieved the expected results. As seen from the critical thinking skills of students observed in giving arguments both in asking questions and of the answers to questions provided by the teacher during the learning process, how students ask and answer questions is very simple, the students have not been able to develop a mind of its own other than those in the book, students still constrained by the limited learning resources to be used as reference in solving the problem. so are the conclusions observed not systematically and regularly with the parts of the whole problem.

Based on the results of the analysis, it is still influenced by the pattern of previous learning. Patterns of learning undertaken during this more on the transfer of knowledge from teacher to students where the teacher more dominated learning to explain the material in the form of lectures, while students can just sit down with a sweet and just listen to the teacher's explanations. Teacher

explains the material, to give an example, and the latter gave workout. As a result of this learning, most students tend to memorize so easily forgotten knowledge received. Through rote learning, students cannot associate the information obtained into the cognitive structure, so that this information cannot be deposited. In addition, students can only remember the facts are simple. As stated by Sardiman (2007: 25) that learning through practice or experience directly will be more effectively able to foster attitudes, skills, critical thinking and others, compared with just rote learning.

Later in the second cycle, the teacher tried to associate the material with search results so that information when asking students to conclude the matter, the students were able to provide conclusions that are relevant to the materials that have been studied. Teacher seeks to provide guidance that what they're giving is the truth they found and have been supported by the data. In this way, then all groups seeking to express their opinions orally. A highly capable students actively provide guidance to fellow students, while the students are capable of moderate or low seeks to discover and understand the answers to the group so as to obtain an agreement of the group.

In the second cycle, the learning success has reached the planned target, it is seen during the learning process, and based on its success formative tests given are in accordance with the success criteria specified. The success of the second cycle reaches the qualifying Well, it is seen from the students' abilities to propose answers to questions provided by the teacher during the learning process has reached the expected success criteria researchers. Based on the results of the evaluation of the learning process in any show that basically most students feel happy and were active in the learning process.

From the above it can be concluded that students in participating in learning civics through learning model *Problem Based Learning* showed positive results. The students are motivated to learn so that students better understand the material given. This is because the students during the learning actively involved in order to seek and find their own questions and answers and to formulate conclusions given through problem-based learning. This is in line with what was stated by (Sagala, 2012: 38) that that "the idea of learning refers to the process: students need to get used to solve a problem finding something useful for him, and wrestle with ideas".

Thus the learning objectives that have been set have been achieved well, and understanding good student of the material provided indicates that the problem based learning model allows it to be used as a learning model that was recommended to enhance the critical thinking skills of students in civics, especially in primary school.

## CONCLUSIONS

Application of Model Problem Based Learning can improve students' critical thinking skills in Civics Lesson In Class V SD Instruction 7/10 Bajoe Eastern District of Tanete Riattang Bone regency. This is evidenced by the increase in critical thinking skills with a high score. In the first cycle of classical completeness attainment levels have not reached the target set at 65%, while in the second cycle has been increased with the acquisition of complete classical level.

## SUGGESTIONS

Based on the findings and conclusions, it can put forward suggestions as follows:

For the teacher, should use the model of Problem Based Learning as an



alternative in the study because it is proven to improve students' critical thinking skills in the subject of Civics.

The need to increase the quality of teaching and teachers by applying the model of Problem Based Learning because it is proved when used in research activities can improve students' critical thinking skills, especially on the subjects of Civics.

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