

Critical Thinking Ability of Elementart School Student in The Citizenship Education

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Abstract

Model of Project Citizen applies the theory of constructivism learning where the learners establish their knowledge through interaction that related to the object, phenomenon, experience, and environment so that it stimulates critical thinking for learners to observe, ask, and analyze the problem that happened in surroundings and give the solutions. Therefore, it will influence toward the reinforcement of critical thinking skill for learners. In addition, Model of Project Citizen also applies the concept of group work or cooperative learning because this model goes on the opening to closing of learning, the learners always work in group each other, share thoughts or ideas each other, give opinions, and appreciate each other so that it created the classroom as laboratory of democracy. This learning model also trains the learners to be active involved in problem solving activity. This model is not only for cognitive aspect which is required for learners but it is also for affective and psychomotor aspect that could be acquired through the survey activity by looking and criticizing a lot of problems. Nevertheless, it will create smart and good citizen, which has the height critical power, capable to participate actively, and responsible in social life for the nation and country.

Keyword: Critical Thinking, Learners, Project Citizen

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INTRODUCTIONS

Civic Education is one of subjects in school which has the important contribution in forming and creating educated citizen as the mandate of *UUD 1945*, is smart and good citizenship. It is reinforced by the objective of National Education (*Undang-undang* Republic of Indonesia Number 20 in year 2003) that the aspect of citizen personality which needs to be improved is become qualified human being so that capable and proactive to answer the global challenge. In addition, the content standard of (Minister of Culture Education Regulation No. 22 in year 2006) and Competence Graduate Standard (Permen No.23 Tahun 2006) assert that Civic Education is the subject that focus on citizen figuration that understand and capable in performing the rights and obligations to be Indonesia citizen who are smart, skilled, and being character.

Then Djahiri (2006: 173) asserts that Civic Education is social education which is integrated that is expected could create the smart, critical, responsibility, and skilled citizen to participate in deciding public decisions, for local level, national, and global. Moreover, global challenge in this century demands for each people become the 21th citizen. Cogan & Derricott (1998: 116) assert that characteristic that should be had by citizen is the 21th century is: 1) The capability to recognize and close to the problem as global citizen; 2) The capability of group work with other people and bring the responsibility for the role or the obligations in society; 3) The capability to understand, receive, and respect the differences of culture; 4) The capability to think critical and systematic; 5) The capability to solve the conflict with the way of peace without violence; 6) The

capability to modify lifestyle and food to protect the environment; 7) The willingness and capability to participate in political life on the government level of local, national, and international.

To create the variety of objectives above, one of the ways that could be taking on is through the education. Explaining about education, it automatically will relate on the learning process in school. The school as main education component needs to pay attention in learning activity which is going on, whether it accordance or not with learning objective that would be achieved. According to Fajar (2004: 15) learning activity needs to: (1) students centered; (2) develop students' creativity; (3) create fun and challenging condition; (4) contain values, ethics, aesthetics, and kinesthetic; (4) provide variety learning experiences.

However, if it looked at the reality of PKn learning in recent years in Indonesia as asserted by Kerr (1999: 5-7) shows minimal category that only provide the certain aspiration, form of teaching civic education which is formal, related to content, oriented on knowledge, focus on teaching process, and the result is easy to measure. It is accordance with the opinion of Winaputra and Budimansyah (2007: 121) that assert three sources of developer failures of civic education, namely: 1) The use of time that included in structure of education curriculum is described stiffly and conventionally as the meeting time of subject in classroom which is very dominant, so that the teacher cannot improve creatively to do other activities beside daily meeting of subject that scheduled strictly; 2) The implementation of PKn learning which is more dominant with the activity of cognitive dimension improvement affects the portion of other dimension

improvements become total confusion, beside the limitedness of learning media; 3) The learning which is too concern on cognitive dimension affects to the evaluation that also concerns to the mastery of cognitive ability only, so that it affects to the teacher who should always achieve the target. Beside that, according to Wahab & Sapriya (2008) "As long as from students consider that learning PKn is not interesting and bored". This impression appeared because PKn did not touchy the students' need substantively. The teacher did not appear the actual problem that faced by students as the young society and guide students to were able to improve their thinking ability in order they were able to solve problems. Whereas, if it analyzed deeply, the object of Civic Education is the society with all of dynamics that it is actually interesting and challenging to be learnt. Teachers can adjust the curriculum for students with the characteristics of children in the age

group, so that in the learning process can plan meaningful learning and create a conducive environment and support the interests and needs of children. (Sari & Saloko, 2018)

To solve the problem, learning process that needs to be improved is "critical thinking oriented and problem solving oriented modes" (CCE:1992-2000). Because, the students only master the concept without the ability of critical thinking which is sometimes difficult to communicate the knowledge to other people and apply the knowledge in daily life (Lie: 2002).

Indonesia is being improved model of civic learning practice adaptively right now or called as Project Citizen which consists of portfolio for students' evaluation. Project citizen is one instructional treatment that based on problem to develop knowledge, capability, and characteristic of democratic citizen which

able and encourage the involvement in government and civil society. The aim of Project citizen is to motivate and empower the students in using rights and responsibility of democratic civic through the intensive research regarding the problem of public policy in school or society as the place where they interact each other (Budimansyah, 2009: 1-2). Actually, Project citizen is improved from the model of critical thinking approach or reflective as pioneered by John Dewey (1900) with the paradigm of "how we think" or the model of reflective inquiry that asserted by Barr, et al (1978) cited in Budimansyah, (2009: 10).

Referring to the theories which has explained above, and based on the discoveries on previous research, Project citizen is one of alternative that could be used to correct the quality of learning PKn through learning constructive that could improve the ability of thinking and form of

democratic citizen, smart and good citizen..

METHOD

This research used quantitative approach with the method of quasi experiment "the nonequivalent control group design". In this design, experiment group and control group do not be chosen randomly (Schumcher & Millan, 2001: 459). The population of this research is students of Junior High School in Lembang Grade VIII. The sample is divided into two groups, namely experiment group and control group. Experiment group used the model of project citizen and control group used the model of conventional learning. Those groups are given pre test and post test to see influence of the use project citizen model toward the students' critical thinking skill. The research instrument that used is questionnaire of semantic differential scale from Osgood, observation,

interview, and documentation study. While the technique of research data processing used test of statistic with the Method of Successive Internal (MSI) to transform data and change data which have the ordinal scale become interval scale.

RESULTS AND DISCUSSION

The discussion of research result is based on data analysis of research result, hypothesis test result, and the situation

that happened in research place. PKn learning by using model of project citizen has positive influence towards the students' critical thinking skill.

Based on result research, each component which is in the model of project citizen has mulberry of correlation and influence that have variation toward students' critical thinking skill. The following of correlation for each component which is in project citizen could be seen on the table below:

Table 1

Variable Correlation X1-X6 which is in Project Citizen towards Students' Critical Thinking Skill

| Variable Correlation X1-X6 towards Y | |
|---|------------------------------------|
| Variable of Project Citizen (X) | Correlation |
| | Critical Thinking Skill (Y) |
| Identifying Problem (X1) | 0.371 |
| Selecting Problem (X2) | 0.249 |
| Collecting Information (X3) | 0.523 |
| Developing Portfolio (X4) | 0.606 |
| Providing Portfolio in Class (X5) | 0.811 |
| Reflecting (X6) | 0.884 |

Source : Data Processing Result 2010

As looked at mulberry of correlation coefficient so the component of project citizen which has the mulberry of highest correlation is on the sixth stage which reflecting learning experience is about 0.884, and then providing portfolio is about 0.811, developing class portfolio is about 0.606, collecting information is about 0.523, identifying problem is about 0.371, and the last is selecting problem is about 0.249. Therefore, all components which are in model of project citizen have positive influence toward students' critical thinking skill. If it looked from influence mulberry of each component project citizen model partially, so the component which has the highest correlation coefficient is on the sixth stage which is reflecting learning experience, then providing portfolio, developing class portfolio, collecting information, identifying problem, and selecting problem. The smallest influence component towards critical thinking skill is

the activity of identifying problem and selecting problem.

However, it does not bring down the sense of students learning process. Because based on observation, students activity in identifying problem is sharing information with friends, discussing, looking for information about interesting problem which is happening to be discussed, discussing about problem which become the material in class. From those activities, it looked that through project citizen the students is demanded to be able to sensitive towards problem which is happening in surroundings. Therefore, the students are interested to be able to look the reality that happened in the environment and criticize it.

The differences both of project citizen learning with conventional learning in the subject of civic education

Based on research result, there are several differences in learning process using project citizen and conventional

learning. For detail, it could be seen on the table below:

Table 2
 The Differences both of Conventional Learning Model and Project Citizen Model in Civic Education

| Aspect | Conventional Model | Model <i>Project Citizen</i> |
|--|---|--|
| The objective which is concerned | The mastery of material accordance with curriculum | The achievement of whole students competences |
| Foundation of Thought | Deliver knowledge, students as like the empty bottle which have to contained full | Four Education Pillar (learning to do, learning to know, learning to be, learning to live together); Constructivism view Democratic teaching |
| Material, Method, Media and Source of Learning | Has less variation | Multi material, multi method, multimedia, multi source of book and society |
| Learning Principle | The explanation of material only | Learning principle of students active Cooperative learning group Learning <i>partisipatorik</i> Reactive teaching |
| Approach which is used | Conventional Approach | Approach of kontekstual teaching and learning |
| Domain which is concerned | Cognitive aspect only | Aspect of cognitive, affective, psychomotor, and civic competences |
| Scoring Principle | Cognitive test only in the end of learning | Scoring as long as the learning process from beginning to closing and including three domains |

Based on the table above, the learning result both of control class which used conventional model with experiment class which used project citizen model will be different. The implementation of project citizen model really influence towards the improvement of students' critical thinking skill. Through this learning model, the whole learning system involved activity and students' creativity. Not only for cognitive aspect which is required but affective and psychomotor aspect also. The students are invited to be sensitive toward the social problems in their environment. This learning model could improve the students' critical thinking skill looked from students' intellectual skill in thinking critically on the subject of Civic Education such as the skill in solving social problem. It could be observed that learning of project citizen could also summarize civic knowledge as asserted by Branson (1994: p.4) that learning of Civic Education must included three

components, namely Civic Knowledge, Civic Skills, and Civic Disposition. The first component is civic knowledge related to "what the value that should be known by citizen" (Branson, 1999: 8). This aspect refers to science academic ability that developed from the theories or concept of public, law, and moral. In other words, Civic Education is multi discipliner knowledge field that contains the material of civic knowledge about rights and obligations for citizen, human rights, the principles and democracy process, government and non government institute, national identity, government based on rule of law, and free judicature and no take sides, constitution, values and norms in society.

The second component, civic skills included intellectual skills and participatory skills in the social life, for the nation and country. Intellectual skills could be seen from someone's realization in responding the variety of political problems, for instance doing demonstration action orderly and peace in receiving the government policy that felt less accordance with the society aspiration. While participatory skills could be seen from someone's realization in using rights and obligations in the rule of law and government.

The third component, civic disposition is the most substantive component and essential in the subject of Civic Education. The dimension of civic disposition is "the estuary" from other dimensions development before. Nevertheless, referring to vision, mission, and objective of Civic Education, this dimension could be more concern because it will influence towards the creating of character, attitude, and other affective potentials.

Through the model of project citizen that students competence could appeared and developed then students has tendency and critical thinking skill which is more improved. So that, the students are able to reflect three components in the social life, for the nation and country. Therefore, the subject of Civic Education is expected become essential for the students' life.

Learning by using model of project citizen is very agree to be implemented in subject of Civic Education because the subject of Civic Education has the function as vehicle to form smart, skill, having character, loyal citizen to the nation and Indonesia by reflecting himself or herself in the habitation of critical thinking and act accordance with Pancasila and UUD 1945. Therefore, it needs to be interpreted the meaningful learning, so that the students could improve and implement their intellectual and participatory skills

CONCLUSION

Project Citizen in the learning of Civic Education approved could improve the students' critical thinking skill. The activity of students in identifying problem such as sharing information with friends, discussing, looking for information about the interesting problem that is happening to be discussed, collecting the materials or

problems, collecting information about the problem which would be discussed, discussing about what the problem that become the material in classroom. From those activities, through project citizen the students are demanded to be able to be sensitive toward the problem that is happening in the surroundings and giving problem solution.

In the activity of selecting democracy problems partially with the influence is less significant towards the students' critical thinking skill. It happened because the factor of time which is very limited so that the students are not optimal in doing this activity. Therefore, the factor of time needs to be paid attention by teacher to perform the activity of project citizen learning on the next time.

In the activity of collecting information has the influence significantly towards the students' critical thinking skill in SMP of Grade VIII. Because in this activity, every student trains to construct

the knowledge himself or herself, and demands to have courage and skill of communicate with other people well.

The activity of developing class portfolio in the model of project citizen has the influence significantly towards critical thinking skill, because through this activity, they habituate to be able to solve the problem by taking alternative solution from the problem discussed to become public policy, the students are guided to be independent student. The students could relate the learning material with context of different student's life, the students are encouraged to stake out and do science activity, the students are motivated to apply the material that has been learnt so that the students have civic competence as like civic knowledge, and civic disposition (value, commitment, and civic behavior), and skill of critical thinking are more upgrade.

Providing portfolio (show case) in project citizen has the influence

significantly towards the students' critical thinking skill in SMP of Grade VIII. Because through this activity, the students' civic skills which is intellectual skill and participatory skill include into skill of social, communication, and civic personal could be achieved, because one of person's characteristics that has critical thinking skill is able to communicate ideas or knowledge that have been acquired by her or him to other people.

Reflecting learning experience in project citizen has the influence significantly towards the students' critical thinking skill in SMP of Grade VIII, because through reflection activity, the students precipitate the things that just have been learnt as the knowledge structure which is revision from the knowledge that just has been received. In addition, the students also join in responding the learning that has been done, whether it is interesting, impressed, or bored, so that it could help

the teacher to do the revisions in next learning process.

There are some differences both of the students' critical thinking skill in control class by using conventional learning and experiment class by using

model of project citizen. It could be seen from the objective, foundation of thought, material, media, method, source of learning, learning principle, approach which is used, domain which is concerned and different scoring principle

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