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THE IMPLEMENTATION OF THE PROBLEM BASED LEARNING (PBL) LEARNING MODEL TO IMPROVE STUDENTS' CRITICAL THINKING ABILITY

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ABSTRACT

The problem in this research is the low levels of students' critical thinking skills in class XII. The formulation of the problem in this study is how to apply the Problem Based Learning (PBL) learning model to improve students' critical thinking skills in English class XII UPT SMKN 4 Pangkep. This study aims to describe the Implementation of the Problem Based Learning (PBL) learning model in improving students' critical thinking skills in English class XII. The research approaches used is classroom action research (CAR), which includes the stages of planning, implementing, observing and reflecting. The subjects in this study were researchers as teachers and class XII teachers as observers at UPT SMKN 4 Pangkep, totaling 27 people. The focus of the research is the Implementation of the Problem Based Learning (PBL) learning model and students' critical thinking skills. Data collection is done through observation and documentation. The data analysis techniques used is a qualitative data analysis technique to process data about the results of observation of teacher activities and student activities during the giving of actions. The results of research on the first cycle of teacher activity and student activity are in the sufficient category. In cycle II, the Implementation of the Problem Based Learning (PBL) learning model experienced an increase, namely for teacher activities and students' activities reaching a good category. Thus, it can be concluded that the Implementation of Problem Based Learning (PBL) can improve students' critical thinking skills.

Keywords: Critical Thinking, Problem Based Learning

INTRODUCTION

Education is a conscious and planned effort which is characterized by changes in behavior in a positive direction to achieve predetermined goals. Education basically takes place in the form of a teaching and learning process involving two parties, namely teachers with the same goal to improve student learning outcomes. But in the the whole process of education in schools, teaching and learning activities are the most important activities. This means that the success or failure of achieving educational goals depend a lot on how the teaching and learning process is experienced by students, in this case it is the responsibility of the teachers as an educator.

Teachers have various roles and functions that are quite complex. The teachers as a mediator, the teacher becomes a medium for transferring knowledge so that it makes it easier for students to understand a concept. The teachers US an evaluator needs to assess the progress of students so that they can make

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improvements so that they learning outcomes can increase. As an instructor, the teacher needs to give good and precise orders in the form of assignments to students so that they are more active in learning. US managers, teachers need to have a high leadership spirit so that they appear authoritative for students. In addition to these roles and functions, especially at the elementary school level, teachers as class teachers have quite complicated demands because they have to understand several concepts in the field of science so that the challenges for elementary school teachers are more severe. In addition to cognitive demands, teachers must also not rule out the psychomotor and affective aspects of students, because to face challenges in the era of globalization, cognitive abilities must be in line with affective and psychomotor abilities

English is one of the most important subjects to be taught at all levels of education, because the more advanced science and technology, the more demanding the Implementation of English in everyday life. One of the goals of English is to equip students with the abilities to think logically, analytically, systematic, critically, and creatively, as well as the ability to work together. This is stated in the Regulation of the Minister of National Education No. 23 of 2006 concerning Competency Standards for Graduation in English

Critical thinking which is one of the goals of English is a process of using thinking skills effectively that can help someone to make, evaluate, and make decisions about what to believe or do. According to Gunawan (2006) there are three reasons why teachers must train students' critical thinking skills, including: (1) to understand information, (2) for quality thinking processes, (3) for quality results. These three reasons involve thinking processes that are creative and critical. According to Shukor in Muhfahroyin (2009) states that to deal with world changes that are so rapid are to form a culture of critical thinking in society. Based on this, 21st centuries learning must be developed using learning designs that are directed at encouraging students to have the agility of thinking, finding out, not being told.

Based on the results of observations of the English learning process carried out on April 28 2023 it was found that, 1) The learning process was dominated by the teacher in the sense that the teacher explained more of the teaching material so that students only sat listening to the teacher's explanation without being accompanied by activities that involved affective and psychomotor students, 2) The material being taught is note related to the problems that exist around the students, 3) the lack of challenging questions posed by the teacher, 4) the teacher does not maximally provide opportunities for students to express their opinions.
This is confirmed by the responses shown by students during the learning process such as; 1) students are less enthusiastic in following lessons, 2) students take lessons passively, 3) difficulties faced by students in connecting concepts with theirs The Implementation in everyday life, 4) lack of confidence in expressing their opinions and 5) abilities students' critical thinking is not maximally stimulated.

Based on the results of these observations, the researcher views the need for action to improve students' critical thinking skills through the Implementation

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of the Problem Based Learning (PBL) model. Problem-Based Learning (PBL) is assumed to be able to improve students' critical thinking skills through the problems given at the beginning of learning, then students analyze and solve these problems. Arends in Hosnan (2014: 295) suggests that problem-based learning is a learning model with a student's learning approaches to authentic problems so that students are capable to design their knowledge independently, develop higher skills and become independent and increase student confidence. Boud and Feletti in Rusman (2012: 230) further emphasize that problem-based learning is the most significant innovation in education.

Problem based learning (PBL) is characterized by the introduction of real problems in everyday life at the beginning of learning activities and then studied by students to develop students' critical thinking skills in solving the problems posed. The teacher's The task in this learning model is to focus more on being a facilitator and mediator in gaining knowledge of important concepts to achieve learning objectives.

The results of previous research indicate that the Problem Based Learning model can improve students' critical thinking skills. Research that has been conducted by Pritasari (2011) by applying problem-based learning to Class XII students in science subjects at SD Negeri 8 Yogyakarta to improve students' critical thinking skills. The research results showed that in the first cycle the percentage of students' critical thinking skills reached 74.10% with moderate qualifications and in the second cycle it increased to 90.30% with very high qualifications.

METHODS

The chosen research approach is a qualitative approach. This type of research is classroom action research. The focused of the research to be studied is the improvement of students' creative thinking skills in English through the The Implementations of problem- based learning models. The learning activities of students in the learning process use the PBL (Problem Based Learning) learning model. This research was conducted at UPT SMKN 4 Pangkep. The number of students was 27 students consisting of 12 male and 15 females' students.

FINDINGS AND DISCUSSION

This Classroom Action Research has been carried out in understand with the implementation procedure which consists of the stages of planning, implementing, observing and reflecting. The implementation of the action took place for 2 cycles in the odd semester of the 2018/2019 Academic Year at elementary school Ipres BTN Ikip II, Rappocini District, Makassar City. The subjects of this study were class XII which formed of 32 people, 24 boys and 12 girls. This research was conducted from September 25 to October 6 2018. In carrying out this research, researchers acted as implementers of learning and class XII teachers US observers to observe teachers activities in the learning process as well.

The results of the research are in the form of observational data on

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students' critical research thinking skills obtained through observation during the first and second cycles of learning. teacher activity and student activity in the learning process were observed using a checklist model observation sheet. The data obtained were analyzed descriptively by determining the frequency and percentage as a reference for giving judgement or assessment.

Each cycle in this study was held in two meetings to discuss the mathematical content of FPB and Corruption Eradication Commission materials. The first meetings of Cycle I discussed factors and multiples of a number, while the second meeting discussed prime numbers. Like Cycle I, Cycle II also held two meetings. The discussion for each cycle is described as follows:

Table 1 Observation Data Activity Teach Cycle Teacher I

Criteria	**Meeting I**	**Meeting II**
Good	2 aspects (score 6)	2 aspects (score 6)
Enough	2 aspects (score 4)	3 aspects (score 6)
Not enough	2 aspects (score 2)	1 aspect (score 1)
Amount Score	12	13
Percentage	66.67%	72.22%
Category	Enough	Enough

Table 2 Data Results Observation Activity Participant Educate

Criteria	**Meeting I**	**Meeting II**
Good	1 aspect (score 3)	2 aspects (score 6)
Enough	2 aspects (score 4)	2 aspects (score 4)
Not enough	3 aspects (score 3)	2 aspects (score 2)
Amount Score	10	12
Percentage	55.55%	66.67%
Category	Not enough	Enough

Table 3 Results Thinking Ability Critical Learners on Cycles I

Thinking Ability Criteria Critical Learners	**Mark Statistics**
Subject	27
Average	2.43
Score highest	26
Score Lowest	13

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Table 4 Description of Frequency Values of Ability Observation Results Think Critical Cycle Learners I

Range Mark	Category	Predicate	Frequency	Percentage (%)
3.85 – 4.00	A		-	-
3.51 – 3.84	A-	Very Good		
3.18 – 3.50	B+	Good	-	-
2.85 – 3.17	B		7	26
2.51 – 2.84	B-		3	11
2.18 – 2.50	C+		7	26
1.85 – 2.17	C		7	26
1.51 – 1.84	C-	Enough	3	11
1.18 – 1.50	D+		-	-
1.00 – 1.17	D	Not enough	-	-
Amount			**27**	**100**

Table 5 Description Achievement Mark Optimum Ability Think Critical Participant Educate

Range Mark	Category	Frequency	Percentage (%)
2.67 – 4.00	Complete	10	36.66
1.00 – 2.66	No Complete	17	63.34
Amount		**27**	**100**

Table 6 Data Results Observation Activity Teach Cycle Teacher I

Criteria	Meeting I	Meeting II
Good	4 aspects (score 12)	5 aspects (score 15)
Enough	2 aspects (score 4)	1 aspect (score 2)
Not enough	0 aspects (score 0)	0 aspect (score 0)
Amount Score	16	17
Percentage	88.89%	94.44%
Category	Good	Good

Table 7 Data Results Observation Activity Participant Educate

Criteria	Meeting I	Meeting II
Good	3 aspects (score 9)	4 aspects (score 12)
Enough	2 aspects (score 4)	2 aspects (score 4)
Not enough	1 aspect (score 1)	0 aspects (score 2)
Amount Score	14	16
Percentage	77.78%	88.89%
Category	Enough	Good

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Table 8 Results Ability Think Critical Participant educate on Cycle II

Thinking Ability CriteriaCritical Learners	Mark Statistics
Subject	27
Average	3.09
Score highest	31
Score Lowest	14

Table 9 Description of Frequency Values of Ability Observation Results Think Critical Cycle Learners I

Range Mark	Category	Predicate	Frequency	Percentage (%)
3.85 – 4.00	A		3	11
3.51 – 3.84	A-	Very Good	9	33.33
3.18 – 3.50	B+		-	-
2.85 – 3.17	B		9	33.33
2.51 – 2.84	B-	Good	4	14.81
2.18 – 2.50	C+		3	11
1.85 – 2.17	C		-	-
1.51 – 1.84	C-	Enough	-	-
1.18 – 1.50	D+		-	-
1.00 – 1.17	D	Not enough	-	-
Amount			**27**	**100**

Table 10 Description Achievement Mark Optimum Ability Think Critical Participant Educate

Range Mark	Category	Frequency	Percentage (%)
2.67 – 4.00	Complete	11	36.66
1.00 – 2.66	No Complete	16	63.34
Amount		**17**	**100**

The data above shows that there is an increase in the results of observations of teacher activities and student activities in cycles I and II through the Implementation of a problem-based learning model. Research on students' critical thinking skills in class XII UPT SMKN 4 Pangkep through the Implementations of the Problem Based Learning (PBL) learning model in improving students' critical thinking skills in cycle I shows that the learning activities of students have not been completed increased from 27 learners. The average value of students in the first cycle reached 2.24.

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Improving students' critical thinking skills is inseparable from the role of the teachers itself. On the observation sheets of the teacher's teaching activity cycles, I meetings I, it was found that of the 6 aspects observed, there were 2 aspects that were in the good category, 2 aspects were in the sufficient category and 2 aspects were in the less categories. However, at the second meetings of cycles I, data was obtained that of the 6 aspects observed, 2 aspects were in the good category, 3 aspects were in the sufficient categories and 1 aspect was in the less category.

The results of teacher's observations in the first cycles of meetings I and II were note much different. This is caused by various factors, one of which is that the teacher has note mastered class management properly so that the delivery of subject matter does not go according to plan. The steps of the learning model have not been fully understood by students so that in practice there are still many students who are confused and have difficulty thinking critically. The teacher is not the only factor causing the low criticality thinking skills of students, but the learning activities of students in the first cycles of the first meetings obtained the results that of the 6 aspects observed, 1 aspect was in the good category, 2 aspects were in the sufficient category, and 3 aspects were in the good categories. not enough. At the second meeting, it was found that of the 6 aspects observed, 2 aspects were in the good categories, 2 aspects were in the sufficient categories, and 2 aspects were in the less categories. Based on the first cycles data, it can be concluded that the action must be continued in cycle II.

In cycles II, the critical thinking skills of class XII students experienced an increase because out of 29 students there were 26 students who achieved a maximum score of 2.67 with a class average of 3.09. Even so, there were 4 students who had not been reached the optimum value. Then the things that are done US a follow-up for students who have not reaching the optimum value are handed back to the homeroom teacher to be given further guidance.

The increase in students' critical thinking skills in cycles II is inseparable from the increase in teacher teaching activities and student learning activities. the increase in teacher teaching activity at the first meeting 3 aspects were in the good category and there were 3 aspects in the sufficient category. At meeting II, there were 4 aspects in the good categories, 2 aspects in the sufficient categories. In cycles I, students who initially did not understand the course of the learning process by applying it. Problem Based Learning (PBL) experienced a significant increase in cycles II.

Thus, efforts to improve students' critical thinking skills on English content in class XII UPT SMKN 4 Pangkep, what needs to be done by the teacher is to foster students' interest and motivation in learning and develop social skills possessed by the participants. educate. Based on students' critical thinking skills, it can be concluded that the Implementation of the Problem Based Learning (PBL) learning model can improve students' critical performance thinking skills, especially in the English content.

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CONCLUSION

Based on the results of the research and discussion, it can be concluded that the The Implementation of the Problem Based Learning (PBL) learning model can improve the critical thinking skills of fourth grades students in the UPT SMKN 4 Pangkep. Improvements also occurred in teachers teaching activities and student learning activities in the The Implementation of the Problem Based Learning (PBL) learning model in each cycle, namely cycle I was in the sufficient categories and then increased in cycles II to the good categories and has achieved indicators of success.

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