



## ANALYSIS OF STUDENTS' CRITICAL THINKING ABILITY CLASS IV CIVICS SUBJECTS AT STATE ELEMENTARY SCHOOL 106154 RANTANG CITY

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### Abstract

The ability to think critically is a very important thing, but the reality on the ground is not as expected. This resulted in students' thinking abilities, especially in Civics subjects, not being optimal. The purpose of this study was to analyze students' critical thinking skills at SD Negeri 106154, Rantang City. This research includes qualitative descriptive research. The research subjects were fourth grade students at SD Negeri 106154, Rantang City. The sampling technique is purposive sampling. The instrument in this study was a critical thinking test. The technique used to improve the data is an essay written test which was developed with indicators of critical thinking skills, based on Facione's opinion with the aim of knowing students' ability to think critically. Based on the analysis of critical thinking skills data obtained an average score of explanation 72% high category, interpretation 63% high category, analysis 31% low category, self-regulation 51% sufficient category, evaluation 46% sufficient category and inference 62% high category. The results or research shows that almost all students' critical thinking abilities are included in the sufficient category. These results provide information to teachers to train critical thinking skills so that they can further improve students' critical thinking skills. critical thinking abilities are included in the sufficient category. These results provide information to teachers to train critical thinking skills so that they can further improve students' critical thinking skills. critical thinking abilities are included in the sufficient category. These results provide information to teachers to train critical thinking skills so that they can further improve students' critical thinking skills.

**Keywords :** Analysis, Critical Thinking Ability

### Introduction

Education is a necessity in human life. Education is also aimed at developing and preserving values and ethical standards for the nation's next generation. In the world of education there are many similarities and differences in the concept of education, so that we see the vision and mission of an educational institution. Theoretical problems arise partly due to differences in the supporting science used and conceptual differences in supporting science. Some educational thinkers only include philosophy, psychology, and sociology in the formulation of educational concepts and designs, while other thinkers use other references, such as politics, economics, science, technology, and others. (Muhammadiyah, 2022). Hasbullah (2017: 4) says that "Education is a human act, education is born from association between adults and immature people in one unit of life". Educational actions carried out by adults consciously and deliberately are based on human values. These actions cause immature people to become adults with human values, and live by these values. Self-maturity is an educational goal to be achieved through educational actions or actions. As times and technology develop, education will also continue to develop and is expected to produce quality Human Resources (HR) who are able to think critically, creatively, innovatively, able to solve problems, systematically, and have good morals. Critical thinking is an important part of creating quality human resources. Every student must have the ability to think critically as a provision in facing the rapidly changing times. Thinking is a thought process in holding questions and answers in connecting knowledge

appropriately. The process of processing, manipulating and transforming information will occur when thinking (Santrock, 2008).

The ability to think critically is a very important thing, but the reality on the ground is not as expected. When viewed from the design, implementation, and learning processes in elementary schools, it has not focused on developing students' critical thinking skills. This resulted in students' thinking abilities, especially in Civics subjects, not being optimal. Civics is one of the very important subjects to be taught early as a vehicle for the process of forming the character of the nation and state. The character or character of citizenship is actually the most substantive and essential dimension in Civics subjects (Adisusilo, 2011). Characteristics that reflect good citizens, for example religious attitudes, tolerance, honesty, fairness, democracy, law-abiding, respect for others, have solidarity, (Cahya and Harmanto 2018). Citizenship Education (PKn) is an important education and is needed by students to shape human character and behavior as Indonesian citizens. The purpose of Civics is basically to make citizens who are smart and good and able to support the sustainability of the nation and state (Ubaedillah, 2008). In the Content Standards for Elementary and Secondary Education Units issued by the Ministry of National Education in 2006 it was explained that the Citizenship Education Subject is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have good character. mandated by Pancasila and the 1945 Constitution (Dediknas, 2006). One of the objectives of Civics subjects is to make students have the ability to think critically, rationally and creatively in responding to citizenship issues. Critical thinking is a skilled and active interpretation and evaluation of observation and communication, information and argumentation (Fisher, 2009). In critical thinking students can improve their ability to understand the material presented and students can also solve problems and get solutions to existing problems (Zahra, Relmasira, and Juneau 2018). Based on the results of observations and interviews conducted with the homeroom teacher of class IV SD Negeri 106154 Kota Rantang, students' critical thinking skills are still relatively low, this can be seen from the students' Civics scores. From the data obtained based on interviews with the fourth grade homeroom teacher, the low critical thinking ability of students is caused by several factors such as students lacking concentration and not focusing on the learning process conveyed by the teacher, in the learning process students must be encouraged by the teacher to be willing to ask questions, students still tend to be passive in learning, students are more silent, sit, listen, take notes, and memorize so that teaching and learning activities feel monotonous.

### Research Methodology

This study uses a qualitative approach. This study aims to describe students' critical thinking skills in Civics subjects. The subject taking technique in this study used purposive sampling, namely the researcher determined the sampling adjusted to the research objectives. Thus, the subjects in this study were fourth grade students at SD Negeri 106154 Rantang City. The research sample consisted of class IVA, which consisted of 19 students. The instrument in this study was a critical thinking test. Students were given a test in the form of an essay writing test conducted by the research sample students with the aim of knowing students' ability to think critically. The essay test is composed of 5 questions which contain each question about indicators of critical thinking. The results of the student's ability to think critically will be obtained based on the assessment rubric to determine whether the student's critical thinking indicator criteria have been fulfilled or not. The results of the data will be presented in the form of a percentage score. The questions consist of aspects of students' ability to think critically which were developed from the opinion of Facione (2010). Students' ability in critical thinking that is measured consists of: interpretation, analysis, inference, evaluation, explanation and self-regulation. According to Facione, indicators of critical thinking skills are broken down into sub-indicators which are described in table 1. The questions consist of aspects of students' ability to think critically which were developed from the opinion of Facione (2010). Students' ability in critical thinking that is measured consists of: interpretation, analysis, inference, evaluation, explanation and self-regulation. According to Facione, indicators of critical thinking skills are broken down into sub-indicators which are described in table 1.

**Table 1. Critical thinking skills indicators and sub-indicators.**

Indicator	Sub-Indicators
Interpretation	Categorize Encoding classify
Analysis	Checking Ideas Assessing arguments
Inference	Questioning evidence Predict alternatives Make decisions/conclusions
Explanation	Declare results Justify the procedure Presents arguments Self-correcting
Self Regulation	Study himself Corrected himself

(Nur, 2013)

## Result & Discussion

The analysis of this research was obtained from collecting data in the form of tests and teacher interviews. Based on the analysis of the data, it was found that the average test results for students' critical thinking skills in grade IV at SD Negeri 106154 Kota Rantang were in the moderate category and needed to be further improved. Students' critical thinking skills are less than optimal because the learning that is carried out still has not developed students' critical thinking abilities. Students listen more often, take notes, and memorize in learning Civics so that teaching and learning activities feel monotonous. Lack of practice and activity in critical thinking is also the cause that students' critical thinking skills are low. Training students' critical thinking skills that are done well will increase students' learning interest and confidence in solving problems so that learning outcomes are also maximized (Muhfahroyin, 2009). This is evidenced by the average test results of all fourth grade students at SD Negeri 106154, Rantang City. For categorizing the level of students' critical thinking skills, the following references are used:

**Table 2. Criteria for Critical Thinking Ability Level**

Mark	Ability Level
81–100	Very high
61–80	Tall
41–60	Enough
21–40	Low
0 – 20	Very Low

(Riduwan, 2011)

Based on the data in Table. 2 obtained the results of the essay test with 5 questions that were developed according to indicators of students' ability to think critically. Each student obtained an assessment score with the highest score of 65 and the lowest score of 35. Based on the results of the analysis carried out, it can be shown that the level of ability in critical thinking of students is at a moderate level. There are no students who are categorized into very high critical thinking. While students who obtained good critical thinking level results were 6 students. Students who get the results of the level of ability in critical thinking in the medium category are 7 students. Even so, there are still students who have scores below 40, namely 6 children which are categorized into the level of ability in low critical thinking.

**Table 3. Average percentage of ability indicator scores.**

Indicator	Score Percentage	Category
Explanation	72 %	Tall
Interpretation	63 %	Tall
Analysis	31 %	Low
Regulation	51 %	Enough
Evaluation	46 %	Enough
Inference	62 %	Tall

From the table above, there are differences in the results for each percentage of indicators of the ability to think critically of students which are described in table 3. Students who are less able to think critically because in learning they still prioritize the process of remembering and understanding. Students must focus on memorizing a concept in learning and the concepts obtained only come from books and teachers (Ritonga, 2013) in (Nuzul, 2019). The ability in critical thinking of students who are classified as lacking needs to be improved again and re-evaluated on the learning process being carried out, because with an appropriate learning process the ability to think critically can be increased. Critical thinking skills can be improved by applying appropriate strategies, involving student interactions, and using their cognitive abilities to improve their critical thinking skills in the learning process.

### Conclusion

Based on the results of the research conducted, it can be concluded that the results of the analysis of students' ability to think critically in class IV SD Negeri 106154 Kota Rantang obtained a presentation of the achievement of each indicator of critical thinking ability, namely an explanation indicator of 72%, an interpretation indicator of 63%, an analysis indicator of 31%, self-regulation indicators by 51%, evaluation indicators by 46%, and inference indicators by 62%. The results of this study can provide an explanation of the level of students' critical thinking. Students' critical thinking skills are still relatively low because students are not used to being trained on indicators of critical thinking abilities, there is still a lack of applied learning in developing students' critical thinking skills.

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