



THE USE OF DISCUSSION AND DEBATE METHODS IN LEARNING CITIZENSHIP EDUCATION TO IMPROVE CRITICAL THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS

Elza Paradiba¹, Suci Tarisyah²

^{1,2}Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹ elzaparadiba1727@gmail.com, ² sucitarisyah@gmail.com

Abstract

Citizenship Education plays an important role in developing critical thinking skills in elementary school students. This study aims to investigate the effectiveness of using discussion and debate methods in learning Citizenship Education to improve students' critical thinking skills. This study used a mixed-methods approach, combining qualitative and quantitative data collection and analysis. The participants in this study were elementary school students from grades 4 to 6. This research consists of two stages. In the first stage, students are involved in discussions and debates in class as part of the Citizenship Education curriculum. Discussions focused on actual social issues, whereas debates involved structured arguments on various topics related to citizenship and social responsibility. In the second stage, students' critical thinking skills were assessed using the pre-test and post-test, as well as through observation and interviews. The results showed a significant increase in students' critical thinking skills after engaging in discussion and debate activities. Qualitative data revealed that students developed better analytical skills, the ability to evaluate multiple viewpoints, and the ability to construct arguments well. In addition, students report increased motivation, engagement, and interest in Citizenship Education. These findings highlight the effectiveness of discussion and debate methods in improving critical thinking skills of elementary school students in the context of Citizenship Education. The inclusion of these interactive methods in the curriculum can provide students with valuable opportunities to develop critical thinking skills, cultivate active citizenship, and a deeper understanding of democratic processes.

Keywords : Citizenship Education, critical thinking skills, discussion, debate, elementary school students.

Introduction

Citizenship Education (PKN) has an important role in shaping the critical thinking skills of elementary school students. Critical thinking skills enable students to develop deep understanding, critically analyze information, evaluate arguments, and make rational decisions. In the PKN context, critical thinking skills are very important to help students understand issues of citizenship, democracy, political participation, and social responsibility. In the PKN lesson mission, students are trained to familiarize themselves with the same democratic attitudes and behaviors that were observed in the Preamble of the 1945 Constitution, namely that Indonesia is a democratic country or a people-sovereign country. In order to realize these goals, the teacher must be able to create a comprehensive personality of students. In the phenomenon in the field, the teaching and learning process in the classroom does not reflect the achievement of the mission and objectives of PKN subjects explicitly. The main purpose of this method is to solve a problem, answer questions, increase and understand students' knowledge and to make a decision according to Sanjaya in (Br Tarigan, 2021). This is of course a battle that needs serious attention in global education. According to Winataputra in (Vols, 2022) Defining critical thinking is a process of thinking by expressing judgments by applying appropriate norms and standards. The process of critical thinking is part of complex thinking skills. However, in PKN learning, students often only receive information from the teacher

without being given the opportunity to think critically and express their own opinions. Critical thinking needs to be developed in students because through critical thinking skills, students can more practically understand concepts, be sensitive to problems that occur so they can understand and solve problems, and are able to apply them in different situations.

The learning model that is dominated by the teacher with a lack of interaction between students can hinder the development of critical thinking skills. Critical thinking skills according to Dressel & Mayhew (Morgan, 1999) in (Susan, 2017) in more detail that critical thinking consists of: (1) the ability to define problems; (2) the ability to select information for problem solving; (3) the ability to recognize assumptions; (4) ability to formulate hypotheses; (5) the ability to draw conclusions. Therefore, an approach is needed that allows students to be actively involved in problem solving, analysis, and critical thinking. students' critical thinking needs to be developed in teaching and learning activities in the classroom. Critical thinking is an activity to think deeply about the solution to a problem being faced (Zubaidah, in (Mukhlisotin, 2022)). One method that can be used in PKN learning to improve students' critical thinking skills is the method of discussion and debate. Discussions allow students to share thoughts, express opinions, and interact with classmates in discussing relevant citizenship issues. Meanwhile, debate involves students in structural debates that require critical thinking, research, and strong arguments. The debate method is an activity of arguing or arguing between two or more parties, both individually and in groups in discussing and deciding problems and differences according to Shoimin in (Siti Anisah & Suntara, 2020). In this study, researchers wanted to explore the use of discussion and debate methods in PKN learning to improve elementary school students' critical thinking skills. The main objective of the researcher is to find out to what extent the use of this method can influence students' ability to think critically, analyze information, and construct good arguments. Researchers will also evaluate students' responses to the use of discussion and debate methods in PKN learning. The use of the debate model in the teaching and learning process will be able to arouse students' motivation and speaking skills, this model is suitable for use in large groups according to Daryono in (Widagada et al., 2020). With this research, it is hoped that it can provide better insight into the importance of using discussion and debate methods in PKN learning to improve elementary school students' critical thinking skills. The results of this study can be used as a reference for educators and policy makers in developing effective learning strategies in order to strengthen students' critical thinking skills in the PKN context. Based on what has been described above, the researcher to conduct research with the title *The Use of Discussion and Debate Methods in Learning Citizenship Education to Improve Critical Thinking Skills of Elementary School Students*.

Research Methodology

Based on the results of initial observations conducted by researchers, it can be seen that Observational method In this journal, it is used to observe student participation, their ability to analyze information, and the quality of the arguments they convey during discussion and debate activities in learning further explanation regarding the observation method used, Observations are made during discussion and debate sessions in class . The researcher designed an observation framework that includes certain aspects that are relevant to students' critical thinking skills, such as active participation, the ability to analyze information, logical reasoning, and the ability to construct coherent arguments.

Result & Discussion

The results of this study indicate that the use of discussion and debate methods in learning Citizenship Education (PKN) is effective in improving the critical thinking skills of elementary school students. The following are the results and discussion that emerged from this study on Improving Critical Thinking Skills. The results of the data analysis showed that students who were involved in discussion and debate activities experienced a significant increase in critical thinking skills. Students' post-test scores showed a higher increase compared to pre-test scores. This shows that the method of discussion and debate is effective in improving students' ability to analyze information, evaluate arguments, and construct good arguments. Better analytical skills through discussion and debate, students develop better analytical skills. Students are able to understand and analyze citizenship issues from a broader perspective. Students can also identify and evaluate various arguments related to these issues. This shows that discussion and debate methods can help students process information critically. Debate can be a valuable method that can encourage thought and reflection, especially when students are required to defend opinions that conflict with their own beliefs. Ability to Develop Coherent Arguments Participation in discussions and debates trains students to construct coherent and structured arguments. Critical thinking is thinking right in order to know relevantly and reliably about the world according to Schaferman in (Kusnadi et al., 2017). Learners learn to defend their opinions with relevant evidence, sound logic, and sound reasoning. This skill is important in forming students' critical thinking skills, because they are taught to think rationally and argumentatively. Increased Student

Motivation and Engagement During the discussion and debate activities, students reported increasing their motivation, involvement, and interest in Internship. This method gives them the opportunity to actively participate, share opinions, and interact with classmates. This has a positive impact on students' motivation to study and deepens their understanding of citizenship.

The discussion of this study shows that the use of discussion and debate methods in PKN learning makes a positive contribution to the development of critical thinking skills of elementary school students. This method allows students to be actively involved, think critically, and communicate effectively. The use of the debate method can train students in expressing opinions and being responsible for their opinions according to Zaini in (Jamaluddin, n.d.). Thus, the method of discussion and debate can be an effective strategy in improving the quality of PKN learning in elementary schools. Through discussions and debates, students are encouraged to actively participate, express opinions, and consider different points of view and arguments. This provides an opportunity for students to develop their critical thinking skills, such as the ability to analyze, evaluate, and conclude information logically and objectively. Through discussion and debate methods, students can also improve students' communication skills and social understanding. Students learn to listen to and respond to arguments from classmate students, as well as learn to appreciate and respect differences of opinion. According to Ramdani in (Krisna & Iswanti, 2023) states that this debate method can attract students' attention so that it can eliminate activities that are less productive. Although the method of discussion and debate has many benefits in learning citizenship education, the researcher also identified some challenges that might be encountered in its implementation. These challenges include difficulties in managing discussions and debates to stay focused and productive, as well as the teacher's important role in facilitating an effective learning process. However, it is important to note that the successful use of discussion and debate methods in improving students' critical thinking skills is highly dependent on the skills of the facilitator or teacher. According to Tarigan in (Nurdin, 2016) explains that discussion is a method of solving problems by thinking in groups. The teacher must have a good understanding of this method and be able to lead discussions and debates well. In addition, it is also important to consider the context and characteristics of students in applying this method effectively.

Conclusion

This research provides strong support for the use of discussion and debate methods in PKN learning to improve critical thinking skills of elementary school students. This method not only improves students' critical thinking skills, but also motivates them to learn and be actively involved in learning. It is hoped that this research can make a positive contribution to the development of the PKN curriculum in elementary schools. The use of discussion and debate methods in learning Citizenship Education makes a positive contribution in improving the critical thinking skills of elementary school students. This method allows students to be actively involved, think critically, and communicate effectively. Therefore, it is suggested that discussion and debate methods be implemented work more broadly in learning Citizenship Education in elementary schools to improve the quality of learning and students' critical thinking skills.

References

- Brother Tarigan, LD (2021). Improving Student's Critical Thinking Ability Through The Application Of The Debate Method In Learning Ppkn Subject Materials Of National Resurrection In Class Viii-2 Smp Negeri 3 Tigapanah In Academic Year 2018/2019. Js (School Journal), 5(4), 152. <https://doi.org/10.24114/js.v5i4.28354>
- Jamaluddin, AJ (N.D.). The Effect Of Using Active Debate Type Cooperative Learning Model And Discussion Method On Improving Students' Critical Thinking Ability In Pkn Subjects In Class Xi Sma Negeri 7 Palu. 184–190.
- Krisna, L., & Iswanti, E. (2023). Increasing The Activeness And Learning Outcomes Of Civics Using The Debate Learning Model. 8(3), 445–453.
- Kusnadi, E., Martini, E., & Nugraha, GN (2017). The Problem-Based Civic Education Learning Construct To Improve Students' Critical Thinking Skills. Journal Of Citizenship Education, 2(2), 150–163. <https://www.semanticcholar.org>
- Mukhlisotin, FA (2022). The Effect Of The Project Citizen Learning Model On Students' Critical Thinking Ability In Pancasila And Citizenship Education Subjects. Scientific Journal Of Pancasila And Citizenship Education, 7(1), 214. <https://doi.org/10.17977/um019v7i1p214-227>
- Nurdin, M. (2016). Application Of The Active Debate Method To Improve Student's Discussion Ability In

- Learning The Basic Concepts Of Civics At Pgsd Upp Bone Fip Unm. Educational Publications, 6(1), 1–7. <https://doi.org/10.26858/publikan.v6i1.1784>
- Siti Anisah, A., & Suntara, H. (2020). Application Of The Debate Learning Method To Improve Students' Emotional Intelligence. UNIGA Journal Of Education, 14(1), 254. <https://doi.org/10.52434/jp.v14i1.907>
- Susana. (2017). The Influence Of The Application Of The Discussion Method On Students' Critical Thinking Ability In Pancasila And Citizenship Education Subjects At Karangmojo State Madrasah Tsanawiyah. Citizenship And Law Education Urnal, 512–521.
- Vol, E. (2022). Efforts To Improve Learning Outcomes Of PKN Material On Pancasila As An Open Ideology Through Critical Thinking Skills Using A Case Study Learning Model In Grade XII MIA-4 Students Of SMAN 1 Peukan Bada Aceh Besar Odd Semester 2019/2020 Academic Year. 1(2), 105–114.
- Widagada, INGASA, Suastika, IN, & Lasmawan, IW (2020). A Debate Learning Model In Improving Critical Thinking Competence In Class Viii Students At Smp Negeri 6 Singaraja. Journal Of Pancasila And Citizenship Education Communication Media, 2(2), 237–238. <https://ejournal2.undiksha.ac.id/index.php/jmpppkn/article/view/152>