



CRITICAL THINKING SKILLS AND SELF-CONCEPT WITH CIVIC EDUCATION LEARNING OUTCOMES IN ELEMENTARY SCHOOLS

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Abstract

This research aims to determine the relationship between critical thinking skills and self-concept with learning outcomes for Citizenship Education in Elementary Schools and this research also aims to explain the importance of training students' critical thinking skills in Citizenship learning in elementary schools. The method used in this research is literature study. The data obtained is secondary data in scientific articles related to research problems. The data is then analyzed and concluded by utilizing appropriate theories. As a result of the research, it can be concluded that there is a relationship between critical thinking and self-concept with civic education learning outcomes. These include (1) Critical thinking with Citizenship Education learning outcomes (2) Self-concept with Citizenship Education learning outcomes (3) Critical thinking and self-concept with Citizenship Education learning outcomes. This means that from the research results, it can be concluded that there is a relationship between critical thinking and self-concept and civic education learning outcomes. This is very significant from 17 articles, 9 of which stated that critical thinking skills in elementary school Civics learning can be trained and conveyed well if teachers use learning models that are capable of critical thinking.

Keywords : Critical Thinking Ability, Self-Concept and Elementary School.

Introduction

Basically, humans really need education, because education is one of the processes of a person's development in forming thought patterns, character, attitudes, language, and in social life, of course, it is determined by education. Pancasila education is one of the contents of lessons that teaches students to behave well in social life and in the school environment. Apart from that, so that students develop positively and democratically in accordance with the characteristics that exist in Indonesian society (Putriningsih & Putra, 2021). Pancasila education is very important at all levels of education because it is part of efforts to educate the life of society, nation and state by making the Indonesian nation a country with noble morals. Through Pancasila Education, students can have the ability to think critically, rationally and creatively in solving problems in Pancasila Education (Zahra et al., 2018). Elementary school is the first formal education with a 12 year compulsory education program. Basic education is a place to form students' thinking patterns in responding to real situations around them. In formal education, learning shows positive changes so that at the final stage new skills, abilities and knowledge will be obtained. This is one of the conditions that allows students to look for various ways to solve the problems they will face. Pancasila education plays a significant role in shaping the personality and character of students at the elementary school (SD) level. Learning Pancasila Education is not only useful for transferring understanding of Pancasila values, but also for increasing knowledge, attitudes and positive behavior in students. At the elementary school level, citizenship education is included in integrated thematic learning in the 2013 curriculum. The aim of Pancasila education is to educate students to be able to answer questions critically, rationally and creatively. Apart from that, there is something called curriculum. Curriculum is a set of educational subjects and programs provided by an education provider institution which contains lesson plans that will be given to students in lessons for one

period of the education level . A plan that is deliberately prepared to expedite the process of teaching and learning activities under the auspices, guidance and responsibility of a school or educational institution. According to **William B. Ragam** and **Robert S. Flaming**, the curriculum is the overall experience of students which is the responsibility of the school institution. Meanwhile, according to **Soedijarto** , the curriculum is a series of experiences and learning activities that are planned to be overcome by students in order to achieve learning goals that have been set by an authorized educational institution. The implementation of the new independent curriculum is implemented at grades I and IV for elementary schools, while grades II, III, V and VI are still implemented in the K13 curriculum.

However, both of them apply character values, one of which is critical thinking. Critical thinking ability is the ability to analyze based on logical reasoning. In principle, people who are able to think critically are people who do not simply accept or reject something, they will examine, analyze and evaluate before determining whether they accept or reject the information. The thinking abilities that are directed through learning in elementary school are high-level thinking abilities. The critical thinking ability aspect consists of 6 aspects, namely interpretation, analysis, inference, evaluation, explanation and self-regulation. Critical thinking ability is the ability to recognize and see the gap between reality and truth by referring to ideal things, as well as analyzing and evaluating problems at the resolution stage (Laku & Muhsam, nd). Critical thinking skills are also important intellectual capital for students to have when dealing with problems in their daily lives. Participants' critical thinking abilities are taught to be instilled in schools through learning processes, such as learning Pancasila Education. Developing students' critical thinking skills through Pancasila education learning is not an easy task, but teachers are innovative in planning and implementing learning (Sutrisno, 2019). In reality, students' critical thinking skills have not been developed, especially in elementary schools. This can be seen in the design, implementation and assessment of learning in elementary schools which has not been aimed at developing students' critical thinking skills. In fact, only a few students are able to think critically, because basically students' way of thinking is limited by concrete problems, so students still have difficulty solving existing problems. The importance of critical thinking for all students is that critical thinking skills can be instilled in students at school through the Pancasila Education learning process, so that students can solve existing problems (M. Ariyanto, F. Kristin, 2018). The characteristics of learning in elementary schools are still conventional and in its implementation it is still dominated by teachers (teacher-centered) so that the student-centered learning approach is not yet fully integrated in the implementation of learning in elementary schools. This has an impact on the learning process being passive so that students are not skilled. Efforts to educate children to become better individuals need to be realized together as a priority in cooperative relationships between families, schools, communities and the government, especially through the field of education. In line with what is mandated by the Indonesian State in Article 3, Law no. 20 of 2003 concerning the National Education System. In order to achieve the goal of comprehensive basic education, the quality of learning in elementary schools is very important for students to become students who are intelligent, skilled and have character. Whether or not the learning objectives have been achieved can be seen from the learning outcomes obtained by students after the learning process is completed.

Research Methodology

This research uses the literature study method, literature study, namely research searching for sources such as scientific articles, journals or documents related to research problems (Aningsih et al., 2023). This research uses secondary data through journal articles that are relevant to the research problem. The journal articles used in this study are articles on Google Scholar 2020 to 2024, the topics searched for in the search are: Critical thinking skills and self-concept with the learning outcomes of citizenship education in elementary schools. In the initial stage of searching for journal articles, 12,700 were obtained, of which only 7 were considered relevant.

Result & Discussion

Search results from several journal articles, there are 10 journal articles that are relevant to this research, so researchers can describe the article search results one by one, so that readers can understand the articles discussed. The first journal article is (Deden dicky dermawan, panji maulana, 2023)entitled "Critical Thinking Analysis in PKN Learning in Elementary Schools", the results of this research are the analysis carried out to determine the abilities of students who have various student characteristics and behavior. To determine the intellectual abilities possessed by students. In improving students to think critically as an intelligent disciplined process of conceptualization. There is a big influence a teacher has in determining the character and mindset of elementary school students. One of the models that teachers need in interactive learning and to make students train their critical thinking skills is the Problem Based Learning model, by using the application of the problem based learning model

it will guide students to be active in participating in the learning process. Students who are still in elementary school need an important role from a teacher, and teachers must also always provide solutions in solving various problems. One example is implementing several learning models in order to sharpen students' thinking, so they can think critically or think at a higher level. Research from i (Zulfi Hidayati, Feri Tirtoni, 2023), with the title "Citizen Project Model to Improve Critical Thinking on Cultural Diversity Civics Material for Grade 5 Elementary School Students", the results of this research are to find out how much students' ability to think critically. The likelihood that students will be able to think critically in Project Citizen is an adaptation of the critical thinking approach model. Learning that involves students should be done through procedural methods to develop critical thinking and problem solving or "critical thinking oriented and problem solving-oriented models". The many small problems faced by elementary school students make the critical thinking oriented and problem solving-oriented learning model very influential so that students can solve their own problems. Previous research from (Ina Makdalena, Fadlatul Ramadhan, 2020), with the title "Learning Citizenship Education at the Elementary School of Negri Bojong 3 Pinang" The results of his research are that the importance of learning citizenship education in elementary schools is to create the next generation who love their homeland and can form human character that is in accordance with national identity. Before going deeper into critical thinking, there are important insights that students can learn, including citizenship lessons. Related to the title of the journal that I use, citizenship lessons are the basis for a student to have a good self or character. This good character is then developed into knowledge about positive thinking so that students can reason about critical thinking.

Research from (Diah hayu novita sari, Hasan mahfud, Dwi yuniasih saputri, 2020), with the title "Ability to think critically about rights and obligations in citizenship education learning for fourth grade elementary school students." The results of the research are that the ability to think critically about rights and obligations as measured based on modification indicators is at a moderate level. There is a description of the critical thinking ability indicators based on research results, which describes up to 4 aspects, taken from HOTS. That is the explanation regarding HOTS (Higher Order Thinking Skills) is a high level thinking ability that can encourage someone to think broadly and deeply about a problem. HOTS here is used to measure high-level thinking abilities, elementary school students have a variety of thoughts that must be measured based on their respective abilities, so this HOTS emerged. HOTS can also minimize aspects of student memory and the way students understand contextual problems, which have questions that are religious, and unfamiliar, new. Research from (Tiwi Juliantika, Hamdan Husein Batubara, 2022), with the title "Research Trends in Critical Thinking Skills in Basic Education Journals in Indonesia." The results of the research are that students who think critically are things that can be done by students during the teaching and learning process, namely students who are able to answer how and why questions by using a draft. Then logical thinking is the ability to solve problems and draw conclusions logically and correctly in reasoning. It helps individuals in understanding material, solving problems rationally, and prioritizing logic over feelings. Thinking skills are the ability to analyze information from various points of view and identify the best course of action. Critical thinking is one component of thinking skills, which helps individuals analyze information and make the best decisions. Critical thinking builds the foundation for analytical thinking, which allows people to set aside biases and seek to gather and digest information to draw the best conclusions. Then, what is called higher level thinking is an ability that applies processing in the activity of remembering, restating, or referring to something. High-level thinking abilities include the ability to solve problems, critical thinking skills and creativity, and the ability to argue and make decisions about something. Higher order thinking skills are also abilities that organize and measure individual thinking at a higher level, namely being able to combine facts and ideas, analyze, evaluate and create.

Research from (Khasanah , Niswatul, 2024), with the title "Teacher Strategies in Improving Students' Critical Thinking Abilities at the Elementary School Level" The results of this research are that teachers in elementary schools have a very important role in building students' critical thinking abilities. There are many ways that can be used to achieve this goal. Teachers can create a learning environment that motivates critical thinking. They can do this by creating a classroom atmosphere that supports discussion of concepts, questions, and projects. They can also use approaches that are interesting and relevant to students, such as simple experiments or project-based learning. Students will be motivated to improve their critical thinking skills by creating a challenging environment. Additionally, questions that motivate students to think critically are an effective approach. Teachers can create questions that encourage students to not only remember information, but also to analyze, conclude, and make connections between ideas. These questions can also be designed to require students to think about more abstract things, such as applying, evaluating, or finding solutions to problems. Students not only gain knowledge but also engage in critical thinking during the learning process. Research from (Endah Parawangsa, , Dinie Anggraeni Dewi, Yayang Furi Furnamasari, 2021) the title "The Nature of Citizenship Education in Elementary Schools (SD)"

The results of the research are that the education given to elementary school children includes citizenship education. Citizenship Education is known as Entrepreneurship Education which places more emphasis on Preliminary National Defense Education. In Latin, citizenship is called "civis", then from the word "civis" in English the word "civic" arises, which means citizens or citizenship. From the word "civic" the word "civics" was born, the science of citizenship. Civic Education, and Citizenship Education. (Kansil: 2005:3) According to Suwadi, citizenship education is a conscious effort by the government to instill a multi-dimensional concept of nationality which is related to the basics of knowledge regarding the cultivation of civic values, political sociology/political society, democracy and preparation of the nation's children to participate in the political process as a whole) in order to become good citizens.

Conclusion

Critical thinking skills and self-concept with educational learning outcomes citizenship in elementary school is that there is a positive relationship between critical thinking skills, self-concept, and citizenship education learning outcomes. Research conducted using literature studies shows that critical thinking and self-concept are related to civic education learning outcomes. It is hoped that this research can provide input for teachers to implement learning models that are capable of critical thinking as an alternative learning model applied to elementary school students. Critical thinking, self-concept, and learning outcomes for Citizenship Education in Elementary Schools (SD) have a significant positive relationship. Research conducted shows that critical thinking skills and self-concept have a direct positive influence on citizenship learning outcomes. This research was conducted using the literature study method. The test results show that critical thinking skills and self-concept have a significant contribution or influence on citizenship learning outcomes. Apart from that, research also shows that students' interest in learning also has a positive influence on citizenship learning outcomes. Positive student attitudes in learning also have a positive influence on citizenship learning outcomes. The conclusion of this research is that there is a relationship between critical thinking, self-concept, and citizenship learning outcomes in elementary schools. This research can be used as a reference for educators to develop students' critical thinking skills and self-concept, so that it can influence positive citizenship learning outcomes.

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