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Improving Activities, Critical Thinking Skills And Ppkn Content Learning Outcomes Using The Panda Model

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ABSTRACT
The research was motivated by the problem of low student activity, critical thinking skills and student learning outcomes with Civics content which was caused by one-way learning activities, there were no learning activities that guided critical thinking and learning was not meaningful for students. An attempt to solve this problem is through the application of the PANDA model. The research carried out aims to describe teacher activities, analyze student activities, critical thinking skills and student learning outcomes. The approach is carried out using a qualitative and quantitative approach in the PTK type. The research subjects were students of IVA SDN Melayu 6 Banjarmasin with a total of 16 students. The research instruments were observation sheets of teacher activities, student activities and critical thinking skills. The research results prove, The teacher's activity at meeting IV received a very good category. Classical student activities obtained 94% at meeting IV. Students' classical critical thinking skills were obtained at meeting IV at 88%. And student learning outcomes at meeting IV classically obtained 94% at meeting IV. It is recommended that the PANDA model be used as a reference in implementing innovative learning models.

Keywords: Civics, Student Activities, Critical Thinking Skills, Learning Outcomes, PANDA

Introduction

Education is now a necessity for every human being. Education plays an important role for all humans, because with education every individual can achieve success in his life(Cinantya et al., 2021). Currently, education has entered the 21st century and the industrial revolution 4.0. The 21st century is known as the digital era, where all fields including education must be digital and technology plays an important role in the education sector. In this era, education at all levels must be much different from what was usually done in previous eras. Not only are the conditions different, but the demands of the real world are also very different from what teachers were used to in previous eras. The term 21st century education covers aspects that must be integrated into everyday teaching in all subjects. These aspects include the 4Cs, namely, Communication, Critical Thinking, Collaboration and Creativity(Anugerahwati, 2019). The curriculum is one of the guidelines in the course of education, if there is no curriculum education will not run properly. The curriculum is used to realize educational goals, so it can be said that the curriculum is the basis for implementing education in Indonesia. In 2013, the Indonesian government succeeded in making efforts to renew the school curriculum, hereinafter known as Curriculum 2013. Through changes and improvements to the curriculum, the government can align education with the needs of the 21st century, where science and technology are developing rapidly and cannot be overcome.

According to Rusman in(Daga, 2022),said that the 2013 curriculum should aim to prepare students to have skills as citizens, be confident, be useful, be creative and be innovative in living in society nationally and internationally. The 2013 curriculum includes various lesson content and one of them is Civics content which is included in elementary school lessons and is included in the school curriculum. The ideal conditions for PPKn learning are: (1) Students are actively learning, because successful learning is an activity that can provide freedom for students to learn independently.(Astawa, 2021); (2) Students are able to think critically, critical thinking skills are the most important aspect that students must master, because with high level thinking students can solve social, scientific and practical problems effectively(Suciono, 2021). However, in reality, PPKn learning is not in line with what is desired. Based on observation data and interviews with Mrs. Maulidah, S.Pd. as the homeroom teacher of IVA SDN Melayu 6 Banjarmasin, problems were found with low student activity, critical thinking skills and learning outcomes for PPKn lesson content. The low level of student learning activity is due to the fact that learning activities are only one way, making students passive. The low level of student learning activity is that almost 70% of students are passive in learning, students are not active in asking the teacher, students do not take notes and students are less active in discussions. In addition, students' critical thinking abilities are low. Students' critical thinking skills, namely almost 60% of students, are still not able to think critically, such as understanding a question related to a problem, Difficulty identifying problems because in learning no problems are presented, difficulty expressing opinions and experiencing difficulty in solving logical problems. Apart from that, judging from the low student learning outcomes in PPKn content in class IVA for the 2021/2022 academic year, it shows that 50% of students have not completed the KKM. The KKM value set by the school for PPKn content is 70. If the above problems are not immediately resolved, it will have a negative impact on the learning process. If the problem of low student activity and low critical thinking skills of students continues to be ignored, it will have an impact on the learning process such as students becoming passive in learning, students' inability to identify problems, gather various information to solve the problem, hindering the honing of students' critical thinking skills and a lack of curiosity. students in solving problems. In addition, students will become passive in learning and this will affect student learning outcomes, as a result students will have difficulty meeting the KKM.

Based on the problems that occur, efforts are needed to increase student learning participation in Civics content. Efforts that can overcome this problem are by implementing a combination model to encourage students to be more active in learning, improve critical thinking skills and student learning outcomes. The implementation of the combination model can help learning activities be more conducive and efficient. Therefore, researchers use the PANDA model which is a combination of Problem Based Learning (PBL), Student Team Achievement Division (STAD) and Numbered Heads Together (NHT). This abbreviation is taken based on the letters in the model combination, where P is Problem Based Learning, AN is from the words Student Team Achievement Division, DA is from the words Numbered Heads Together. This abbreviation of course has its own philosophy, where PANDA is the name of a cute and adorable animal. Apart from that, pandas also reflect peace and friendship. So the relationship between pandas and the problem here is that the model in this research is considered a student's learning friend. The Problem Based Learning (PBL) model is a model that focuses on a problem with the hope of improving students' problem solving skills(Maqbullah et al., 2018).The PBL learning model emphasizes student activity, hones students' critical thinking skills to understand Civics lessons and trains students to think critically in finding solutions to problems so that learning can be made more meaningful. Student Team Achievement Division (STAD) Learning Model is a model whose implementation can motivate student cooperation in working on group assignments (LKPD)(Masithohsari et al., 2020). This model can be applied in the classroom for learning activities that are one-way, individual and less accustomed to learning in groups. The Numbered Heads Together (NHT) Learning Model is a cooperative type model that can make students active in learning and learning activities are more fun because there are games using numbers in the head. This model also makes discussion activities more interactive, allows students to share knowledge between groups and encourages students to be braver in expressing their opinions. So this model is effective for one-way learning and can make learning more meaningful(Dahni et al., 2018). Based on the problems presented, the research that will be carried out aims to find out several things, including describing teacher activities, analyzing student activities, critical thinking skills and student learning outcomes with Civics content using the PANDA model.

Research Methodology

The approaches to this research are, qualitative and quantitative approaches. The qualitative approach is related to research subjects, such as behavior, motivation, attitudes, and so on which are expressed in written form(Zakariah et al., 2020).Meanwhile, the quantitative approach is research that uses data. Research that uses a quantitative approach tends to focus on various symptoms that indicate certain characteristics in human life, namely variables(Jaya, 2020).This research uses Class Action Research (PTK) or Classroom Action Research. According to Arikunto in(Toharudin, 2021), assumes that classroom action research is a collection of 3 words,

research, action, and class. PTK is a type of research carried out in the classroom with the aim of improving the quality of student learning outcomes. In PTK, there are four stages that must be carried out, including: (1) Planning; (2) Implementation; (3) Observation; (4) Reflection. The research setting was at SDN Melayu 6 Banjarmasin in the second semester of the 2022/2023 academic year, the number of students was 16. The research was carried out in four meetings with the assistance of Mrs. Maulidah, S.Pd as class IVA teacher who also acted as an observer in this research. There are four ways of collecting data, including: 1) Observing teacher activity data; 2) Observation of student activity data; 3) Observation of data on students' critical thinking skills and 4) Observation of data on student learning outcomes. In the research carried out, four factors were observed, namely, as follows: a) Teacher activities using the PANDA model, the steps are: (1) The teacher conveys the learning objectives; (2) The teacher distributes students to several groups (4-5) heterogeneously; (3) The teacher delivers lesson material using power point; (4) The teacher gives a problem to students according to the learning material in the form of assignments and groups working on them (LKPD); (5) The teacher asks students to work together in groups that have been formed; (6) The teacher calls student head numbers randomly to present the results of the discussion; (7) The teacher asks other groups to provide responses, then point to another number; (8) The teacher evaluates learning outcomes through giving quizzes (evaluations) about the material studied; (9) The teacher and students come to conclusions together, b) Student learning activities use the PANDA model, the activities to be observed are: (1) Students form groups and use head numbers; (2) Students pay attention to the material presented by the teacher via power point; (3) Students pay attention to the problems and topic delivery of the material presented; (4) Students discuss problems with their group friends and make a report on the results of the discussion on a worksheet; (5) Students present the results of the discussion; (6) Students carry out evaluation activities; (7) Students conclude learning. The next factors observed are, c) Critical Thinking Skills Activities and d) Learning Outcomes Activities. The data analysis used is: (a) Qualitative data, observation sheets of teacher activities, student activities and critical thinking skills; (b) Quantitative data, data on student learning outcomes. Indicators of success from this research are, (1) Teacher activity gets ≥30 = Very Good, (2) Individual student activity gets ≥23 = Very Active, classically gets ≥ 82% = Almost All Students are Very Active, (3) Skills critical thinking students individually get ≥17 = Very Skilled while classically get ≥82% = Almost All Students are Very Skilled, (4) Classical student learning outcomes get ≥80% of students achieving a school score of ≥70 KKM.

Results and Discussion

The research results show that teacher activities at each meeting have been carried out in accordance with the PANDA model steps. Below are presented the trends in teacher activities at meeting I, meeting II, meeting III and meeting IV.

Table 1. Teacher Activities for Meetings I-IV

Meeting	Score	Percentage	Criteria
I	23	63.8%	Good
II	27	75%	Good
III	32	88.8%	Very good
IV	35	97.2%	Very good

From the data presented, it can be seen that teacher activities have been carried out in accordance with the PANDA model steps. In the first meeting, the percentage of teacher activity was 63.8%, the percentage of teacher activity in the second meeting increased to 75%, in the third meeting the teacher's activity was 88.8% and in the fourth meeting the teacher managed to reach a percentage of 97.2%. This condition can occur because teacher activities are carried out well at each meeting in accordance with the PANDA model steps, thus influencing student activity which continues to increase from meeting I to meeting IV.

Table 2. Recapitulation of Classical Student Activities for Meetings I-IV

Meeting	Percentage	Criteria
I	44%	A Small Number of Students Are Very Active
II	56%	Some Students Are Very Active
III	81%	Most of the Students are Very Active
IV	94%	Almost all students are very active

Based on the data presented above, student activity when learning using the PANDA model always increases. The percentage of student activity at the first meeting was 44%, classical student activity at the second meeting increased by 56%, at the third meeting again increased to 81% and at the fourth meeting classical student activity again increased to 94%. This can happen because of improvements in teacher activities in implementing the PANDA model steps which can have an impact on increasing student activity at each meeting. Increasing this aspect affects students' critical thinking skills.

Table 3. Recapitulation of Students' Critical Thinking Skills Classically Meetings I-IV

Meeting	Percentage	Criteria
I	31%	A Small Number of Students Are Highly Skilled
II	50%	Some Students Are Very Skilled
III	75%	Most Students Are Highly Skilled
IV	88%	Almost All Students Are Very Skilled

Based on the data presented above, it can be seen that students' critical thinking skills classically improved from meetings I-IV. The percentage of students' critical thinking skills at the first meeting was 31%, at the second meeting it was 50%, at the third meeting it had increased to 75% and at the fourth meeting it had increased again to 88%. This can happen due to improvements in teacher activities in implementing the PANDA model steps, which has an impact on increasing students' critical thinking skills at each meeting. The increase in this activity also influences student learning outcomes.

Table 4. Recapitulation of Classical Student Learning Results from Meetings I-IV

Meeting	Criteria		
	Cognitive	Affective	Psychomotor
I	31%	38%	31%
II	56%	56%	50%
III	75%	81%	69%
IV	94%	94%	88%

Based on the data presented above, there was an increase in the three aspects of learning outcomes at meeting I to meeting IV. The percentage of the cognitive aspect of the first meeting was 31% of students reaching the KKM, the second meeting achieved 56%, the third meeting increased to 75% and the fourth meeting increased again to 94%. In the affective aspect, at the first meeting the percentage of 38% of students achieved the KKM, at the second meeting it was 56%, at the third meeting it increased to 81% and increased again at the fourth meeting to get a percentage of 94%. In the psychomotor aspect, meeting I got 31%, then at meeting II it was 50%, meeting III there was another increase of 69% until at meeting 4 it was able to get a percentage of 88%. Increased student learning outcomes due to improvements in teacher activities,

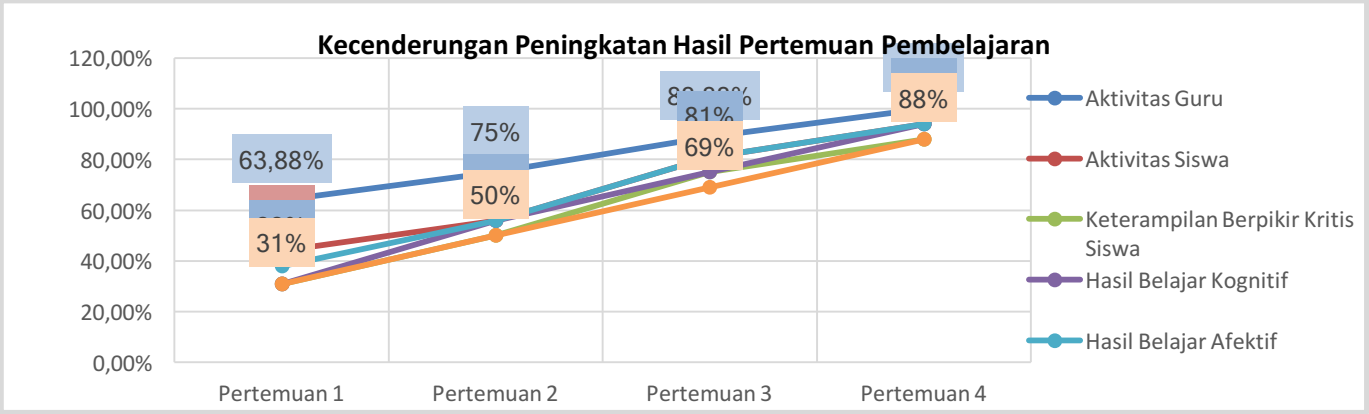

Figure 1. Graph of Trends in Teacher Activities, Student Activities, Critical Thinking Skills and Learning Outcomes

Based on Figure 1. The trend graph above, it can be seen that the teacher's activities at each meeting are carried out in accordance with the model steps and in the aspects of student activity, critical thinking skills and learning outcomes there has been an increase. In the graphic image of this trend, it can be seen that teacher activity at each meeting is getting better, so this has an impact on student activity, critical thinking skills and increasing student learning outcomes in learning. Based on the results of observations regarding teacher activities, student activities, critical thinking skills and student learning outcomes in teaching using the PANDA model, then:

Teacher Activities

Teachers' teaching activities using the PANDA model for PPKN content have been carried out according to the model steps at each meeting. The implementation of teacher activities in accordance with the steps of this model occurs because at each meeting the teacher's activities are improved in carrying out learning activities, so that the score can reach good and very good criteria. At each meeting the researcher as a teacher has tried as hard as possible to carry out his role and tried to improve any deficiencies or weaknesses that exist, including by carrying out teaching reflection at each meeting, so that subsequent teaching activities will improve. In line with Loughran's opinion in(Jatmiko & Putra, 2022), stated that through reflection the teacher will find weaknesses and strengths in classroom learning so that the teaching exercises carried out at the next meeting correct what is lacking and maximize what is already quite good. So that teacher reflection on each lesson can increase teacher activity in the classroom. The teaching designed by the teacher is the main factor that can have an impact on the success of teaching activities in the classroom. Therefore, teachers as class leaders need to be more creative to create a conducive learning atmosphere. In teaching, teachers need a learning model. In line with opinion(Abidin, 2017), stated that the alternative that teachers can take in teaching is using innovative and creative learning models. Furthermore(Suriansyah et al., 2014), stated that teachers are one of the elements in implementing teaching strategies in the classroom. Therefore, the use of appropriate strategies and models by teachers when teaching in class plays an essential role in improving learning(Aslamiah et al., 2022). Research using the PANDA model is supported by relevant research results by previous researchers, namely,(Anisensia et al., 2020; Hasibuan & Sukma, 2021; Suhaimi & Nasidawati, 2020).

Student Activities

Student learning activities using the PANDA model increase at each meeting. This increase is due to the use of the PANDA model which can create student activity when studying. At each meeting the teacher always reflects to correct his mistakes in teaching, so that it influences student activity in class. This proves that the teacher is able to carry out learning optimally and is able to improve student activity performance as expected. In line with Suriansyah's opinion in(Noorhapizah et al., 2019)**,**states that the better the teacher's activities in teaching, the more active the students' activities will be and the better the student learning outcomes will be. Student activity in learning activities plays an important role. The presence of student participation in learning activities can have a positive impact on the learning process. Learning activities can be carried out if students actively participate in learning(Aslamiah et al., 2023). In line with Rusman's opinion in(Kurniati, 2022), states that learning activities will be of higher quality if students are given the freedom to actively learn, so that they can realize their potential. Student activity increases due to the model implemented by the teacher in class. The PANDA model is successful in making students active when taking part in learning, where student activities are active students when the teacher divides into groups, students actively pay attention to the material presented by the teacher via power point, students actively pay attention to problems and the delivery of topics on the material presented, students actively discuss problems, students actively carrying out evaluation activities. The increasing success of student activities is demonstrated by the implementation of learning carried out by teachers using the PANDA model. This model has been proven to be able to increase student learning activities, because in the combination of this model students do not just listen to explanations from the teacher, but actively participate in learning. Research using the PANDA model is supported by relevant research results by previous researchers, namely,(Abbas, 2022; Afandi, 2019; Hidayat & Nataliya, 2023; Rahima et al., 2019; Suhaimi & Nasidawati, 2020).

Critical Thinking Skills

Critical thinking skills implemented during four meetings using the PANDA model have succeeded in achieving the criteria for almost all students to be highly skilled. This increase occurred because teacher and student activities were getting better, meaning that both activities had an impact on students' critical thinking skills. Critical thinking skills are skills that students must have because through critical thinking students can think to solve and resolve every problem they are facing. Critical thinking is a skill that can influence student learning outcomes. In line with opinion(Rifa'i et al., 2022), states that by thinking at a higher level, students can

solve every problem they encounter in their surrounding environment. Therefore, a teacher should be able to plan strategies and models that can foster students' critical thinking skills. In line with opinion(From & Ahmad, 2020), stated that teachers must be clever in choosing models that are effectively implemented in the classroom in order to create active, student-centered and critical thinking learning activities. The PANDA model is a model that can hone students' critical thinking skills. One of the steps implemented in this model is team/group learning activities which can encourage students to discuss problems and express opinions with teammates. In line with opinion(Hapsari et al., 2022), revealed that students had opinions through discussions with their peers. Also in line with opinion(Utami & Appulembang, 2022), stated that the discussion process can encourage students to share ideas with each other in their groups to find solutions to problems and solutions. Research using the PANDA model is supported by relevant research results by previous researchers, namely,(Aek et al., 2022; Barokah et al., 2020; Hidayat & Nataliya, 2023; Noorhapizah et al., 2019).

Learning outcomes

Student learning outcomes using the PANDA model at each meeting have increased significantly and have achieved completeness of classical and individual learning outcomes. The learning model that teachers apply when teaching will have a big impact on increasing student learning outcomes. In line with Aunurrahman's opinion in(Suprapta, 2020), stated that the success of learning activities is the main key to all activities implemented by teachers and students, meaning that all teacher activities from preparing learning activities, deciding on materials, approaches, strategies and learning methods are all recommended to achieve student learning success. The increase in student learning outcomes is also influenced by group discussion activities in the cooperative learning model, so that students are trained to share ideas and opinions with their friends to find the right solution in solving problems. In line with opinion(Suriansyah et al., 2014), stated that there are two factors why cooperative learning needs to be implemented, namely: First, the application of cooperative learning is able to improve student learning outcomes, develop social skills and improve the quality of each individual. Second, with cooperative learning, students' needs to learn to think, solve problems and combine insight with their skills can be met. Success in increasing student learning outcomes is also influenced by learning by process. Learning by process can have a positive impact on ongoing research.Suriansyah et al., (2014)also assumes that teaching and learning activities focus more on students learning by process, rather than learning by results/products (learning by product). Learning objectives in the three domains can enable learning to be carried out through processes. Research using the PANDA model is supported by relevant research results by previous researchers, namely,(Afandi, 2019; Janah, 2021; Rahima et al., 2019; Tarigan et al., 2021).

Conclusion

Based on the results of research carried out in the IVA class at SDN Melayu 6 Banjarmasin using a combination of the PANDA model in PPKn content, the conclusions were obtained, namely: 1) Teacher activities have been carried out according to the model steps with a score of 35; 2) Student activity increased at each meeting and obtained an individual score of 15 and classically 94%; 3) Students' critical thinking skills increased at each meeting and obtained an individual score of 14 and classically 88%; 4) Student learning outcomes for completing KKM individually and classically obtained 94%. Based on the conclusions that have been stated, the researcher provides suggestions, namely: 1) To teachers, The research results can be used as a reference and alternative for selecting and using alternative models such as the combination of the PANDA model in PPKn content in elementary schools; 2) To school principals, the results of the research can be used as a reference for developing teachers in schools, especially in selecting and using innovative learning models for Civics content; 3) For other researchers, research results can be used in such a way and become reference material to help write scientific papers or other assignments.

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