

Application of the PBL Model with Vlog Media to Improve Critical Thinking Skills of Class III Students of SD Negeri Plumbon 04 Suruh District, Semarang Regency

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Abstract

The purpose of this Classroom Action Research is to improve critical thinking skills and learning outcomes. Theme 7 Sub-theme 4 for third grade students of SD Negeri Plumbon 04 Semester 2 of the 2021/2022 Academic Year, Suruh Sub-district, Semarang Regency through the Problem Based Learning learning model with Vloger Media. The researcher applied the Problem Based Learning learning model with Vloger Media to achieve these two things. This class action research was carried out in class III SD Negeri Plumbon 04 with a total of 9 students. Implementation time starts from April 18-24 to April 26 – May 1, 2022 or in the second semester of 2021/2022. From the research that has been carried out, the observations indicate that the average critical thinking skill reaches 12.3% with the learning outcomes of students who achieve mastery learning only reach 63% in cycle 1 In cycle 2 students' critical thinking skills increase to 14.7% with the learning mastery of students increased to 85 %. Based on the results of these studies, it can be concluded that the research conducted .experienced success. In other words, the application of the Problem Based Learning Model with Vloger Media can improve learning outcomes for Class III students at SD Negeri Plumbon 04, Suruh District, Semarang Regency.

Keywords

critical thinking; learning outcomes; PBL; vloger



I. Introduction

According to the Regulation of the Minister of Education and Culture No. 57 of 2014 concerning the objectives of the SD curriculum that the 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation and state. , state, and world civilization.

In everyday life, it is certain that all human activities cannot be separated from language. Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Language is used by humans as a medium to convey information, thoughts, and feelings to others. With language humans can express their feelings, establish relationships with other people and more than that language can also be used to influence other people. Language and humans in turn become things that unite. Because language is the most representative medium in packaging ideas to convey to other people, the language in question is of course verbal language, both spoken and written. (Abdul Wachid BS & Heru Kurniawan, 2010: 1-2)

The 21st century brings different challenges than humans have ever faced before. Students will be faced with various types of work, technology, as well as new problems that we have not been able to imagine now. Unfortunately, the current education system is

still mostly focused on learning knowledge. This includes both traditional knowledge such as mathematics and languages, as well as more modern knowledge such as technology and entrepreneurship. In fact, it is becoming more and more evident that knowledge alone is not enough as a provision to plunge into the real world. A person also needs to master the skills to apply this knowledge to real problems in the real world. 21st century learning uses a term known as the 4Cs (critical thinking, communication, collaboration, and creativity), are four skills that have been identified as 21st century skills (P21) as very important and necessary skills for 21st century education (Ariyana, 2018: 14). One of these abilities can be realized by using TPACK-based learning.

21st teacher century must be able to carry out innovative learning with correct and adequate mastery of materials, as well as appropriate pedagogical and technological approaches. Knowledge of how to integrate technology, pedagogical approaches into learning activities by Mishra and Koehler (2006) is called TPACK (Technological, Pedagogical, and Content Knowledge) (Muhtadi, 2019: 44). During the COVID-19 pandemic like this, it is a concrete step to use TPACK in learning. Synchronous learning can be carried out using webinar platforms such as Zoom and Google Meet, while asynchronous learning uses the Whatsapp, Google Classroom, and Learning Management System (LMS) applications.

Use of learning media that are less attractive and teachers have not integrated ICT in learning make the learning process less enjoyable. Learning at SD Negeri Keteleng 02, Suruh District, Semarang Regency is still dominated by teachers so that students are not yet active in learning students tend to be passive. This is supported by the results of observations of grade VI test scores of SD Negeri Keteleng 02 which show that 3 students did not complete (42.85%) while 4 students completed (57.15%).

Based on with this background as an effort to increase the activeness of students in class VI, the researcher will examine it through classroom action research using the TPACK approach.

II. Review of Literature

According to Permendikbud number 22 of 2016 concerning process standards, that the learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to be able to actively participate, and independent of students according to their talents, interests, and physical and psychological development of learning students. One of the appropriate applications according to the standard process above is thematic learning. Thematic learning according to Rusman (2012: 254) is an integrated learning model that uses a thematic approach involving several subjects to provide meaningful experiences for students. It is said to be meaningful because in the thematic learning of students, will understand the concepts they learn through exclusive experience and relate them to other concepts that have been understood.

Implementation comes from synchronous thematic learning to be applied to Indonesia, meaning the 2013 curriculum (Shafa, 2017). The purpose of the 2013 curriculum based on Mulyasa (2013: 65) itself is to prepare Indonesian people who are competent, creative, productive and with character in order to face the 21st century. To apply this knowledge to real problems in the real world. 21st century learning using a term known as 4C (critical thinking, communication, collaboration, and creativity), are four skills that have been identified as 21st century skills (P21) to be very crucial skills and needed for 21st century education (Ariyana , 2018: 14). One of these abilities can be realized through TPACK-based learning.

21st century teachers must be able to carry out innovative learning with correct and adequate mastery of material, as well as perfect pedagogical and technological approaches. Knowledge of how to integrate technology, pedagogical approaches into learning activities by Mishra and Koehler (2006) is called TPACK (Technological, Pedagogical, and Content Knowledge) (Muhtadi, 2019: 44). During this COVID-19 pandemic, it is a concrete step to use TPACK.

The learning model that can improve Communication, Cooperation, and Critical Thinking skills is a Problem Based Learning learning model. The application of a learning model that stimulates the creativity of students is problem-based learning (Problem Based Learning). Problem Based Learning (PBL) model is one of the learning models that lead to problem solving. PBL helps students to develop thinking skills and problem solving skills, learn adult roles and become independent learners (Arends, 2007: 43).

III. Research Method

One of the classroom action research models is the research model formulated by Ernest T. Stringer (1996) as community-based action research. This research is a research with a collaborative approach to obtain the data needed to carry out systematic actions to overcome certain problems. The Stringer model has a strong basic framework characterized by look includes activities to collect relevant information, describe the situation;

Think includes exploring and analyzing: what is happening (analysis), interpreting and explaining or theorizing;

Act includes activities to plan (report), implement, and evaluate. The Stringer model shows an interactive spiral model which is a combination of look, think, and act processes. This process is a process that takes place continuously until the achievement of the desired result is found. If the target to be achieved has not shown adequate results, it can be repeated several times so that improvements can be made according to the specified standards. The interactive spiral model is as follows:

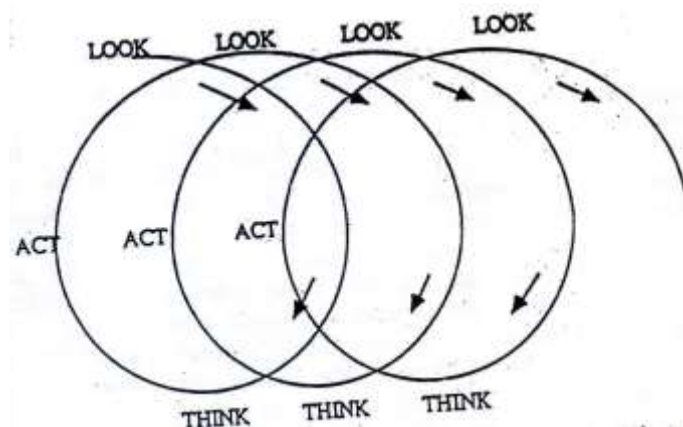


Figure 1. Action Research Spiral Model

The type of data used in this study is the type of quantitative and qualitative data. Sources of data in this study were teachers, students, document data and field notes. Data collection techniques used test and non-test techniques. The research instruments used were tests, observations, questionnaires and documentation. For learning outcomes data, a written test is used in the form of an entry, while for the meaningfulness of learning, a questionnaire instrument is used. The quantitative data analysis technique was carried out

in a comparative descriptive manner by comparing learning outcomes based on test scores in each cycle. Meanwhile, qualitative data analysis was carried out by means of descriptive analysis based on the results of observations of teacher activities and observations of student activities.

IV. Results and Discussion

4.1 Cycle 1 Research Results

In the Cycle 1 activity which was held on April 18-24 2022 at SD Negeri Plumbon 04, Suruh District, Semarang Regency, there were problems with student learning outcomes obtained when working on evaluation questions and critical thinking skills in Theme 7 Sub-theme 3 learning 1-6 with the special evaluation, the thinking skills of students obtained an average of 12.3 with a fairly critical prediction and only (15%) of students completed 3 out of 9 students. This is because students still have difficulty when in material and learning invites students to think critically. Then in terms of student activity, it is expected that all students can be active during the learning process. However, in practice, there are only 3 out of 6 students who are active in participating in learning. This is because students are still less confident when speaking or expressing opinions.

Seth carry out reflection in Cycle 1 of action solutions to improve student learning outcomes, especially in Theme 7 Sub-theme 3, namely by using the VLoger n video which explains directly and with real conditions as well as with the Problem Base Learning learning model.

4.2 Cycle 2 Research Results

Then 26 April-1 May 2022 after implementing alternative action solutions in Cycle 1 activities to improve critical thinking skills and student learning outcomes Theme 7 Subtheme 4 in this Cycle 2 activity, there was an increase from the average learning rate of 15% to 90% students who complete or reach the KKM.

As well as the thinking skills of students from 12.3 to 14.7 in the Critical category.

To increase the activeness of students who are still passive, actions are taken by involving students when presenting the material by asking students to participate in reading the material displayed during learning and providing motivation and appreciation to students who have the courage to speak or express their opinions. Final Data Analysis all around a series of studies have been carried out, it is necessary to analyze whether the research done can have an impact on the learning that has been done. The authors hope, by doing this classroom action research, it can have a positive effect and improve learning outcomes and increase students' understanding that the learning outcomes of students always increase every cycle. Improvement of critical thinking skills and student learning outcomes in each cycle can be seen in the following tables and diagrams:

Table 1. Recapitulation of Observation Results of Students' critical thinking skills

No.	Critical Thinking Skills Indicator	Achievement Score	
		Cycle	
		I	II
1.	Apply	2.6	2.8
2.	Evaluation	1.5	2.7
3.	Using data to develop critical insight	2.6	3.1
4.	Analyze	2.7	3
5.	Synthesis	2.6	3
Amount		12.3	14.7
Category		Enough Critical	Critical

Table 2. Recapitulation of Improved Evaluation Test Results

No.	Achievement	Cycle I	Cycle II
1.	The highest score	75	80
2.	Lowest Value	50	60
3.	Number of Completed Students	3	7
4.	Number of Students Not Complete	6	2
5.	Completeness Percentage	63%	85%
6.	Percentage of Incompleteness	37%	15%

The data from the research in the first cycle, shows that the learning of Theme 7 Sub-theme 3 in Class III students of SD Negeri Plumbon 04 has not achieved success. This can be seen from the results of observations indicating that the average student who performs critical thinking skills is 12.3 with a fairly critical predicate but the presentation has not met the indicators for the success of this study with a critical predicate, with a learning outcome of 63% completeness percentage.

On cycle 2 Theme 7 Sub-theme 4 Students' critical thinking skills increased to 14.7%. The research data in cycle 2 showed a significant increase. Student learning outcomes have increased with a percentage of 85% completeness with a percentage of critical thinking skills with a score of 14.7% with a Critical Category and learning outcomes have increased with a percentage of completeness 85% has met the Indicators of Research Success.

Based on the explanation in the discussion above, it can be concluded that the research objectives that have been carried out have been successful. In other words, the implementation of the Problem Based Learning Learning Model with Vlog Media can improve critical thinking skills and student learning outcomes in learning Theme 7 Sub-theme 4 Class III SD Negeri Plumbon 04 Suruh District, Semarang Regency.

V. Conclusion

Based on the discussion of the research results using the Problem Based Learning learning model with Vlog Media, it was found that critical thinking skills and thematic learning outcomes of Class III students of SD Negeri Plumbon 04 semester 2 of the 2021/2022 academic year increased.

Students' critical thinking skills in thematic learning through models using the Problem Based Learning learning model with Vlog media are increasing. This can be seen from the observation table of students' critical thinking skills which showed an increase from the first cycle which obtained a score of 12.3 with a fairly critical category, in the second cycle it increased with the acquisition of a score of 14.7 with a critical category.

Student learning outcomes showed an increase from the first cycle which obtained with classical learning completeness of 63%. In the second cycle obtained with classical learning completeness of 85%.

With an increase in the success of the learning model *Problem Based Learning with Vlog Media* can be an option to be used in the learning process, so that the expected learning objectives can be achieved properly.

Education has an important role in preparing students to be able to think critically in solving problems in everyday life. In this case, support from various related parties is needed in order to be able to prepare the next generation of the nation who are able to think critically and creatively in facing the challenges of the global era.

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