



Critical Thinking on Social Studies Learning for Elementary School Students

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Abstract

This research is motivated by the importance of critical thinking skills in students. Critical thinking skills are important abilities that must be possessed in the 21st century. Critical thinking skills are an important aspect that students must have to face the challenges of modern life. therefore it is necessary to have learning for students who are oriented toward students critical abilities. For this reason, in this study, researchers focused on examining the development of critical thinking learning in social science subjects at the elementary school level. The purpose of this study was to analyze the importance of learning to think critically in elementary school students, especially in social studies learning. This study uses qualitative methods by collecting data through interviews and observation. the data obtained was then analyzed qualitatively. This study shows the importance of teachers in developing models and innovating learning in the classroom to improve critical abilities in elementary school children. teachers have an important role to facilitate learning so that children can have a critical attitude.

Keywords: Critical Thinking, Elementary School, Social Studies

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan berpikir kritis pada siswa. kemampuan berpikir kritis merupakan salah satu kemampuan penting yang harus dimiliki pada abad 21. Keterampilan berpikir kritis merupakan salah satu aspek penting dan menjadi keterampilan yang harus dimiliki siswa untuk menghadapi tantangan kehidupan modern. oleh karenanya perlu adanya pembelajaran bagi siswa yang berorientasi pada kemampuan kritis siswa. Untuk itu pada penelitian ini peneliti memfokuskan diri untuk meneliti perkembangan pembelajaran berpikir kritis pada mata pelajaran Ilmu pengetahuan sosial di tingkat sekolah dasar. Tujuan dari penelitian ini adalah untuk mengetahui analisis pentingnya pembelajaran berpikir kritis pada siswa sekolah dasar terutama dalam pembelajaran IPS. Penelitian ini menggunakan metode kualitatif dengan pengambilan data melalui wawancara dan observasi. data yang diperoleh kemudian di analisis secara kualitatif. Studi ini menunjukkan pentingnya guru dalam mengembangkan model dan berinovasi pembelajaran di kelas untuk meningkatkan kemampuan kritis pada anak sekolah dasar. guru memiliki peranan penting untuk memfasilitasi pembelajaran sehingga anak mampu memiliki sikap kritis.

Kata Kunci: Berpikir Kritis, Sekolah Dasar, IPS

INTRODUCTION

The development of the world of education in the current era has required students to have various abilities that are the provision for life in the era of globalization.¹ One of the important attitudes that students must have is the ability to think critically.² Critical thinking skills are one the important aspects and become skills that students must have to face the challenges of modern life. Trilling and Fadel expressed an opinion that critical thinking and problem-solving are considered to be the new basis for learning.³

High Order Thinking Skills have been the focus of educational goals in different parts of the world in recent decades⁴. This is shown by the large amount of research related to efforts to improve higher-order thinking skills. One of them is research from Jamal Raiyn which focuses on using visual learning tools to improve higher-order thinking skills. In his research, it is stated that visual-based learning offers better results than traditional learning systems, and the influence of visual-based learning in developing students' higher-level thinking skills is significant. In Indonesia, similar studies are widely carried out. Most of them aim to improve the quality of education and Human Resources in Indonesia regarding thinking skills.⁵

Critical thinking is an ability that each person has to analyze an idea or an idea in a more specific direction to pursue relevant knowledge about the world by evaluating evidence. The ability to think critically is essential to analyze a problem to find a solution. Thinking critically is essential to face global challenges and various life problems that cannot be controlled. Have the ability to think critically so that they can distinguish between positive and negative sides, then filter various influences that enter and adapt them to the culture of the Indonesian nation.⁶

Santrock said that few schools teach their students to develop critical thinking skills. Usually, schools, spend time teaching students by providing one correct answer, so learning activities in the classroom encourage students to expand their thinking by creating new ideas that match the student's abilities.⁷

The ability to think critically is an ability that needs to be trained and developed by children from a young age, especially when in school. The rapidly developing world condition requires people to have the ability to think critically to answer various existing global challenges. Students are not only required to be able to complete tasks or get good grades, but students are also required to have the ability to think critically so that students can decide which ones are right and wrong, which ones need to be followed and left behind, and not be dragged down by the current of globalization.

¹ Amir, "The Critical Thinking Process of Elementary School Students In Solving Problems In The Form Of Math Story Problems Based On Learning Styles."

² Haryanti, "Problem Based Learning Models Build Critical Thinking Skills of Elementary School Students."

³ Trilling and Charles, *21st Century Skills: Learning for Life in Our Times*.

⁴ Karlina Wong Lieung, "The Influence of The Discovery Learning Model On Elementary School Students' Critical Thinking Skills."

⁵ Raiyn and Tilchin, "Higher-Order Thinking Development through Adaptive Problem-Based Learning."

⁶ Dwijananti and Yulianti, "Pembelajaran Problem Based Instruction Pada Mata Kuliah."

⁷ King and Landry, "PSYCHOLOGY 2301 The Science of Psychology By."

The ability to think critically is also useful in solving individual and social problems that occur in society. A person who can think critically will be able to solve problems appropriately and not cause new problems due to considerations from various sides. When talking about the ability to think critically and solve problems in the world of education, then we cannot be separated from the purpose of Social Knowledge Education (IPS), more often called social studies subjects at the school level⁸. One of the objectives of social studies education is to develop problem-solving skills, both social problems that occur in society and individual problems.⁹ In solving these problems, critical thinking skills are needed to help students see problems from various sides with the help of existing data and facts.¹⁰¹¹¹²

One of the potential intelligence of students is critical thinking skills. Critical thinking skills need to be developed because learners are members of society whose role is required to contribute to solving problems.¹³ One of the forms of role of students in society is to contribute solutions, ideas, and ideas to the problems faced. In his life, the learner is always in contact with his physical environment and his social environment. This means that students' daily life is always related to the application of social sciences in interacting with their physical and social environments. Therefore for students to be able to adapt to their environment, these critical thinking skills can be developed in social studies subjects. Social studies lessons discuss the relationship between humans and their environment, students grow and develop as part of society, which is faced with various problems and their environment. The social studies material examines the entirety of human activities. How humans interact and meet their life needs, the complexity of life faced by students later is not only due to the demands of scientific and technological developments, but also the complexity of the plurality of Indonesian people and foreign peoples who flock to Indonesia due to the enactment of the ASEAN Economic Community (2015).¹⁴¹⁵ Based on this thought, the researchers studied the urgency of critical learning for elementary-level students.

RESEARCH METHODS

This research is descriptive research with a qualitative approach because this research aims to explain and answer in more detail the problems to be studied by studying as much as possible an individual.¹⁶ a group or an event. In this qualitative research, researchers

⁸ Maryani and Syamsudin, "Pengembangan Program Pembelajaran IPS Untuk Meningkatkan Kompetensi Keterampilan Sosial."

⁹ Maryani and Yani, "Kearifan Lokal Masyarakat Sunda Dalam Memitigasi Bencana Dan Aplikasinya Sebagai Sumber Pembelajaran Ips Berbasis Nilai."

¹⁰ Novikasari, "Pengembangan Kemampuan Berfikir Kritis Siswa Melalui Pembelajaran Matematika Open-Ended Di Sekolah Dasar."

¹¹ Karim, "Penerapan Metode Penemuan Terbimbing Dalam Pembelajaran Matematika Untuk Meningkatkan Pemahaman Konsep Dan Kemampuan Berpikir Kritis Siswa Sekolah Dasar."

¹² Nahdi, "Meningkatkan Kemampuan Berpikir Kritis Dan Penalaran Matematis Siswa Melalui Model Brain Based Learning."

¹³ Nusarastriya et al., "Pengembangan Berpikir Kritis Dalam Pembelajaran Pendidikan Kewarganegaraan Menggunakan Project Citizen."

¹⁴ Haryanti, "Model Problem Based Learning Membangun Kemampuan Berpikir Kritis Siswa Sekolah Dasar."

¹⁵ Putu et al., "Jurnal Ilmiah Pendidikan Citra Bakti IMPLEMENTASI METODE EXAMPLES NON EXAMPLES DALAM PEMBELAJARAN DARING UNTUK MENINGKATKAN."

¹⁶ Rochmat, "Metodol. Penelit. Kualitatif."

looked for answers regarding the importance of critical thinking learning for elementary school students.¹⁷ This research was carried out at the Jambudipa I State Elementary School, Warung Kondang District, Regency. Data is searched by making observations. The data was then analyzed using qualitative analysis of Data Editor, Presentation, Conclusion Drawing, and Verification.¹⁸

RESULTS AND DISCUSSION

The research conducted The lack of development of critical thinking skills of students of SD Negeri Jambudipa I, Warungkondang District, Cianjur Regency, was caused by several problems that occurred during learning. These problems can be affected by students and teachers. The first problem that occurs during social studies learning that causes students' poor development of critical thinking skills is related to the selection of inappropriate learning strategies. There are several learning strategies in the form of methods, models, varied assistance, and other learning resources. Of the eight class rombels (grade III to class VI, 2 rumbles each) at SDN Jambudipa I, almost all of them use conventional methods during teaching. Teachers more often teach in the usual manner of lectures without interspersed with learning methods or media assistance. There is one teacher who sometimes uses the help of media power points when teaching, but the other class teacher is still stiff if they have to use tools such as laptops. The selection of learning strategies that are less varied causes teacher-centred learning so that students do not have the opportunity to develop critical thinking skills.

This is also strengthened by the results of daily tests on social studies subjects that have not been satisfactory, this is shown by the scores of some students who have not reached the Minimum Completion Criteria (KKM). Of the predetermined KKM, which is 75, only two classes can surpass KKM, and the remaining six classes have not been able to exceed the predetermined KKM. Teachers also complain about how to teach social studies subjects so that students become more actively participating in learning. When researchers asked several students to choose a preferred subject, most students liked science subjects over social studies, because according to students, science subjects were more exciting and fun with the various experiments carried out in each lesson. In contrast, social studies subjects only listened to the material presented by the teacher.

Social studies learning must be adaptable to the conditions of the student's living environment, especially in developing the social competence of students so that it is hoped that students will be able to contribute to solving problems that develop in their environment according to their age development stage. In helping to solve these problems, students need to be equipped with social competence skills, especially critical thinking skills, through a learning model that connects the real world of students in social studies learning activities. By using the right learning model, students will be interested because the topics presented in the social studies learning material are what they experience daily and have benefits in contributing to solving problems that they will or are experiencing. Social studies learning

¹⁷ Huberman and Miles, "Teknik Pengumpulan Dan Analisis Data Kualitatif."

¹⁸ Sholikhah, "Statistik Deskriptif Dalam Penelitian Kualitatif."

will be meaningful when it is associated with students' real lives and can develop life skills including social skills.^{19,20} Critical Thinking involves the capacity of active investigative thinking and problem-solving through the application of learning and innovation skills to a specific area of inquiry.²¹ Based on the objectives of IPS and the opinions above, critical thinking skills are closely related to problem-solving. Thus, one of the learning models that can be used in developing students' critical thinking skills is to use a problem-based learning model. Furthermore, Hmelo-Silver & Barrows posits that Empirical studies of PBL have demonstrated that students who have learned from PBL curricula are better able to apply their knowledge to novel problems as well as utilize more effective self-directed learning strategies than students who have learned from traditional curricula.²²

By the opinion of Kindervatter (1979), in principle society has a potential or force that can be developed in its life, through participation, collaboration, democracy, equity, liberation, and improvement. Based on the findings put forward by Marpaung explained that there are fundamental problems in the learning of the social sciences, namely: (1) students are rarely required to try their strategies, or alternative ways of solving problems; (2) students generally sit all the time on chairs, very rarely students are free to interact with fellow students during the lesson; (3) teachers do not dare to make decisions that are curriculum in nature for the benefit of the class.²³

Social science also discusses the relationship between humans and their environment. The community environment where students grow and develop as part of society is faced with various problems that exist and occur in the surrounding environment. Social Studies education tries to help students solve the problems faced so that it will make them more understanding and understanding of the social environment of their community). Meanwhile, in the 2013 curriculum, social studies learning objectives are formulated so that students have the following competencies: (1) systematize the materials, information, and or abilities that have been possessed about humans and their environment to be more meaningful, (2) be more sensitive and responsive to various social problems rationally and responsibly, and (3) increase the sense of tolerance and brotherhood in their environment and between people.

Based on the description above, an appropriate learning model is needed and can facilitate students to get a learning experience, which is an effective learning model that prioritizes student activity and provides opportunities for students to work in groups during the learning process.

Learning can begin with a problem, the problem given by the teacher must be in the form of a real event in the student's environment, relating the subject matter to the problem provides an opportunity for students to have a discussion, form a small group, and allow

¹⁹ Fatahullah, "Pengaruh Media Pembelajaran Dan Kemampuan Berpikir Kritis Terhadap Hasil Belajar IPS."

²⁰ Merangin et al., "Pengaruh Media Sosial Sebagai Sumber Belajar IPS Terhadap Motivasi Belajar, Kemampuan Berpikir Kritis Dan Berpikir Kreatif Siswa Sekolah Dasar."

²¹ Thieman and Carano, "From the Field: How Oregon Social Studies Teachers Are Preparing Students for the 21st Century."

²² Hmelo-Silver and Barrows, "Goals and Strategies of a Problem-Based Learning Facilitator."

²³ Marpaung, "Penerapan Konsep Pembelajaran Industri 4.0 Pada Pendidikan Dasar Desain."

students to present the results of their discussion in the form of a product or performance. So that social studies lessons can condition efforts to provide critical and creative abilities and skills for students to become good human beings and citizens. This is because the conditioning of the learning climate is an important aspect for the achievement of educational goals teaching how social studies in Indonesia is the glue of people's social life. IPS needs to be developed at the community level and its contribution to nation-building.

Meanwhile, based on observations made by researchers in the field, in general, the learning carried out by teachers tends to be conventional learning. The characteristics of conventional Marpaung learning are as follows: (a) the teacher actively transfers knowledge to the student (the teacher teaches the student); (b) the student receives knowledge passively (the student seeks to memorize the knowledge received); (c) learning is initiated by the teacher by explaining the concept or procedure for solving the problem, giving practice questions to the students; (d) checking and scoring on the student's work, and (e) give the student another explanation or assign homework assignment.²⁴

Based on the activities carried out in conventional learning, efforts are needed to improve and improve the quality of social studies learning, one of which is to make improvements in determining learning strategies. Conventional learning begins with explaining the meaning of concepts, giving and discussing examples of questions from the concepts that have been given, conveying and discussing application questions from concepts, making summaries, and giving assignments in the form of homework. In the implementation of conventional learning, students are more directed to be skilled in memorizing according to what the teacher has previously explained, so that they emphasize less on the critical abilities and creativity of students.

Numan Somantri identified several characteristics of IPS, including: Various bodies (body of knowledge) social science disciplines that are organized systematically and scientific. The body of the discipline contains a number of theories and generalizations that are reliable and robust and testable truth level. The body of the disciplines of the sciences This social structure is also called discipline structure, or existence also mentioning the fundamental ideas.²⁵ Theory and generalizations in that structure are also called scientific knowledge achieved through the approach "conceptual" and "syntactic", namely through the process ask, hypothesize, data collection (observation and experiment). Each of these theories and generalizations continues developed, corrected, and improved for helps and explains the past, present, and future and help solve social problems through thoughts, attitudes, and actions best.

Comprehensive IPS education program is a program that concerns four dimensions includes²⁶: dimensions of knowledge (knowledge), this dimension includes facts, concepts and generalization; skills dimensions, including skills researching, thinking skills, participation skills social, and communication skills; value dimension and attitudes, including substantive values and procedural values; and dimensions of action (action), includes three models the following activities: First, pilot activities in solve problems in class such as how to negotiate

²⁴ Marpaung.

²⁵ Sapriya, hlm.22

²⁶ Sapriya, hlm.48

and work together. Second, communicate with members Society can be created for example with groups environmentalist community, craftsman community, farming communities, traders and conducting surveys, observations, as well as interviews with traders in the market traditional. Third, decision making can be part of class activities, especially during students are invited to do the inquiry.

According to²⁷ critical thinking is one of the stages of higher order thinking. Whereas according to²⁸ critical thinking is a purposeful and clear process is used in mental activities such as solving problems, make decisions, persuade, analyze, assumption and conduct scientific research. According to Ennis²⁹ states that critical thinking is a term used for an activity reflective to achieve goals that contain confidence and rational behavior. He also has done identify the five key elements of critical thinking, namely, "practical, reflective, rational, reliable, and form action". Based on this thought, he formulate a definition that critical thinking is an activity of thinking reflectively and rationally focused on determining what to believe or done. This definition places more emphasis on how to make decisions or considerations. Based on the opinions of several figures in above, it can be concluded that critical thinking is reflective thinking process that requires precision in making decisions through a series procedural to analyze, test, and evaluating evidence and doing it consciously.

As for indicators of critical thinking students should owned are (1) Skills to analyze is a deciphering skill structure into components in order to know organizing the structure. In skills The main objective is to understand a global concept by outlining or detailing globality into more parts small and detailed; (2) Synthesis skills is the opposite skill analyzing skills. Analytical skills is the skill of connecting parts become a new formation or arrangement; (3) Skills to recognize and solve problems, This skill is an applied skill concept to new meanings. Skills This requires the reader to understand the reading properly critical so that after the reading activity is finished students able to capture some of the main ideas of reading, so as to be able to pattern a concept. Purpose This skill aims to make the reader capable understand and apply the concepts into new problem or scope; (4) Skills concluding is the activity of the human mind based on understanding/knowledge (truth). it has can move up to reach another new understanding/knowledge (truth); (5) evaluating skills, this skill requires careful thought in determining the value of something with various existing criteria.

Judgment skills require the reader to provide an assessment of the value measured by using certain standards. Critical thinking encourages the emergence of new thoughts. Sometimes learning to think critically closely related to creative thinking. If critical thinking skills performed, then part of learning to think creatively has been undertaken because of the stages.

The first is to perform critical thinking skills must initiate creative thinking skills. According to³⁰ critical thinking skills are necessary owned by every member of society, because lots of problems in life must be solved and resolved. Solving these problems cannot

²⁷ Amri,S ,*Proses Pembelajaran Kreatif Dan Inovatif Dalam Kelas*. Jakarta: Prestasi Pustaka Raya (2010) hlm.62

²⁸ Johnson, *Making Connections in Elementary and Middle School Social Studies*. McDaniel: SAGE Publications, Inc, (2010) hlm.183)

²⁹ Sapriya. *Social Science Education Concepts and Learning*, (2009) hlm.144

³⁰ Hamalik, *Metoda Belajar Dan Kesulitan Kesulitan Belajar*. Bandung: Tarsito (1990) hlm.73

be carried out with routine habits alone. That's why schools who adhere to the ideology of democracy, critical thinking exercises this is very important. Need to develop critical thinking skills for students in schools are recognized by educational experts. According to Preston and Herman ³¹ states that inquiry and critical thinking skills thrive in class when the teacher assesses the thoughts that include different thoughts with different values brought by the teacher and encourage students to think freely. On the other hand, according to Brandt ³² stated that at the time this has not yet emerged a lot of high awareness in educators in schools to teach para students about the condition of the world that is increasingly developing that demands a response with thought critically. Therefore, learning with application of critical thinking skills in the classroom is the most appropriate way to answer the challenge this. So students' critical thinking skills are very really needed, especially in the surrounding environment they stay. Because with critical thinking skills students have, students will get used to it and face the existing problems the environment they live in. And they will be easy to solve existing problems.

The ability to think critically is a skill every student needs to have. At the elementary school level, teachers have become accustomed to learning that requires children to be able to be critical. Teachers can do this in learning activities through the adaptation of learning models that challenge students to have the skills to evaluate the arguments that others make correctly and make their good and correct arguments. Critical thinking skills are also needed for students so that students can solve problems or conduct a practical analysis. To improve the level of critical thinking for students that can be done, teachers, must le innovate learning with learning models or methods that can provoke discussions between students so that students can think critically about problems. So teacher competence is the main thing needed.³³

The foundation of IPS education namely: the philosophical basis, provides ideas of thought fundamental used to determine what the object is What studies or domains are the main studies? and PIPS development dimensions as a method build and develop PIPS so determine which knowledge is considered true, legal, valid, or trusted; ideological foundation, intended as a system of fundamental ideas for give consideration and answer questions; sociological foundation, providing a system of ideas basis for determining the goals, needs, interests, strengths, aspirations, and patterns of life the future through social interactions that will build PIPS theories or principles as discipline education; anthropological basis, provide a system of basic ideas in determine patterns, systems and structures of disciplinary education science so that it is relevant to patterns, systems and structures culture even with patterns, systems and structures complex human behavior; foundation of humanity, provide a system of basic ideas to determine the ideal characteristics of humans as targets educational process; political basis, provide system fundamental ideas to determine the direction and policy lines in PIPS education politics; base psychologically, providing a system of ideas fundamental to determine the ways of building PIPS the structure of its disciplinary body of knowledge, both within personal and communal levels based on psychological entities; and religious

³¹ Sapriya, *Social Science Education Concepts and Learning*. Bandung: PT Juvenile Rosdakarya (2009) hlm.145

³² Sapriya, *Social Science Education Concepts and Learning*. Bandung: PT Juvenile Rosdakarya (2009) hlm.145

³³ Hafsa M. Nur and Nurul Fatolah, "Paradigma Kompetensi Guru."

grounding, giving system of basic ideas about values, norms, ethics, and morals that become the soul (spirit). underlying the entire PIPS building, in particular education in Indonesia.

CONCLUSION

Critical thinking skills should be able to be owned by every student. If students already have critical thinking skills, it will be easier to solve a problem in front of them. With the habit of solving or solving a problem then he will get used to facing any difficult problem. It is aligned with the social studies curriculum in class IV semester two on basic competency that reads knowing the social problem in the area. With frequent students knowing social problems in the environment is the house, then students will be accustomed to finding out causes and trying to solve these problems. So the ability to think Critical thinking of students will develop according to demands times, due to frequent encounters with a problems in the surrounding environment. For this reason, the teacher's task is the most important part of education. This is developing capabilities by students, especially the ability to think critically owned by students. So implementing the model inquiry learning can improve students' critical thinking skills and quality improvement education, especially in school.

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