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Social learning model on enhancing students critical thinking ability in elementary school

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ABSTRACT

The purpose of this study was to determine the effect of the *social learning model* to improve students' critical thinking skills on the material of my proud region. This type of research is a quasi-experimental study with a *non-equivalent Post-test only control group design.* The population in this study were all students in class totaling 151. The sampling in this study used a *simple random sampling technique* with the results obtained, namely 10 fifth grade students as the experimental group and 19 other students as the control group. Data collection was carried out using a descriptive test method totaling 10 questions. The data were analyzed using a t-test with the results obtained so $t_{hitung} > t_{tabel}$ that H1 was accepted and H0 was rejected. The conclusion from the results of the data analysis in this study is that there is a significant influence of the *social learning model* to improve students' critical thinking skills on the material of my proud region.

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Introduction

Education in Indonesia Already be in education 21st century which means education Already integrate technology as means activity learning . The 21st century is characterized by development information digitally. (Banarsari et al., 2023; Robbia & Fuadi, 2020)In facing the education 21st century of course will experience problems impact from existence change the so that in education 21st century there is 4C skills that must be developed by students . The 4Cs in question are that is *Critical Thinking* is ability reasoning, understand, compose, express analyze and solve problem. *Collaboration* is ability student in Work same, adapt in various roles and responsibilities answer *Communication* is skills How student capable transfer information, good in a way oral and also written. and *creativity* is ability For give birth to matter new in the form of idea and also work real that has not been Once There is (Almarzooq et al., 2020).

Ability it is very important owned by students in the middle the torrent current information obtained from various source so that student know and distinguish truth and lies information obtained . In addition to the second critical *thinking* There is *collaboration* or collaboration . *Collaboration* is ability student in Work same , mutual synergize , adapt in various roles and responsibilities answer , work in a way productive with others, have a sense of empathy to friends and able each other fill in lack One each other between Friend (Rosita et al., 2022; Wijaya, 2020). The third skill that must be owned by students that is skills *communication* or communication . *Communication* or communication is skills How student transfer or convey information Good in a way oral and writing. Skills communication is very important owned by students Because existence

communication aiming For convey or send message through the selected media so that it can received and understood by the recipient message . If the one who gives message No own skills good communication so information that will be delivered will No delivered with good and effective so that will become misunderstanding (Sari & Mawardi, 2023; Ulhusna et al., 2020).

By training communication skills from an early age, students will be able to communicate well in the future. And the fourth skill that students must have is *creativity* . *Creativity* is the skill to develop, implement, and convey new ideas to others, being open and responsive to new and different perspectives. Creativity *can* also be interpreted as a person's ability to create new combinations (Muttaqin & Rizkiyah, 2022; Sriyanto, 2021). The skills possessed by students today in the 21st century education era are not only the skills to solve questions and get good grades but the 4 skills called 4C are also very important for students to have. The importance of improving these four skills (4C) for the future of the next generation of the nation in facing the era of globalization so that they are ready to contribute to all aspects of life in the future (Ardiansyah et al., 2022).

Critical thinking is one of the high-level thinking skills or *High Order Thinking Skills*/ HOTS besides creative thinking *, problem* solving and reflective thinking. John Dewey mentioned in Fisher (2009) that critical thinking is reflective thinking and defines it as active, continuous and careful consideration of knowledge that is taken for granted in terms of supporting reasons and conclusions. *Critical thinking* skills can be said to be a person's ability to analyze an idea using logical reasoning. This critical thinking skill is one of the life skills *that* need to be developed and improved through the education process. A person's ability to think critically will affect the success of a person's life because thinking skills are related to what will be done. So that the education process in schools does not only emphasize the accumulation of knowledge of learning materials but also prioritizes students' abilities to acquire their own knowledge. A person who has high critical thinking skills will be able to identify relevant information more quickly, be able to think rationally and logically in receiving information and solving problems. The many benefits that will be obtained when having critical thinking skills require teaching and developing these skills from as early as possible. Developing critical thinking skills can be done since children are still in elementary school, one of which is in the subject of science.

Ability think critical is a ability base in solve problem . besides That ability think critical is also defined as a ability thinking that includes ability understand , analyze , synthesize and evaluate information or material received in solve problems faced . Ennis (1985) (Firdausi et al., 2021)in *Goals for a Critical Thinking Curriculum ,* including character and skills , because second matter the No Can separated . Skills think critical must developed start from as early as maybe . With to learn or develop ability think critical started from student school base is mandatory thing done Because through ability think critical will practice student For observe , analyze , and evaluate information or opinion before accept or reject information the (Hidayat et al., 2022; Syafitri et al., 2021)

Ennis (2011) states that a person who has ability think critical must meet 12 indicators ability think critical summarized in 5 abilities namely 1). Doing clarification the basics that cover focus questions , analyzing arguments and asking and answering questions that require explanation or challenges , 2). Giving base For a decision covering evaluate credibility source information , do observation and assessment report observation . 3). Summarizing covering make deduction and judgment results deduction , making conclusion , make assessment , 4). Carrying out clarification more carry on covering identify and assess definition , and identify and assess definition and identification assumptions . 5). Doing conjecture and integration covering guess and combine (Dermawan & Maulana, 2023; Lestari & Annizar, 2020).

Based on results observations and interviews conducted to guardian classes and students at SD Gugus IV Kecamatan Kintamani which states that ability think critical student Still is at an intermediate level down . That is also supported based on results test initial (pre *-test)* given to student in the form of 10 essay questions given to students Class V at SD N 1 Sukawana with an average score of 29.89 and SD N 2 Sukawana with an average score of 21.1. So in line with matter the very much required existence innovation use of learning models For support the way learning For increase ability think critical student that is for example with using a learning model *social learning* in activity Study teach .

Learning model *social learning* is an integrated learning model based on theory social Albert Bandura (1977), put forward that social learning occurs through observation , imitation and modeling influenced by factors like attention , motivation , attitude and emotion . Learning model is a way or method used by educators in delivering learning materials to students. This model includes strategies, approach techniques designed so that the learning process is in accordance with the desired goals. Learning model is a form of learning that is described from beginning to end which is packaged through the characteristics of the teacher. Social learning theory emphasizes that the environments faced by a person are often changed or selected through the behavior of that person (Bramantha, 2021; Farhana et al., 2023). According to Bendura, most humans learn through selective

observation and remembering the behavior of others. The conclusion of social learning is modeling , this modeling is one of the most important in integrated learning, namely in science learning.

Study this aiming for analyze the effectiveness of the Social Learning learning model in increase ability think critical student grade V of Elementary School. In addition , research this also aims For explain How interaction social in learning models This contribute to development skills think critical students . Furthermore , research This will identify constraint as well as factor Supporter in application of the Social Learning model in grade V of Elementary School. Research results This expected can give recommendation for teachers in implementing the Social Learning learning model as an effective strategy for increase skills think critical student

Method

Research conducted is type study quantitative. Approach to research This that is use approach experiment in form experiment quasi *(Quasi Experiment)* (Rukajat, 2018). As for the design research used that is design study experiment *non-equivalent post test only control group design* that is only using a post-test conducted at the end study independent model variables that is use of learning models *social learning* and variables tied up that is ability think critical . On the design This there are two groups subject , one as group experiment and one as group control . Before given treatment second group given a pre-test. Next Group experiment given treatment in the form of a learning model *social learning* while control group was given treatment in the form of learning conventional . The last one second group will given *post test* .

Population from study This is all over student Class V Elementary School Cluster IV District Kintamani Year The 2024/2025 academic year totaling 151 people. In the research This use technique taking sample that is random sampling technique . Based on *random sampling,* it is obtained sample that is student class V of SD N 1 Sukawana , totaling 19 people and students class V of SD N 2 Sukawana , totaling 10 people. From the results the draw was conducted set that as class experiment is student class V at SD N 2 Sukawana , and class control is students at SD N 1 Sukawana .

Data collection methods used is method test in the form of 10 essay questions question . Test used For measure ability think critical students in science learning in grade V of school basic . Instruments used is an instrument that has pass the validity test content carried out by 2 experts expert and validity test items , reliability tests , and level tests difficulty . Instrument test carried out so that the instruments that are prepared can fulfil condition as a good and fulfilling instrument standard. The measured domain naturally that is realm cognitive student with structured test based on on arrangement Bloom's Taxonomy 3rd edition revision. Indicator test will adapt with elements, achievements learning (CP), competencies, and objectives learning. As for the grid post-test questions used that is as following .

Table 1 <Blueprint Test Think Critical>

Component	Indicator
Like Whether Culture My Area	Student capable analyze the culture that exists around place stay .
	Student can write method guard heritage in the area place stay .
	Student can evaluate related issues with culture in the area place stay .
	Student can analyze difference potential in the area they with in other areas.
Condition economy in my area	Student capable analyze the economy in the region place stay
	Student capable make conversation about activity economy around place stay .
	Student capable identify acculturation in the environment around .
Wow, it turns out My Area is Amazing	Student can analyze product the superior ones in the area around place stay
	Student can create product Featured area
	Student can convey your hopes and dreams for progress area place just you guys.

Data analysis was performed with use analysis statistics descriptive and analytical statistics inferential . Function he did analysis statistics descriptive that is For grouping data, completing , presenting , and presenting results data processing . In research this, statistics descriptive used namely mean (average), median (value) middle), mode (the most frequent value) appears), standard deviation, and variance. While in analysis test statistics inferential used prerequisite test (test normality data distribution and homogeneity test variance) and hypothesis testing. Normality test data separator is done For knowing the data that comes from from population normally distributed or whether or not . Normality test data distribution for ability think critical used Shapiro Wilk analysis . Homogeneity test variance done for see the two samples used own relatively equal mastery or homogeneous so that study This can done on both sample or class . And hypothesis testing done with t-test with use formula *polled variance* with use degrees freedom (n-1)

Results and Discussion

Study This done For know influence from the learning model *social learning* for increase ability think critical students on the material my area my pride class v school basic . Research This implemented through 3 stages that is stage preparation, stage implementation, and stages end.before done study in the classroom Experimental and control classes were given previous pre-test for measure level think critical beginning students , next done research in class experiment with give treatment in the form of a learning model *social learning* and in the classroom control given treatment in the form of learning conventional . group experiments and controls given a post-test for know whether There is difference from given group treatment in the form of a learning model *social learning* with given group treatment in the form of learning conventional . Distribution distribution of group data experiments and groups control Can seen in figure 1 below .

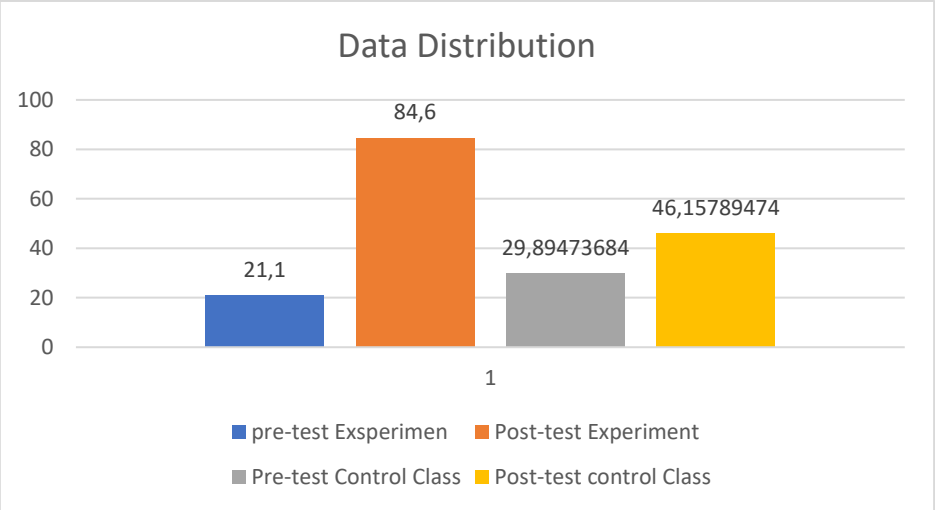

Figure 1 <Data Distribution>

In the analysis of capability data think critical student class V group the experiment given to 10 students show that mark highest is 91 and the value lowest is 80 with a mean of 84.6, a median of 83 and a mode of 83. Then done categorization ability think critical designated students with category span score five-point scale , group average value experiment and when converted based on Mi criteria (ideal average) and SDi (standard) ideal deviation), value including in very high category . While results data analysis capability think critical student class v group control given to 19 students show that mark highest is 60 and the value lowest is 40 with a mean of 46.15, a median of 46 and a mode of 46. Then done categorization ability think critical use category span score scale of five, average value in the group control and when converted based on Mi (ideal average) and SDi (standard ideal deviation), value the enter the category currently .

After statistical tests were conducted descriptive Then done testing prerequisite hypothesis data analysis namely the normality test data distribution and homogeneity test variance . Based on calculations performed use formula Shapirowilk at the level 5% significance with dk=n-1=28, obtained results calculation on group experiment of 0.072 and in the group control of 0.557. Based on results said, can known that sig value >0.05 which means value on group experimental and control groups are normally distributed.

After the data is normally distributed, it will homogeneity test was carried out variance , for know group whether homogeneous or no . Based on the homogeneity test variances made obtained F count results on groups experiments and groups control of 0.740 with level significance of 5% or 0.05 with df = n-1=9 and df2=n-1=18 so obtained result 0.740> 0.05 then stated group experiments and groups control homogeneous. After conducting prerequisite tests data analysis including normality test DNA data distribution homogeneity variance show that the result data results ability think critical student group experiments and groups control is normal and homogeneous groups . Then to be continued with testing hypothesis using the t-test.

Based on the results of the t-test conducted with group experiments involving 10 people were obtained average result of 84.60, standard deviation of 3.92, with t count sum of 22.93 and t table amounting to 2,048. While in the group 19 controls were obtained average result of 46.15, standard deviation of 4.46, the calculated t value of 22.93 and t table of 2.048. Based on the t table and the level of significance 5% with db = n-1=28 is of 2.048 and t count of 22.93. The results show that t count (22.93)> t table (2.048), so H0 is rejected and H1 is accepted . With Thus , it can interpreted that there is significant influence of learning models *social learning* for increase ability think critical students on the material my area my pride class v school base .

Discussion

IPAS is a combination of two subjects, namely IPA (Natural Sciences) and IPS (Social Sciences). The combination of these two subjects is based on the fact that these two sciences are interrelated with each other. IPAS learning appears in the independent curriculum which requires students to be able to understand and remember two sciences, namely IPA and IPS. In the learning process in the curriculum, students are required to have 4C skills, one of which is *Critical Thinking* or critical thinking (N. F. Lestari, 2020; Oktapiani & Hamdu, 2020). This critical thinking ability is very important for someone to have as early as possible because critical thinking skills have benefits, namely being able to make better decisions, being able to solve effective problems, having clear communication and having high analytical skills (Rahmadani & Muliani, 2023; Widodo & Wardani, 2020). With the many concepts contained in the IPAS material, there are also many problems that occur in the IPAS learning process in grade V SD. The problem is the lack of critical thinking skills of students. This problem gave rise to the idea of implementing the Soci al Learning learning model *to improve students* ' critical thinking skills on the material of my proud region in grade V SD students . This (Firmansyah & Saepuloh, 2022; Li et al., 2020)*Soci al Learning* learning model is expected to improve students' critical thinking skills in ongoing learning activities (Rotter, 2021).

Based on research conducted at SD Gugus IV , Kecamatan Kintamani Year 2024/2025 teachings on student Class V. Research sample This consists of of two samoek namely SD N 2 Sukawana as class experiments and SD 1 Sukawana as control class . Description results research that has been done based on hypothesis test results obtained t count = 22.93 and t table as big as 2,- 48, for db = n-1 at level significance of 5%. The results show that t count (22.92)> t table (2.048), so H0 is rejected and H1 is accepted . Based on matter said , then can concluded that there is significant influence of learning models *social learning* for increase ability think critical students on the material my area my pride class v school base .

This matter proven in a way direct through observation at stage implementation research conducted . With implementation of learning models *social learning* on the material my area my pride , students more active in A learning , students capable analyze and do reasoning to a things and try For solve a problem (Marudut et al., 2020; Rahayu et al., 2023). Development ability think critical can learned For child age as early as possible with appropriate materials and methods with stages think children who are still nature concrete (Apiati & Hermanto, 2020; Latifah et al., 2020). Use of learning models *social learning* in learning can increase ability think critical students on the material my area my pride which thing This show that student capable analyze , reason and solve a problem with appropriate (Latifah et al., 2020; Susilowati & Ramli, 2017).

Implementation of learning models *social learning* can increase ability analyzing , reasoning as well as ability in solve the problem that provokes For improve it ability think critical students to be able to always trained (Dermawan & Maulana, 2023; Septi et al., 2022). Learning model *social elearning* According to Albert Bandura , learning is a process of observing and imitating. the behavior and attitudes of others as a model is a action Study (Rumjaun & Narod, 2020; Scavarelli et al., 2021). Bandura explains that behavior man in context continuous reciprocal interaction between cognitive , behavioral and affective environment (JUNAIDI, 2020; Sipahutar, 2022). The implementation of the *social learning* learning model which is carried out continuously results in an increase in students' critical thinking skills in learning the material of my proud region because the learning is packaged so that the things discussed are close to life in the environment and the lives of students so that it will involve students to play an active role in learning activities. (Ariani et al., 2017; Helsa et al., 2021; Webster et al., 2015). Students are able to analyze themselves using their critical thinking skills to solve a given problem (Chuang, 2021; Hoppitt & Lala, 2013).

Conclusion

Based on results research , can concluded that the Social Learning learning model is effective in increase ability think critical student Grade V Elementary School. Interaction socially connected in the learning process help student in develop skills analyze , evaluate , and solve problem in a way more in-depth . The results of the study indicate that there is a significant influence between the *social learning learning model* on students' critical thinking skills with a t_{hitung} of 22.93 and a t_{table} of 2.048 with db = 28 at a significance level of 5%. Based on these results, it shows that H0 is rejected and H1 is accepted. Thus, it can be interpreted that there is a significant influence of the *social learning learning model* to improve students' critical thinking skills. Implications from study This show that learning based on interaction social can become relevant approach in learning in Elementary Schools, especially For practice think critical since early . Therefore that , educator need to design environment learn more collaborative and interactive so that students used to with a reflective and analytical thinking process . In addition , the results study This can become base for development policy education related application of learning models innovative oriented towards strengthening skills think critical .

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