Increasing the ability to think critically through learning models *Probing prompting* Helpful *Board Game* in class VII-10 of SMP Negeri 10 Palembang

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Abstract: The low critical thinking skills of students that researchers found when carrying out observations at SMP Negeri 10 Palembang had an impact on the learning process of students becoming passive and had an impact on the grades produced by students as seen from the lack of answers when asked questions and then the learning outcomes that still did not meet the criteria for completeness. teach. This research uses the PTK (Classroom Action Research) method which is applied to class VII-10 of SMP Negeri 10 Palembang with a total of 36 students. The implementation of this research includes 3 cycles which include planning*, acting, and observing*, implementation and observation. The instruments used in this research were observation sheets and *pretest posttest* carried out in each cycle. Based on the results obtained in this research, it was found that there was an increase in students' critical thinking abilities by using the learning model *probing prompting* which is proven through improvements in each learning cycle carried out, this can be seen in cycle I which reached 44% increased to 68% in cycle II then experienced an increase again in cycle III which reached 83%. Then an increase in results was found *pretest-posttest* What has been done has proven to be an increase *pretest* cycle I which reached 5.5% which increased in cycle II with an achievement of 69% and 83% in cycle III, besides that on *posttest* experienced an increase reaching 16% in cycle I which increased to 86% in cycle II and experienced an increase again in cycle III which reached 94%.

Keywords: Model *probing prompting*, critical thinking skills,*Board Game*

INTRODUCTION

Pancasila education is a subject that focused on the formation of character and skills citizenship to each individual so that students in this case are expected to be able to have understanding and also implementation towards their rights and obligations as citizens based on Pancasila and the 1945 Constitution of the Republic of Indonesia, namely those who are good, intelligent and skilled. (Srijanti, 2009). RegulationMinistry RI Education and Culture no.21 of 2016 states that the purpose of the subject education One of Pancasila is to equip students with abilities think critically, rationally and creatively based on the values of Pancasila, the 2945 Constitution of the Unitary State of the Republic of Indonesia, Bhinneka Tunggal Ika, and the commitment of the Republic of Indonesia (Erlande, 2024).
In the 21st century, there is a great need for the ability to use technology as the times progress, as well as the ability to think critically as a means of building existing facts, knowledge and improvements in overcoming problems Erlande, R. (2024). *AKSELERASI PENDIDIKAN KARAKTER MELALUI INTEGRASI KEARIFAN LOKAL DALAM PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN.*

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In honing critical thinking skills, as individual students, students must of course be given encouragement, such as being given the opportunity to answer questions that are related to several things, including: 1) being able to think about the consequences or effects of a problem, 2) being able to understand and recognize a problem.argument from a statement, 3) organizing an issue/problematic into points, 4) being able to find differences from various points of view, 5) events being able to be explained well, 6) in making decisions in this case you must be able to determine things that become a supporting basis for a decision (Langrehr, 2006). Apart from that, Arifin (2017) also explained that there is a characteristic of the existence of a system in the learning process in the current era of the 21st century, namely that students are the subject of a procedure that is studied, which means that each student does not just listen or memorize the material. rather than being given individual freedom to explore an internal knowledge that is tailored to each individual's interests and potential/talent. In this way, it can be said that the critical thinking ability of each individual is a form of effort to help solve various problems that are being faced/experienced (Suparya, 2018). Yulianti (2017) explains that increase students who have the ability to be sensitive to technology, think critically, be creative, express argument properly and correctly as well as delivery in communicating when contributing, appropriate efforts must be prepared in carrying out the learning process. Furthermore, there are several stages in critical thinking expressed by Butcher, Larson, & Lane (Hidayah & Suparman, 2019), including 1) providing an explanation, 2) building basic skills for each individual, 3) providing conclusions, 4) being able to explain in more detail what follows, 5) strategies or methods that are prepared well and correctly.

Based on the results of observations carried out at PPL I and PPL II at SMP Negeri 10 Palembang, one case was found, namely that in the learning process the students had not yet reached the development stage in having critical thinking skills, during the teaching and learning activities it was found that most of them were still very passive like the teacher. provide opportunities to ask questions or provide answers to questions discussed in accordance with the material being taught. Then, in this case, they also tend to show a confused attitude when given analytical type questions, causing students to run out of time to answer questions and having an impact on student learning outcomes. Researchers feel that teachers need to anticipate these problems by finding solutions and making action plans carry on from the problems found so that in the future teachers are able to provide assistance in the teaching and learning process that has an impact on enhancement ability maximum critical thinking for each student.

Alternative solutions to the problems encountered are mapping the abilities and learning needs of each student so that they can provide treatment and questions that are appropriate to this, choosing a learning model to help accommodate ability development think critical participant Didik is a learning model *Probing-prompting*. *Probing-prompting* is an effort by the teacher to provide a series of questions that are guiding and also dig deeper so that in this case there is a thinking process that can be linked to something new in the form of knowledge that is in accordance with what is being studied (Sutikno, M. Sobry, 2014: 63). Apart from that, in building a concept of rule principles that turns into new knowledge for students, there are several steps in the model *probing prompting* stated by Lestari & Yudanegara (2017) are as follows:

1. Students are faced with various problems given by educators.
2. Students are asked customized questions based on learning objectives.
3. The opportunity given to answer a question.
4. The opportunity is given to one of the students to provide answers to the questions given.
5. The correct answer expressed by students will be reassured by providing opportunities for others so that learning becomes active, however, if the answer given is wrong due to difficulties, in this case the teacher asks questions to show the completion of an answer.

Based on the results of research conducted by Teni Anisah (2020) entitled Application of the Probing Prompting Learning Model to Improve AbilityThink Critically, Madrasah Ibtidaiyah Students concluded that by applying the learning model *probing prompting* ability think Students' critical thinking experiences gradual improvement in each cycle. Elsa Susanti (2017) in her research entitled Application of the Probing-Prompting Learning Model to Improve Mathematical Critical Thinking Ability of Class XI.IPA MAN 1 Bengkulu I City concluded that the application of the model *probing prompting* has a positive impact on increasing ability think critical students from category less is enough.

Then the use of media in the learning process is also no less important in stimulating students towards learning material (Erlande & Chotimah, 2023). Therefore, in this research, researchers chose to use media-based board *game.* This is based on the learning needs that must be met by students, for example the learning style section of the non-cognitive diagnostic assessment results found 82.85% indicating that students have a visual kinesthetic learning style. Media*board game* is a game that is combined with learning materials usually done on a piece of paper, board or in digital form which contains a mission where students can play individually or in groups with a set of agreed rules.

In supporting this, educators can facilitate according to the needs of students, as each individual certainly has various kinds of characters that are not the same as each other, so they cannot given an equal treatment towards each other. Based on this, it can be helped by implementing differentiated learning which is expected to provide improvement liveliness so that learning can look more natural, effective and efficient. One of the indicators in cultivating a sense of desire in each student is to ask questions, put forward arguments, or answer the problems given so that the learning process looks lively and active and motivates themselves to achieve the goals and results that are desired.expected namely by the existence of student learning activities.

METHOD

This research uses the PTK (Classroom Action Research) method which is carried out over 3 cycles, as in this research there are 3 stages, namely *planning, acting, and observing/reflection.* Then the approach used in this research is qualitative and quantitative. The qualitative data obtained is based on the description on the results of the observation sheet which is provided as a form of description of the teaching and learning process in Civics subjects which is implemented through the use of models.*probing prompting* which includes an activity carried out by teachers and students. Different from quantitative data which is obtained based on results *pretest-posttest* as well as the format of the observation sheet provided so that the results obtained are in the form of numbers with the aim of providing information related to the data needed in the research. Apart from that, in this research the data sources consist of primary and secondary data. The primary data obtained was data on the number of students which included 17 males and 19 females in class VII-10 at SMP Negeri 10 Palembang, then the secondary data was obtained by researchers through educators who taught PPKn in class VII-10 at SMP Negeri 10 Palembang.

This research also uses data collection techniques by conducting observations and tests. As observation is an observation made on an object in order to obtain the data the researcher wants which can be done directly or indirectly (Satori & Komariah: 2013). At this stage of observation, it is useful in helping to find out how students' activities are during the teaching and learning process, then to what extent the level of critical thinking during the teaching and learning process takes place. This can be seen from the results obtained by calculating the observation sheets which have been observed and put into written form with the help of colleagues. in observing based on the activities of educators who are teaching and students who are carrying out learning activities. Then, it is different from tests, namely efforts are made to obtain information related to the successful achievement of learning outcomes in accordance with the determination of learning objectives. At the test stage, data was collected using a test instrument in the form of 10 questions given which included 3 multiple choice questions, 5 complex multiple choice questions and 2 essays.

RESULTS AND DISCUSSION

Results

The research was conducted in class VII-10 of SMP Negeri 10 Palembang, totaling 36

people consisting of 17 men and 19 women. This research was carried out in 3 cycles starting from April 5 2024 to May 3 2024. Below the researcher will present the results of carrying out classroom action research which has been carried out over 3 cycles consisting of stage *planning, acting, and observing*.

Pre Cycle

Observation planning was carried out on April 5 2024, assisted by Dini Hardiyanti and Endang Dwiana as colleagues, obtaining the following results of student activities:

Table 1. Observation of abilities think critical Pre Cycle

Indicator	Score obtained	Percentage (%)	Information
Provide a simple explanation	64	44%	Enough
Build basic skills	65	45%	Enough
Conclude	62	43%	Enough
Provide further explanation	60	42%	Enough
Set strategy and tactics	55	38%	Enough

Based on Table 1, observations of critical thinking abilities information cycle results showed that 36 students received sufficient information on critical thinking skills, it was seen that only 44% of 100% of students were able to provide simple explanations, 45% of 100% of students were able to build basic skills. 43% of 100% of students could conclude, 42% of 100% could provide further explanation. 38% of 100% are able to organize strategy and tactics.

Cycle I

Implementation of cycle I on April 26 2024 get the following results:

Table 2. Observation of critical thinking skills in Cycle I

Indicator	Score obtained	Percentage (%)	Information
Provide a simple explanation	95	66%	Enough
Build basic skills	100	69%	Good
Conclude	96	67%	Enough
Provide further explanation	98	68%	Good
Set strategy and tactics	99	69%	Good

Based on Table 2 observations of critical thinking skills in cycle II found an increase of 36 students who were able to achieve good explanations on 3 indicators, the explanation was described as follows: there was an increase from 44% to 66% who were able to provide simple explanations, 45% to 69% of students were able to construct basic skills. 43% to 67% of students can conclude, 42% to 100% are able to provide further explanation, 38% to 69% of students can organize strategies and tactics.

Cycle II

Implementation of cycle II on May 3 2024 got the results namely:

Table 3. Observation of critical thinking skills in Cycle II

Indicator	Score obtained	Percentage (%)	Information
Provide a simple explanation	124	86%	Good
Build basic skills	118	82%	Good
Conclude	115	80%	Good
Provide further explanation	125	87%	Good
Set strategy and tactics	125	87%	Good

Based on Table 3 above, the results showed that 36 students overall experienced an increase in abilitythink critical in cycle II only 3 indicators were able to reach the good category in cycle IIt was found that 5 indicators have reached the good category. Where there was an increase from 66% to 86% of students were able to provide simple explanations, from 69% to 82% of students were able to build basic skills, from 67% to 80% of students were able to conclude, from 68% to 87% of students were able to provideexplanation Furthermore, from 69% to 87% of students are able to organize strategies and tactics. Furthermore, the results of

observations for 3 cycles are described in the following table:

Table 4. Observation results of critical thinking abilities

	Score obtained	Percentage (%)	Information
Pre Cycle	306	43%	Enough
Cycle I	484	67%	Good
Cycle II	607	84%	Very good

In Table 4 above, it can be seen that there was a significant increase in students' critical thinking abilities from classroom action research carried out by applying the learning model *probing-prompting* help *board game*, onpre-cycle stage visible percentage who have sufficient skills think critical only 43%, then in cycle I rose to 67% and experienced an increase again in cycle III which reached 85%. Then apart from that, the researcher used a u-shaped test techniques in me with know and measure the level of ability in the domain cognitive. To strengthen the level of critical thinking in students, they are given 10 questions consisting of 3 multiple choice questions, 5 complex multiple choice questions and 2 essay questions. The following are the test results intended in this research:

Table 5. Results*Pretest* to critical thinking skills

	Completeness	Percentage (%)	Information
Pre cycle	2	5,5%	Low
Cycle I	25	69%	Currently
Cycle II	30	83%	Height

Table 5 is the results *pretest* on critical thinking skills carried out at the beginning of learning during pre-cycle stage, cycle I and cycle II. In the table above you can see in the pre-cycle stage only 2 out of 36 students were able to achieve completeness with a percentage of 5.5%, this is a low category for completeness. Next in cycle I An increase was seen from initially only 2 students then increasing to 25 students with a percentage of 69% who achieved a completion score in the medium category. In cycle II saw an increase to 30 students or 83% by achieving a completeness score in the high category in *pretest*. Next are the results *Posttest* which are presented in the table below:

Table 6. Results*Posttest* to critical thinking skills

	Completeness	Percentage (%)	Information
Pre cycle	6	16%	Low
Cycle I	31	86%	Height
Cycle II	34	94%	Height

Table 6 is the results *posttest* to ability think critical analysis carried out at the end of learning for 3 cycles. Based on the table above, it can be seen in pre-cycle stage only 6 out of 36 students were able to achieve completeness with a percentage of 16%, this is a low category for completeness. Next on the cycleI saw an increase from initially only 6 students then increasing to 31 students with a percentage of 86% who achieved a high level completion score. In cycle II It was seen that there was an increase to 34 students or 94% who had achieved a completeness score in the high category *posttest*.

Discussion

Based on the description in table 4 in the observation results section think which has been implemented for 3 cycles, researchers found that the learning model*Probing prompting* can help in improving the ability to think critically as evidenced by the results of observations that have been made such as an increase from 43% to 84%. Apart from that, the results can also be seen *pretest-posttest* which is conducted in the beginning and at the end of learning.

This is due to the learning model *Probing prompting* not only emphasizes students to answer questions but requires and explores students' answers in depth so that they are given the opportunity to be able to build basic critical

thinking skills through answering, concluding and analyzing both in the form of pictures, videos, written questions and oral questions so that students also have the same opportunity to be actively involved in the learning processteach in the classroom. Suherman in Utami (2016: 153) states that the learning model*Probing prompting* can help improve abilities think students critically through a series of questions that are studied in depth and capable connect knowledge or experience that has been obtained with the knowledge being studied.

Usage*board game* in the teaching and learning process it can also make students more comfortable without any coercion or pressure that can make them reluctant to ask questions or not have the courage to answer questions that sometimes they actually don't know the answer to., presence *board game* this can make the processStudy teaching becomes more active in the classroom and need fulfilling learning that is adapted to your learning style such as visual kinesthetic. In this case, researchers have high hopes for the research that has been carried out so that it can become a reference for educators to continue to innovate and develop creativity so that more teachers can design learning that is not only in favor of students and is able to meet the diversity of learning needs that each of them has. each individual.

CONCLUSION

Conclusions from classroom action research carried out by researchers through 3 cycles consisting of stages *planning, acting, and observing/evaluation* with implementation Learning model*Probing prompting* help *board game* capable increase ability think students of class VII-10 at SMP Negeri 10 Palembang in the aspects of providing simple explanations were 86%, building basic skills 82%, concluding 80%, providing further explanations 87%, and organizing strategy by 87%. So it can be concluded that the learning model*Probing prompting* can be applied as an alternative choice of learning model that can help students to increase Skills Think critical to be more optimal. Then use *board game* in the learning process using models *Probing prompting* can make students feel more comfortable and not feel pressured. Apart from that, the use of this media can help fulfill the diverse learning needs of

individuals who have visual-kinesthetic and other learning styles.

THANK YOU

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