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The effect of example and non-example learning model on fourth-grade students' critical thinking skills on civic education

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ABSTRACT

This study aims to determine the effect of using Example and Non-Example models on students' critical thinking skills. The research location is one of the elementary schools in South Jakarta, to be precise at the fourth-grade level during the even semester of the 2021/2022 academic year, especially in the Civic Education subject. While the research method used is a quantitative research method with a Quasi-Experimental Design research design. The sampling technique used probability sampling on students who already understood Civic Education subjects by looking at their average scores in the previous semester, the number of subjects was 63 participants, with 31 participants grouped into the experimental group and 32 participants grouped into the control group. The data were obtained by distributing questionnaires to research subjects using multiple choice and filling methods, and the data that had been collected showed the results of the t test calculation of t count = 5.47 ≥ t table = 2.00 which stated that there was a significant effect, in student learning outcomes in the application of the Example and Non-Example models to improve students' critical thinking in the Citizenship Education subject at an elementary school in the south Jakarta area. The Example and Non-Example models can improve students' critical thinking because they have fun methods, students can be more active in class and exchange opinions with each other.

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INTRODUCTION

Making Indonesian society better, developed and qualified is the task and purpose of education. Of course, this process cannot be done in an instant but will last a lifetime and be carried out from the beginning or early on. This arduous task is a shared responsibility between the community, between

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schools and the government as the party that organizes education in Indonesia. So that the teaching efforts carried out by educators produce creative graduates and can be accepted in the community (Sa'diyah et al., 2022;).

Challenges in the learning process that are often encountered in the teaching process. Where educators do not include students in the teaching process, so boredom is something that students often encounter (Gallagher & Savage, 2020). The causes include the absence of teacher interaction with students and students with students. Then of course innovation is needed so that the discomfort can be eliminated or at least reduced. Choosing and developing teaching methods is one of the innovations that must be owned by teachers. So that the material presented can be accepted by students effectively (Aasriya, 2021).

Civic Education or Pancasila Citizenship Education (PPKn) in elementary schools is fundamental to form a person who understands the rights and obligations as a citizen, so the subject is very important. So that later he became a human being who had academic skills, but with critical thinking was also equipped with morals and character mandated in Pancasila and the 1945 Constitution (Sanjaya et al., 2021). However, the reality in the field, Civic Education subjects given by teachers in the delivery of learning materials often use old teaching methods that are less innovative and tend to the teacher as a learning center or commonly known as teacher oriented (Rahmadi et al., 2020). This is less motivating for students to think critically. So that the lack of interaction makes the learning process uncomfortable and even boring (Fawwazi et al., 2020).

Giving lectures, questions and answers and assignments are methods that are often used. Of course, it results in the students being less enthusiastic in participating in learning and untrained critical thinking skills. Until the lesson was not comfortable to follow. The results of preliminary research or observations on Civic Education subjects observed in fourth-grade at Elementary School in South Jakarta Am reflect these conditions. So that it raises the spirit of the students enthusiastically participating in Civic Education learning and boils down to the success of the students is the task of the disciplinary or teacher.

In the initial stage or planning stage, a Lesson Plan is prepared where material on diversity in Bhinneka Tungal Ika is given, illustrations or drawings related to the material are prepared. After the material is delivered, each student expresses their opinion. This is to see the completeness of critical thinking of students, after applying the learning model *examples non examples.* The *examples non-examples* learning model is a stage of teaching and learning in the classroom, by providing examples of interesting illustrations and related to the material presented. After that, the students were asked to form groups to discuss. The goal is to stimulant students in critical thinking in order to solve problems or problems. The abilities of students such as asking, answering and saving will be well honed.

The results obtained in this study are in line with several studies that have been carried out first. Among other things, it has been researched by (Khatimah & Sejarah, 2022) namely the *non-examples* model has a great influence on improving the critical thinking ability of students. This is what makes researchers interested in conducting scientific studies, so the researcher conducted a study with the title "The Influence of Model Examples Non-Examples on Students' Critical Thinking Ability on Civic Education lesson content in fourth-grade at Elementary School in South Jakarta"

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LITERATURE REVIEW

Critical thinking

Learning that can be interpreted as a cognitive theory is where a process of teaching and learning by educators aims to develop or enhance the ability of creative thinking as well (Lely et al., 2020). students ability to new knowledge so that students are able receive and master that knowledge (Ardhian et al., 2020).

Critical thinking is a cognitive process that hones students' coherent ways of thinking when there is a problem and also distinguishes the problem that is being faced precisely, thoroughly and can organize information to make a solution to the problem (Leasa, 2020).

Based on the definitions explained by the experts above, it can be concluded that critical thinking is a cognitive theory that students need when learning takes place when there are problems and can distinguish existing problems and then find solutions or solve these problems.

Example and non-example learning model

The learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences in order to achieve certain learning goals. In addition, the learning model serves as a guide for learning designers and teachers in planning and implementing these learning activities (Mirdad, 2020).

The examples non examples learning model is a learning process approach that can use videos about cases that have occurred and pictures that are relevant in the basic competencies to be achieved and are given the opportunity for students to think critically in analyzing and then being asked for the results of the discussions that have been carried out (Sembiring et al., 2021).

From an explanation of the non-examples learning model Examples is a learning model that uses videos or pictures to provoke students' way of thinking in accordance with the material to be conveyed, the point is that students can be motivated and improve critical thinking so that students look active and enthusiastic about the learning delivered by the teacher.

Civic education

In Citizenship Education is closely related to the values of nationalism and patriotism. Citizenship Education has become a compulsory subject for all students in formal schools. Civics learning is very useful in order to shape the character and critical thinking of students in accordance with the values of Pancasila, as well as being a learning medium for students to get to know the Indonesian people and build a generation that loves the motherland (Raharjo, 2020).

From the understanding of Civics learning according to the experts above, it can be concluded that Civics learning is one of the existing and mandatory subjects in elementary schools to improve and shape student character so that they can think critically, rationally, creatively and then participate actively and develop positively and interact. well with other nations.

As for the literature review that has been explained, the researcher makes a hypothesis below.

HO: There is no influence on students critical thinking in using examples non examples models at Elementary School in South Jakarta.

$H1$: There is an increase in students' critical thinking in using examples non examples models at Elementary School in South Jakarta.

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METHOD

This research uses quantitative research methods. The quantitative approach is obtained from validation and conducting *post-tests* of control classes and experimental classes on students. The research method used in this study is a type of *Quasi-Experimentals method: Nonequivalent Control Group Designs* (Winanda et al., 2020). Aims to determine the influence of *the Examples Non-Examples* model on critical thinking skills on the content of Civic Education lessons for fourth-grade at Elementary School in South Jakarta. By using the *Posttest-Only Control Design* pattern.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	E_1	X	E_2
Controll	K_1	-	K_2

E_1: Experimental Group
K_1: Control Group
X: Treatment using learning model Examples Non-Examples
E_2: Posttest value of the experimental class given the behavior of the learning model Examples Non-Examples
K_2: Posttest scores of experimental classes treated with conventional learning models

The subjects of this study were the fourth-grade students of an Elementary School at South Jakarta, totaling 63 students who were divided into 2 class, namely the experimental group and the control group. The instrument of this research using a model of Example and Non-Example to the student with Civic Education as a subject and the outcomes of the models would increase the critical thinking of a student.

There are 2 classes, namely an experimental class that uses *the Examples Non-Examples* learning model, then after the research will be seen the critical thinking ability of students. Whether there is an influence of the learning model on students' critical thinking ability and is measured by comparing the values/results of the control class which are also given *Posttest* questions from researchers to students before using the *Examples Non-Examples model.*

The provision of *post-test* questions was carried out after researchers gave treatment using the *Examples Non-Examples* model and students learned in a group discussion where one group consisted of 3 people. The *post-test* question will show how far the results are from the treatment in the experimental class and compared with the control class.

The reason why researchers chose fourth-grade students was because researchers wanted to improve students critical thinking skills. The data collection technique used in this study was to use *Posttest* in the control class and the experimental class.

RESULTS

Based on the results of the research that has been done, it can be concluded that there is a positive and significant influence in the learning process using the Example and Non-Examples

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model. The results of the analysis requirements test used are the normality test using the Liliefors test and the homogeneity test.

Table 2. Homogeneity Test

Group	L_{Count}	L_{Table}	Criteria	Explanation
Experiment	0,132	0,157	$L_{Count} < L_{Table}$	Data Distributed Normal
Control	0,051	0,157		

After testing the normality in the experimental class using the Examples and Non-Examples learning model, the value of $L_{count} < L_{table}$ is 0.132 < 0.157.

Table 3. Hypothesis Testing

Group	Average	Dk	T_{Count}	T_{Table}	Criteria	Explanation
Experiment	8,25	62	5,47	2,00	$L_{Count} > L_{Table}$	Significant
Control	10,45					

Hypothesis testing using the t-test at a significant level $\alpha = 0.05$. The value of $t_{count} = 5.47$ is obtained, while $t_{table} = 2.00$ because $t_{count} > t_{table}$ indicates that (Ho) is rejected and (H1) is accepted, it can be concluded that the Examples Non-Examples learning model has a significant influence on critical thinking of fourth-grade students Elementary School in South Jakarta. Thus, the researcher concluded that the Examples Non-Examples learning model can influence the critical thinking of fourth grade students at Elementary School in South Jakarta.

DISCUSSION

Based on thier research findings of the classroom action research entitled "Application of the non-example example learning model with quizizz educational game media in improving student learning outcomes in the solar system material for class VII SMP Maria Goretti Kabanjahe" (Marsela et al., 2021), it can be concluded as follows: In cycle I there were 26 students when carrying out the pre-test obtained an average score of 46.92 and a completeness percentage of 23.07% and when carrying out the post-test obtained the highest score of 90 with an average of 44.92 and a completeness percentage of 38.46%. In cycle II there were 26 students when carrying out the pre-test with an average of 37.72 and a completeness percentage of 13.63% and when carrying out the post-test they obtained an average of 70.90 and a completeness percentage of 77.27%.

Budhiarti & Samuel, (2019) On their research was carried out with the aim of explaining the effect of using examples non examples learning models on social studies learning outcomes for students regarding the types of natural resources in class IV SDN 25 Perimpah. This research was conducted in four meetings starting from 18 February to 26 February 2019. So by using the examples non examples learning model, it was obtained that the mastery of learning outcomes before being given treatment was an average of 20% of the 15 students, and the acquisition of completeness of learning outcomes after being given the average treatment obtained by students was 66.67% of the 15 students studied, there is a difference in the percentage of influence of 46.67%. The conclusion obtained by the researchers from the results of these percentages is that the examples non examples learning model has a positive influence on social studies learning outcomes in the subject of knowing the types of natural resources.

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Utami et al., (2022) on their research founds that student ability to understand science concepts taught by applying the example non example learning model was able to achieve an average of 79.31 with an average increase rate of 24.00 and an std. deviation 8.99. While students who were taught by applying conventional learning models obtained an average of 58.23 with an average increase rate of 12.61 and a std. deviation 11, 167. So it can be seen that there is an influence of the example non example learning model on students' understanding of science concepts. This is evidenced by the results of the Independent Sample t-Test which obtained a significance value or Sig(2-tailed) 0.000 which means <0.05.

All the previous research using model Example and Non-Example model shows that this model give a significant impact to student in order to increase their score, critical thinking, learning outcomes, etc. on this research the effect of implementation Example and Non-Example model also give an effect to student that get more active and increase their critical thinking measured by their score.

CONCLUSION

This study shows that the Examples Non-Examples learning model has a positive and significant influence on the critical thinking skills of fourth grade students at Elementary School in South Jakarta. This is evidenced by the results of the t-test showing $t_{\_count} > t_{\_table}$, so that Ho is rejected and H1 is accepted. The researcher concluded that the Examples Non-Examples learning model can influence students' critical thinking.

The implication of this Examples Non-Examples learning model has a positive influence on students' critical thinking, increases student activity and creativity, and trains critical thinking skills in understanding Civic Education material about the diversity of Unity in Diversity. Educators act as facilitators and motivators in this model, while students learn independently in relation to their surroundings.

However in this study, there were several limitations that caused the research results to not be as expected. The main limitations encountered in this study were time and manpower limitations, so that the time allocation was not as planned. In addition, researchers also experienced limitations in terms of knowledge about data processing or data analysis. In addition, students also experience difficulties in focusing during learning. Therefore, the results of this study cannot be used as a definite reference and further research is needed to overcome these limitations.

And some suggestion to next research should be make a proper research planning, and enhance the data analyst skills so the result of the next research would be more comprehensive and objective.

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