

Application Of Case Study Learning Methods To Improve Critical Thinking Skills Of Grade 6th Basic School Students In Learning Social Science

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Abstract

This study aims to improve students' critical thinking skills by using the case study learning method in Social Sciences (IPS) subjects. . This research is a classroom action research (PTK) which consists of 4 stages, namely planning, implementing, observing and reflecting. This research uses descriptive qualitative data collection methods in the form of observations, written tests, questionnaires, and interviews. The subjects of this study were 14 students of SDN Sambongrejo II, totaling 14 students. The increase in students' critical thinking skills can be seen from the results of the tests given where in the pre-action the percentage was 29%, in the first cycle it increased to 49% and increased again in the second cycle to 79%. Judging from these results, it can be concluded that the case study learning method can improve the critical thinking skills of fourth grade students of SDN Sambongrejo II, Semanding District, Tuban Regency, 2017/2018 Academic Year.

Keyword : Critical Thinking, Social Science, Case Studies

1. Introduction

Education is an important component in determining the glory of this beloved country. However, it cannot be denied that in the education world there are still many problems that must be addressed. One of them is the low absorption of students towards the learning that has been implemented. This can be seen from the student learning outcomes which are still quite low and of course make us concerned. based on the results of the research analysis, the main cause of this condition is because the process is still traditional and still teacher-centered. The teacher dominates the class by only providing an explanation of the learning material without giving students the opportunity to express their opinions and students only become listen

Critical thinking is one of the higher order thinking processes that can be used in the formation of students' conceptual systems. According to Ennis (Adun Rusyna, 1985) critical thinking is a reflective way of thinking that is reasoned which is focused on determining what to believe and do. This means that critical thinking can draw conclusions perfectly from the data provided, can determine inconsistencies and contradictions in groups of data. Critical thinking is analytical and reflective

The current development of technology and information certainly affects the demands of today's educational needs. The process carried out in the teaching and learning process is expected to produce graduates who are smart, creative, critical of change and have noble character so that one day they can become the next generation capable of bringing the glory of this country according to expectations. its predecessor . To meet the demands of the world of education today, currently the learning pattern that is developing in Indonesia requires student activeness in the teaching and learning process. In learning, teachers must be creative and innovative in implementing learning and changing their teaching style from teacher centered to student centered, besides that the teacher must be able to stimulate students to respond and be active in analyzing and expressing their opinions. problems raised both from textbooks and facts in their immediate environment.

Sharpening the ability of students to be active, creative and have the courage to express opinions about new conditions needs to be instilled since entering primary education. Primary school education is the beginning to hone basic skills in the form of intelligence, knowledge, personality, and thinking skills, where the ability to think is a mental activity to build and acquire knowledge.

According to the opinion of some experts, thinking is an activity of the human person that produces directed discoveries towards a goal. In the learning process, students' thinking skills can be developed by enriching meaningful experiences through problems to solve problems or phenomena related to aspects of human life, so that their thinking skills can develop. This experience is very important so that students have a conceptual structure that can be useful in analyzing and evaluating a problem. In the learning process this thinking skill is an activity that is one of the goals to be achieved in the learning process, because the ability to think is one aspect of improving the quality of learning that is oriented towards the achievement of learning outcomes.

The ability to think The ability to remember and understand, therefore the ability to remember is the most important part in developing thinking skills. That is, not necessarily someone who has the ability to understand and understand the ability to think as well. In fact, a person's ability to think is accompanied by remembering and understanding. This is as stated by Peter Reason, that thinking is impossible without memory. If a person lacks working memory, then that person may not be able to retain problems and information for long enough. If a person lacks long-term memory, then that person will certainly not have a past record that can be used to solve problems that arise in the present. Thus, thinking as an activity that involves mental processes that require memory and understanding, as if being able to remember and understand the necessary mental processes called thinking. One of the thinking skills included in higher order thinking skills is critical thinking.

Critical thinking is one of the higher order thinking processes that can be used in the formation of students' conceptual systems. According to Ennis (Adun Rusyna, 1985: 54) critical thinking is a reflective way of thinking that is reasoned which is focused on determining what to believe and do. This means that critical thinking can draw conclusions perfectly from the data provided, can determine inconsistencies and contradictions in groups of data. Critical thinking is analytical and reflective.

According to Fahrudin Faiz (2012) critical thinking is a mental process in analyzing or evaluating information. This information can be obtained from observation, common

sense or through the media of communication. Fahrudin Faiz also explained that critical thinking requires at least four types of skills, namely: analytical skills, synthesis skills, understanding and problem solving skills, and concluding skills.

Social science is an educational program that integrates selected concepts from the social sciences and humanities, namely: sociology, anthropology, geography, economics, politics, law and culture. Through social studies subjects in elementary schools, students are expected to have knowledge and insight into the basic concepts of social sciences and humanities, have sensitivity and concern for social problems in their environment, and have the skills to study and solve these social problems. Social studies lessons in elementary schools teach the essential concepts of social science to build good citizenship.

The case study learning method is the study of certain events, incidents, phenomena or situations that occur in a place and are related to aspects of human life in the past, present or future, Hasan (Isriani & Dewi, 2012). An event can be said to be a case because it is unique and has a time and place limit for the event to occur and does not occur anywhere else. By applying the case study learning method in learning activities it means giving students the opportunity to be able to analyze a problem, not just listening and memorizing. In addition, the application of this case study method can help students become more active and critical.

In the teaching and learning process the teacher needs to design and implement a learning activity that allows students to be able to compile thoughts based on their experiences to find ways to study problems so that they find solutions that are recognized for their accuracy and truth. To be able to apply this case study learning method, the teacher needs to pay attention to the characteristics of students and the characteristics of each learning material. Activities that will be carried out by students in this case study method will greatly make students think critically because they examine a problem that exists in human life, especially in their immediate environment. This requires students to study problems based on experience, and for the conclusion stage students must provide the right solution. The use of learning methods that can be used to improve students' critical thinking skills in elementary schools is to use the case study method. This case study method is not only a teaching method, but also a thinking method because it begins by looking for data to draw conclusions.

But in fact, elementary school students in working on a material on social studies subjects still lack critical thinking skills. This can be seen from the results of observations and interviews of researchers on February 5, 2018 with grade IV teachers at SDN Sambongrejo II at the school. Judging from the results of the documentation, the researcher obtained data in the form of student scores in the form of assignments discussing social problems in social studies learning, students' critical thinking skills were still lacking. The results of the documentation can be seen from several indicators which show that students' critical thinking skills are still lacking, such as analyzing; in analyzing a problem students still do not understand, besides determining the truth of a problem; Problems that have been analyzed will be examined for truth which makes students less able to determine the truth. For example, students in analyzing the factors that cause a problem, students are still confused in collecting information or data to determine the truth of a problem, and looking for the right solution in solving a problem.

Based on the description above, in general the formulation of the problem in this study is how to improve students' critical thinking skills in social studies learning by using the case study method in grade IV SD Negeri Sambongrejo II, Semanding District. In line with the formulation of the problem above, the aim of the researcher was to improve students' critical thinking skills in social studies by using the case study learning method for fourth grade students of SD Negeri Sambongrejo II, Semanding District

2. Research Methods

This type of research is classroom action research. Place and Time of Research This research was conducted at SDN Sambongrejo II, Semanding District, Tuban Regency. Research Subjects The subjects of this study were SDN Sambongrejo II, Semanding District, Tuban Regency, totaling 14 students consisting of 7 children. male students and 7 female students. Data Collection Techniques Data collection techniques in this study through tests, observation, documentation and interviews. Data Analysis Techniques Data analysis used in this classroom action research is in the form of qualitative descriptive analysis with percentage techniques. The instruments used in this study were evaluation questions and observation sheets during learning activities.

3. Research result and Discussion

3.1 Students' critical thinking skills

From the results of tests and observations made by researchers, it was shown that the level of critical thinking skills of grade IV SD Sambongrejo II students in social studies learning had increased from pre-action, cycle I and cycle II.

In the pre-action, seen from the results of learning observations and interviews, the researcher also saw the results of students' scores in working out descriptions and analysis questions that required a very low level of critical thinking. who have not been able to complete the description of the question. The low learning outcomes are due to the learning process which is still too teacher-centered which does not involve students to be more active in both analyzing a problem and solving problems. If the skills of students are not trained to practice them, it will have an impact on the lives of students in the social field that they will face when involved in social life. According to his explanation, the characteristics of social studies learning in terms of this objective aspect include three aspects that must be addressed in the development of social studies education, namely intellectual, social and individual aspects.

The development of intellectual abilities is more based on the development of the discipline itself as well as academic development and thinking skills. Intellectual objectives seek to develop students' abilities in understanding social science disciplines, thinking skills, process skills in seeking information and communicating findings (Sundawa, 2006: 12). So from these characteristics it can be understood that to achieve the characteristics of social studies learning, one of which is the ability to think, especially critical thinking, can be improved through learning methods such as the case study method.

Learning with this case study method is learning that starts from a problem and how to solve that problem. Learning using this method is expected to help improve students' critical thinking skills in social studies subjects. As explained that learning activities using the case study method in the form of explanations of certain problems, events or situations, then students are assigned to find alternative solutions. The case study method is used to develop critical thinking and find new solutions to solve topics (Yamin, 2008: 165).

Teaching and learning activities using the case study method on social studies subjects, the material used in this study is a social problem. This activity is learning that familiarizes students to be able to think critically, where students are directly involved in solving the problems faced to be solved by implementing the stages of the case study method.

For more details, it can be seen in the comparison table for the improvement of students' critical thinking skills in social studies learning starting from pre-action, cycle I and cycle II.

Table 1. Increasing students' critical thinking skills in pre-action, cycle I and cycle II

Pre-action	cycle I	cycle 2
29%	49 %	79%

From the results of the actions taken in cycle I and cycle II, it can be seen that the highest percentage achievement is in cycle II with a percentage of 79% or about 11 children who have completed and have exceeded the predetermined success criteria. Therefore, the implementation of new actions reached the second cycle.

3.2 Case Study Learning Methods

A case study is a detailed examination of the setting or subject or area where a particular document or event is stored. The case study method in education is in the form of an explanation of a particular problem, event or situation, then students are assigned to find alternative solutions. The case study method is used to develop critical thinking and find new solutions to topics solved by Yamin (2008: 165).

Abdul Majid (2013: 100) explains that the case study method is a type of learning that discusses a real case, or a case that has been reconstructed which has certain principles about a problem. However, regardless of the type of case, the resolution of the case consists of various alternative approaches and actions.

Meanwhile, according to Hasan (Isriani & Dewi, 2012: 174) a case study is a study of certain events, incidents, phenomena or situations that occur in a place and are related to aspects of human life in the past, present or future. . An event can be said to be a case because it is unique and limited to the time and place it occurs and does not occur elsewhere.

Case studies are inductive learning where participants use real cases (problems) as the main input to carry out a case analysis process to solve problems or make decisions through active search for information about theoretical concepts and interactions with

other participants culminating in a class discussion under the direction of the facilitator. The output is theoretical practical experience for participants.

Based on some of the opinions above, it can be interpreted briefly that the case study learning method is a type of learning that carries out the process of reviewing, analyzing, discussing a case (problem) to the final process, namely making decisions or solving problems.

In other words, learning with the case study method needs to be considered, especially the understanding of cases needs to be seen in a comprehensive, in-depth and objective manner. Comprehensive means that it includes all types of information needed, including academic abilities, social conditions, psychology, including talents, interests, family conditions, and physical conditions. This information is learned through a variety of means including interviews, home visits, observations, and cumulative notes.

Gathering information through these methods not only adds to a broader insight, but also trains oneself to think critically and act in solving a problem.

As a learning method, case studies have advantages and disadvantages. According to Purwanto (Sri Anggarini, 2010: 37), the advantages of the case study method are as follows:

- a. Case studies can provide important information about the relationship between concepts and processes that require greater explanation and understanding.
- b. Case studies provide an opportunity to gain insight into the basic concepts of human behavior.
- c. Case studies can provide data and findings that are useful as a basis for building background problems for planning larger and in-depth studies in the context of developing social sciences.

While the case study learning method also has disadvantages, including:

- a. The case studies that have been carried out so far do not provide a basis for making scientific generalizations.
- b. The depth of the study that is carried out without realizing it sacrifices the level of breadth that must be carried out, making it difficult to generalize about the generally accepted situation.
- c. There is a tendency for case studies to be less able to control the subjectivity bias of researchers

The use of the case study learning method was carried out in cycle I and cycle II. Based on the results of the teacher's observation sheet, learning with the case study method by the teacher shows that in general it has gone well as planned. However, from some of these stages, there are several aspects that have not been brought up by the teacher in learning, such as at the first meeting the teacher did not provide an overview in describing a problem because the material had described the problem, but at other meetings. In the material section the teacher gives problems to students to solve. by using the case study steps.

Based on the observation sheet above, in the implementation of learning with the case study method to improve students' critical thinking skills carried out by the teacher, it shows that it has gone well, the deficiencies in cycle I have been fixed in the implementation of learning. action cycle II. As the teacher has provided an overview of a problem and the teacher has guided students to describe the problem

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4. Conclusion

Based on the results of the research and discussion that has been done, it can be concluded that the case study method can improve the critical thinking skills of fourth grade students of SD Sambongrejo II. This increase is found in the learning process and learning outcomes. The improvement of the learning process can be seen from the attention of students towards the learning material so that students are able to think critically. With the case study method, students are required to practice analyzing a problem to find a solution to the problem.

The improved result is an increase in students' critical thinking skills as measured by the results of the test scores. The test results of students who achieved mastery began to increase in cycle I. This increase was seen from the increase in test results, namely in the pre-action the percentage was 29%, in the first cycle it increased to 49% and increased again in the cycle. II to 79%.

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