

# CRITICAL THINKING SKILLS ENHANCEMENT THROUGH REFLECTIVE JOURNAL OF CIVICS 5<sup>th</sup> GRADERS IN SDN NGENEP 5

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## Abstract

Civics education in elementary school has been focusing on the cognitive, where every student is always measured by the test. Affective abilities of students is the ultimate goal in teaching civics is often overlooked. Reflective journal writing required by students, for knowing the way of thinking from early until the end of learning. The way student thinking is needed to determine the extent of students' ability to construct knowledge. Objectives achieved in the study are First, to describe the application of reflective journals on the Civics 5<sup>th</sup> graders SDN Ngenep 5, Second, to determine the application of reflective journal can improve critical thinking skills on subjects Civic Education 5<sup>th</sup> graders SDN Ngenep 5. This study uses classroom action research. This research subject 5<sup>th</sup> graders is 24 students SDN Ngenep 5. Data collection techniques in this research is observation, interview, documentation, field notes and tests. The results show an increase in the students' critical thinking phase, namely Focus, Reason, Inference, Situation, Clarity, and Overview using reflective journal . Suggestions in this research are: 1. Learning time management need to be considered in the use of reflective journal, 2. Teachers should use a reflective journal to improve students' critical thinking skills, 3. other researchers can develop a reflective journal research with emphasis on self-assessment because in this study have not been seen clearly.

**Key words:** Critical Thinking, Reflective Journal, Civics.

## INTRODUCTION

Golden Generation 2045 is an important moment to commemorate 100 years of independent Indonesia since 1945. Generation is the competitive globally. Intellectual and emotional intelligence impartial embody civilization excelled in every field. Improving the quality of basic education, secondary, and higher as one indicator of achievement of the golden generation.

Education is a necessity of life for all human beings (Dewey, 1916; 5). The role of teachers as educators determinant of success in the world of education. The teacher is one of the components of the educational system. The ability of teachers to determine the quality of education there, so the need for learning appropriate to the needs of students.

Civics education in elementary school has been focusing on the cognitive, where every student is always measured by the test.

Affective abilities of students is the ultimate goal in teaching civics is often overlooked. Civics education at primary function as a vehicle for the development character Indonesian citizens of a democratic and responsible. Civics education development should lead to affective abilities of students.

The learning objectives in elementary school Civics according to Permendiknas No. 22 Tahun 2006, that

- 1) Thinking critically, rationally, and creative in responding to the issue of citizenship;
- 2) Participating actively and responsibly, and act intelligently in the activities of the society, nation and state, as well as anti-corruption;
- 3) Developing a positive way and to establish democratic self based on the characters of Indonesian society in order to live together with other nations;
- 4) Interacting with other nations in the

world regulations directly or indirectly by utilizing information and communication technology.

Interviews and observations made to the teacher 5<sup>th</sup> graders SDN Ngenep 5 that learning is done by varying Civics. The use of various learning models, namely NHT, STAD, Talking Stick, problem solving, and TGT. Selection of a model adapted to the materials to be used.

During the learning activities the fifth graders followed with enthusiasm and seriousness. This is evidenced completeness study reached 75% of the 24 students. Teachers realized during this learning civics focuses only on students' cognitive abilities, whereas the eventual impact of learning civics change in attitude. Civics education required by elementary school students to become good citizens in Indonesia.

Activities to improve the quality of learning is required, which can affect the development of students. The use of reflective journal in teaching civics is one alternative that teachers can do their students. A reflective journal entries are made at each end of the learning process. Students can write the incident and solutions that occur during learning in itself.

A reflective journal is useful to reflect on the learning process. Excess reflective journal (Hess, 2002: 140), namely 1) Recording events, emotions, and ideas; 2) Analyzing Assumptions; 3) Critical reflection and evaluation; 4) Personal and professional development; 5) Life long learning. The use of reflective journal is able to build a culture of writing in elementary school.

Reflective journal entries do not always contain the study articles and study results that meet reflective journal writing research methodology created by students at each end of the learning process which is the result of reflection. The shape of paragraf that contains a simple sentence that describes the ability of students to design, monitor and reflect on their own learning. Students are able to know the strengths and weaknesses themselves. Writing habits can improve critical thinking skills. Results reflective journal can be used by teachers to determine

student progress and characteristics students to learn.

Critical thinking by Johnson (2002: 183) is a process that is focused and clear used in mental activities such as solving problems, making decisions, persuade, analyze assumptions, and conduct scientific research. Assumptions critical thinking can improve the students solve problems our daily lives.

Levels of critical thinking skills by Ennis (1996: 4) has six elements that have an acronym FRISCO namely: focus, reasons, inferences, situation, clarity, and overview. The meaning FRISCO Consist of 1) focus [the conclusion to be Reached], 2) reasons [offered in support of a conclusion, decision made if they are acceptable], 3) inference [as we assume that the premises are true, a question emerges about a plausible alternative to the given conclusion], 4) Situation [triggers the physical and the social environment, the one who carry the burden of proof for the truthfulness of the premises and of the conclusion, and for the validity of the argument] , 5) clarity [stands for the expression 'say what you mean and mean what you say "that Refers to ambiguous communication), 6) overview [is about the review and the general checking of the previous five elements in FRISCO]. Critical thinking skills that involve that more students know and feel in complex problem solving.

Signs execution of critical thinking by Ennis (1991) on students in the classroom and in our daily lives, namely 1) looking for a clear statement of any statement; 2) looking for a reason; 3) trying to find good information; 4) wear a source that has credibility and mentions; 5) pay attention to the circumstances as a whole; 6) trying to remain relevant to the main idea; 9) attitude and an open mind; 10) take a position when there is sufficient evidence to do something; 11) seeking an explanation as much as possible whenever possible; 12) being systematically and regularly with the parts of the whole problem; and 13) sensitive to the level of knowledge and expertise of others. The thinking is done consciously, but many students do not realize it.

The level of critical thinking skills by Kurniasih (2010: 4) every person is different, and these differences can be viewed on a continuum that starts from the low to the highest degree. The continuum is measured using a scale or classification groups critical thinking. The ability of students to be observed continuously to find out.

Research on the reflective journal was made by Ahmed and Khalili in 2013 under the title "The Impact of Using reflective Teaching Approach on Developing Teaching Skill of primary Science Student Teachers" that result is effective in helping teachers to evaluate learning. Activity reflective journal is able to identify the strengths and weaknesses of teachers for teaching.

The difference with previous research, this reflective journals used by fifth grade students on the subjects of Civics. Students write descriptively learning experience from beginning to end. Reflective journal writing activities carried out at the end of the learning activities. Results reflective journal designed to measure critical thinking skills that students have 5<sup>th</sup> graders.

## RESEARCH METHOD

This research uses classroom action research. Classroom Action research (Creswell, 2015: 44) is a systematic procedure used by teachers to obtain quantitative and qualitative data to see progress in the realm of their education, their teaching and their students' learning. Each classroom action research using cycles at each meeting consists of a plan, act, Observe, and reflect.

In the planning stage of the study included the preparation of lesson plan activities along the learning undertaken collaboratively between researchers and classroom teachers SDN Ngenep 5 and determine the appropriate media. This planning activity will be measured using APKG 1. APKG Sheet 1 is identical with the RPP assessment.

Implementation research is the implementation phase of lesson plan have been prepared. Action learning activities Civics teachers do 5<sup>th</sup> graders SDN Ngenep

5. The learning phase consists of initial activities, core activities, and weekend activities. Civics lesson time at each meeting 70 minutes.

Action learning activities, observer observations of the activities that teachers and students during the learning takes place. Activity teachers in observation using APKG 2, while the activity of students using observation sheet. APKG 2 is a form of assessment ability of teachers when learning.

Reflection is the final stage in each cycle. A reflective action includes analyzing data obtained from observations of the actions and the implementation of learning. This is to get scores of the instruments of data studied. At this stage the researchers who collaborate with classroom teachers to discuss various data and facts obtained in the study that has been done. The results of the reflection activities that determine their next cycle or not.

This research is located in the SDN Ngenep 5, Karangploso, Malang districts. The subject 5<sup>th</sup> graders students of SDN Ngenep 5, academic year 2015/2016 a number of 24 students. SDN Ngenep 5 using KTSP curriculum in learning.

Data required in this study about the activities of teachers, student activities, learning outcomes. The instrument used in this study was the observation sheets, interview, documentation, field notes and tests. Data analysis techniques used include the use qualitative descriptive presentation of data, simplification of data, and meaning.

Teacher activity data obtained through observation during the learning process by giving a score on each indicator is presented in tabular form in teacher activity observation sheet. Each meeting in the cycle, the teacher observed by a participant observer in order to obtain maximum results. The results of these activities compared to determine mastery of the material and class domination.

Data obtained through observation of student activity during the learning process by giving a score on each indicator is presented in tabular form in the student activity sheet.

Teacher observation data analysis, students are categorized in, very good category if scored 86-100, properly scored 76-85, 60-75 sufficient if it gets less value if scored 55-59 and less so if it gets a score of <54.

This action research can be said to be successful if it has reached the criteria established researchers namely:

- 1) Creation and development of rpp gain 80 by using sheet APKG 1;
- 2) Learning activities teachers gain 80 using APKG sheet 2;
- 3) Critical thinking skills of students at every stage megalami increase focus, reasons, inferences, situation, clarity, and overview. Recent gains in the number of students showing changes toward critical thinking.
- 4) The results of learning obtained in each cycle show is directly proportional to the ability of critical thinking in students. Learning outcomes defined above KKM researchers namely 75 and 80% completeness study.

## RESULT AND DISCUSSION

This classroom action research conducted in two cycles, each cycle consisting of two meetings. The data obtained in this study there are 4 types, ie data on the observation of teacher activity during the learning, student learning outcomes data, field notes, and documentation.

The 1<sup>st</sup> cycle activities consisting of planning, action planning pengamatan. The planning stage is characterized by analyzing the "KD 4.2 Understanding the mutual decision" on the subjects of Civics class V, create lesson plans, learning materials, students' worksheet, assessment instrument consisting observation sheet activities of teachers, evaluation sheets achievement test, and arrange the schedule then held efforts to improve in the second cycles.

At the stage of implementation and observation of teachers implementing learning using role play learning models that are tailored to the syntax. The learning model role play which provide an assessment on

student learning outcomes include cognitive, affective and psychomotor.

Stage reflection by conducting evaluations and reflective journals by charging students towards the implementation of learning civics at each meeting. This is done to determine the advantages and disadvantages of the learning process in first cycle. To do efforts to improve on the second cycles so that the deficiencies that exist in the first cycle can be overcome and can achieve the goal of learning indicators to be achieved.

Meeting 1 for the first cycle at this stage the decision of the material with the material "deliberation". Students conduct deliberation and class president election. Students do the activities with enthusiasm. At the end of the lesson students answer reflective questions to fill a reflective journal. This activity is done as an introduction of students to a reflective journal.

Meeting 2 for the first cycle learning materials on voting activities. Students mempratekkan voting activities as an alternative to the lack of agreement in the deliberations. Students at the end of the lesson they answer reflective questions to complete a reflective journal provided.

Reflective activities in 1<sup>st</sup> cycle, the students are still the early stages of filling a reflective journal takes quite a long time. The time allotted 15 minutes, students complete within 30 minutes. The need for a change in strategy formulation reflective journal which affects changes in lesson plans. Their reflective journal assessment to determine students' critical thinking skills in the later stages.

Reflection is made that the abolition of reflective questions in a reflective journal in 1<sup>st</sup> cycle. This is to speed up the writing reflective journals. In addition, a column written settlement of problems in a reflective journal to observe the activities of students in 1<sup>st</sup> cycle has been done or not.

Implementation of the first meeting of the 2<sup>nd</sup> cycles reflects the results of the previous stage. The preparation of lesson plans and learning devices perfected. The

material on this meeting materials commemorating independence day race meeting. Students undertake appropriate learning scenarios. At the end of the lesson the students to write a journal reflections.

Meeting 2 for 2<sup>nd</sup> cycles using materials election of chairman and members of the cooperative school. Learning activities carried out as a previous meeting, but the implementation is done in the cooperative school. Students are enthusiastic about taking the learning is evidenced by the final product makes cooperative school discipline. At the end of the evaluation of student learning work is accompanied by charging a reflective journal.

Table 1. 1<sup>st</sup> Cycle

Type	Meeting 1 <sup>st</sup>	Meeting 2 <sup>nd</sup>	Mean
APKG 1	78,75	76,25	77,5
APKG 2	82,14	82,14	82,14

Application of reflective journal on the subjects of Civics 5<sup>th</sup> graders SDN Ngenep 5 in cycle 1 that APKG 1 (lesson plan) average gain of 77.5 were categorized either. Lesson plans are made are in accordance with the material, the execution time required detailed elaboration. Learning the use of reflective journal is different from the usual teaching so that the necessary changes at the end of the lesson.

Rate APKG 2 (learning activities) are the teacher in the classroom teachers SDN Ngenep 5, so that students know the character of the teacher in the learning. Moreover, teachers know that students in the learning karakteristik not experience significant constraints. The problems that arise when writing a reflective journal, teachers get a lot of questions from students in charging. The need for habituation to students in filling a reflective journal.

Table 2. 2<sup>nd</sup> Cycles

Type	Meeting 1 <sup>st</sup>	Meeting 2 <sup>nd</sup>	Mean
APKG 1	81,25	82,5	81,87
APKG 2	85,71	87,14	86,42

The existence of the second cycles is considered the acquisition of APKG 1, APKG 2, learning outcomes and student

reflective journal is still low and could be developed, so that the necessary second cycles to obtain maximum results. Activity 2<sup>nd</sup> cycles starting from the reflection 1<sup>st</sup> cycle. Researchers adjust the lesson plan to students' needs, so that the results APKG 81.87 1 in the second cycles in both categories, but an increase of 5.86% in the previous cycle. Lesson plans were adjusted according to the time of writing reflective journals by students at the end of the lesson.

Results of votes ie 86.42 APKG 2 get the very good category. In the previous category increased by 5.21%. Where the delivery of content is done by teachers is maximal. Students following study with enthusiasm. An increase in the application of reflective journals by teachers, so it is not required 3<sup>th</sup> cycles on future learning. Results reflective journal writing obtain a good score.

Table 3. Results Critical Thinking Students 1<sup>st</sup> cycle through reflective journal

Type	Meetin g 1 <sup>st</sup>	Meetin g 2 <sup>nd</sup>	Mean
Focus	8	7	7,5 (31,25%)
Reason	8	8	8 (33,33%)
Inference s	4	5	4,5 (18,75%)
Situation	2	1	1,5 (6,25%)
Clarity	1	2	1,5 (6,25%)
Overview	1	1	1 (4,16%)

Students' skills in writing a reflective journal with perbantuan reflective questions many students are confused. This reflective journal writing was first performed by the 5<sup>th</sup> graders SDN Ngenep 5.

At the critical thinking skills focus on the stages of 31.25%, 33.33% reasons, inferences 18.75%, 6.25% situation, clarity of 6.25, and an overview of 4.16%.

Differences in 1<sup>st</sup> cycle on meeting 1 and 2 experienced has not increased significantly. This problem can not yet accustomed to the student in writing at the end of the lesson. In a reflective journal charging students are often ask to ensure the assurance answer.

Table 4. Results Critical Thinking Students 2<sup>nd</sup> cycles through reflective journal

Type	Meetin g 1 <sup>st</sup>	Meetin g 2 <sup>nd</sup>	Mean
Focus	6	4	5 (20,83%)
Reason	6	4	5 (20,83%)
Inferences	4	4	4 (16,66%)
Situation	4	2	3 (12,5%)
Clarity	2	6	4 (16,66%)
Overview	2	4	3 (12,5%)

Results of two cycles on students' reflective journal writing has changed. The change of strategy on changing lesson plans and journal reflections are marked by reflection questions as the abolishment of student aid. Abolishment of the question because the students are already getting used and adjust with a reflective journal in general.

Scores obtained by the student in the 2<sup>nd</sup> cycles which is in focus at 20.83% and an increase in cycle 1 33,33%. Stages reasons of 20.83% and a 37.5% improvement occurs. At this stage of inferences students gain increased 16.66% and 11.11%. Phase situation of 12.5%, an increase of 100%. Phase clarity gained 16.66% and increased 166%. The last stage the overview of 12.5% and an increase of 200%. Improved critical thinking skills compared with the critical thinking skills of students in first cycle. The increase indicates a change in the number of students who experience changes in the stages of critical thinking.

Differences in the ability to think

critically reflected on student learning outcomes in each cycle. The average 1<sup>st</sup> cycle KKM students get a value of 74.3 and 75% completeness study. In the 2<sup>nd</sup> cycles KKM students obtained a value of 81.5 and amounted to 83.33% completeness study. Learning outcome by 9.7% in the 2<sup>nd</sup> cycles. Mastery learning students has increased by 11.1%, which means a reflective journal can be applied. Improving student learning outcomes is directly proportional to the ability to think critically reflective journal.

Comparison of the ability to write a reflective journal 1<sup>st</sup> cycle to 2<sup>nd</sup> cycles has increased. The increase occurred at various stages of critical thinking skills, the focus, reasons, inferences, situation, clarity, and overview. Paul and Elder (1916: 21) states comply with the levels of critical thinking to be difficult to measure, so that the necessary knowledge and reasoning ability to solve them. Students can determine changes in attitude happened to him by comparing the results of the activities at each meeting a reflective journal learning. Changes are marked with implementing written suggestions or solutions to improve the quality of learning. Each student has a different solution, it is associated with the physical condition, motivation, anxiety, and intellectual development.

**CONCLUSION AND SUGGESTION**

Based on the results of research and discussion of an increase in critical thinking skills through reflective journal of Civics 5<sup>th</sup> graders SDN Ngenep 5, can be summed up as follows.

First, the use of reflective journals can be applied and understood by teachers 5<sup>th</sup> graders SDN Ngenep 5. Application of reflective journals on the subjects of Civics "KD 4.2 Understanding the mutual decision" the 1<sup>st</sup> cycle APKG 1 get 77.5 and APKG 2 namely 82.14, while in the 2<sup>nd</sup> cycles APKG 1 2 APKG acquire 81.87 and get 86.42. Improved application on at each cycle which amounted to 5.86% on APKG 1 and 5.21% at APKG 2.

Second, critical thinking skills students use reflective journals has increased in each

cycle. Stages of critical thinking experienced by students that focus, reasons, inferences, situation, clarity, and overview. Improvement of both cycle consists scores obtained by students at the second cycles that is in focus at 33.33%, reasons of 37.5%, amounting to 11.11% inferences, situation by 100%, amounting to 166% clarity, and an overview of 12.5% and an increase of 200%. Increased indicate a change in the number of students who experienced a change phases in critical thinking. Critical thinking skills of each individual differently depending on the physical condition, motivation, anxiety, and intellectual development.

Suggestions in this research are: 1) Learning time management need to be considered in the use of reflective journal; 2) Teachers should use a reflective journal to improve students' critical thinking skills; 3) other researchers can develop a reflective journal research with emphasis on self-assessment because in this study have not been seen clearly.

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