

Case Study: Civics Textbooks in Developing Critical Thinking of Elementary School Students in Sukoharjo Regency

Kumala Berlianisa^{1*}, Winarno², Fadhil Purnama Adi³

^{1,2,3} Universitas Sebelas Maret, Indonesia

*) Corresponding author: Kumalaberlianisa@student.uns.ac.id

Abstract

Critical thinking or critical thinking as one of the skills recommended to be embedded in 21st-century learning is a person's skill to be able to analyze information objectively and logically. Critical thinking skills in Citizenship Education aim to make students able to analyze the information they obtain objectively and logically so that they can shape themselves into good and responsible citizens. This research aims to find out how Citizenship Education textbooks should be able to facilitate students to develop critical thinking skills in elementary school students in Sukoharjo Regency. The method used in this research is qualitative. The results of the research show that the civic textbook invites students to analyze real cases that are presented and connect them with previous knowledge or experience so that a solution to the problem can be achieved. With this, the civic textbook has also been able to facilitate the implementation of a variety of learning approaches, models, methods, and strategies. civics textbooks can make a big contribution to developing critical thinking skills if they are presented in an interesting, structured, and relevant way to current developments.

Keywords: civic text book, critical thinking, elementary school student.

Introduction

The Merdeka Curriculum, as a form of innovation in the Indonesian education system, seeks to provide greater autonomy to teachers and students in the learning process. Developing 21st century or 4C skills, namely critical thinking, creativity, communication, and collaboration, is one of the main components of the Merdeka Curriculum. 4C is expected to improve the quality of education and better equip students to face the challenges of an increasingly complex world. The use of the 4Cs in 21st-century education helps students become lifelong learners, that is, people who can engage with knowledge and understand, analyze, manipulate, create, and develop it. (Septikasari & Frasandy, 2022:113).

Pancasila education is one of the most important subjects in education in Indonesia. Pancasila education has an important role in forming students so that they can become

good Indonesian citizens. UU no. 2 of 1989 concerning the National Education System, emphasizes that Pancasila education needs to be included in all levels of the curriculum. Students' national awareness and character must be formed through this. By understanding and appreciating the values of Pancasila, it is hoped that students will grow into citizens with high insight and be able to face the challenges of rapid social change and globalization. The noble ideals contained in Pancasila are also upheld and developed through Pancasila education to enable its practical application in everyday life. The main characteristic of Pancasila education is the teaching of values and morals, in this case, Pancasila education learning is not only a transfer of information but is also able to shape students' personalities according to the reflection of the principles in Pancasila. (Pristiwanti, D. et al., 2022).

For this reason, the application of 21st-century skills is needed in the

implementation of Pancasila education so that students can understand the lessons they are learning. It is hoped that students will be able to appreciate the content of Pancasila Education and apply it in real life by developing 4C skills.

In line with the rapid development of the times and easy access to information, many students commit behavioral deviations. It is proven that there are still many cases of bullying carried out by students. Other cases of irregularities such as brawls, theft, and environmental destruction also often occur and are carried out by students. Of course, this deviation in behavior is not by the values of Pancasila. This means that today's students are experiencing challenges in implementing the values of Pancasila. This proves that students are unable to evaluate the social context based on Pancasila values. Pancasila values cannot be applied optimally in the real world and have an impact on the development of students' attitudes and behavior. For example, many students tend not to apply Pancasila values because they do not see their significance in the context of everyday life. The cause of students' low understanding of Pancasila values is the lack of opportunities for students to develop critical thinking skills.

Critical thinking means having the ability to approach everything with a consistent thought process so that you can then reflect and make decisions. (Sihotang, 2019). In this way, students are expected to have their awareness to be able to apply the information they have obtained in life. This research aims to explore how Pancasila education books can contribute to developing the critical thinking skills of grade 5 students in elementary schools. Previous studies that discussed similar topics include research conducted by Sunardjo, R.N., et al (2016) regarding basic and complex thinking skills in science books in the 2013 curriculum era. Research by Fitriani, B.F (2022) regarding analysis of the emergence of critical thinking in books 2013 curriculum biology text. Research by Tiwery, M (2023) regarding analysis of class X high school biology textbooks in training critical thinking skills. This research is an analytical research on the content of the Pancasila Education textbook. Thus, it is hoped that this research can make

a significant contribution to the development of Pancasila education in elementary schools, as well as help students develop critical thinking skills which are very necessary in everyday life. Through this research, it is hoped that it can provide recommendations for developing curricula and educational books that are more relevant and interesting for students.

This research aims to find out how the Pancasila education book can help fifth-grade elementary school students improve their critical thinking skills. This research is an analytical research on book content. Therefore, it is hoped that this research can help develop students' critical thinking skills, which are very important in everyday life. It is also hoped that this research can produce recommendations for creating curriculum and teaching materials that are more interesting and relevant for students.

Literature Review

Pancasila Education Textbook

Law Number 3 of 2017 concerning the Book System states that obtaining book manuscripts can be done by writing, translating, or adapting. The title of the textbook used in implementing learning in the Independent Curriculum era is determined by the main unit leader in charge of curriculum, assessment, and books on behalf of the Minister of Education, Culture, Research and Technology. The Pancasila Education textbook in this research refers to the Independent Curriculum. Textbooks in the Merdeka Curriculum era are quite different from textbooks in the 2013 Curriculum era. In the 2013 Curriculum, textbooks are an integration of several general subjects in elementary schools and are printed based on specified themes. Meanwhile, in the Independent Curriculum era, textbooks were not integrated but focused on each subject.

Pendidikan Pancasila sendiri telah mengalami perubahan nama, dari yang sebelumnya Pendidikan Pancasila Kewarganegaraan (PPKn) menjadi Pendidikan Pancasila. Hal tersebut ditetapkan melalui Keputusan Mendikbudristek No. 56 tahun 2022 tentang Pedoman Penerapan Kurikulum dalam rangka pemulihan pembelajaran.

21st Century Learning

Learning is known as a process of changing behavior as a result of the transfer of knowledge. Learning is a planned and deliberate process. According to constructivism, knowledge is created by learners and not something given to them. This process of creating new knowledge comes from analyzing past experiences and adjusting thought schemes and can also be the result of interactions between individuals who are learning together. (Parwati, N.N et al., 2018).

The goal of 21st-century learning is to equip students with the skills they need to take advantage of the opportunities and challenges of the modern world. According to Hamzah, R.A. et al., (2023), 21st-century learning is learning that utilizes various learning techniques and can be accessed anywhere and at any time. In addition to providing knowledge, basic education emphasizes the development of skills necessary for rapid adjustment to changing societal norms. The following are several important elements of 21st-century education that apply in elementary schools.

At the elementary school level, implementing 21st-century learning is an important step in equipping students to face a future full of challenges. Critical thinking, creativity, communication, and collaboration are all applied in learning to help students become individuals who are ready to enter society. For this reason, to produce a better generation, development efforts in learning are carried out to meet the demands of the 21st century even though there are challenges in implementation.

To prepare children to face a future full of challenges, implementing 21st-century learning into elementary school learning is very important. Education can help students develop into humans who are ready to contribute to society by combining critical thinking skills, creativity, communication, and collaboration. Even though there are obstacles in its implementation, efforts to develop learning to meet the demands of the 21st century must continue to be made to produce a better generation.

Critical Thinking Skills

Critical thinking skills are the capacity to analyze, assess, and draw conclusions from information logically and rationally. This ability is very important in the classroom because it allows students to face various difficulties and challenging situations that arise in real life. John Dewey (Sihotang, 2019) believes that critical thinking is the process of actively and thoroughly examining beliefs or a collection of accepted knowledge. These beliefs or forms of knowledge are then supported by arguments that lead to conclusions.

Critical thinking skills are an important part of education and need to be cultivated from a young age. Students who practice these skills will not only be better prepared to overcome obstacles in the classroom but also in everyday life. Education can help students develop into critical thinkers who can analyze and evaluate information effectively through various interactive and reflective learning techniques. Suciono, W (2021) believes that because thinking is related to self-management patterns that everyone has, everyone can grow and develop into a critical thinker.

Critical Thinking Indicators

Table 1. Critical Thinking Indicators

No	Indicators	Sub Indicators
1	Give a simple explanation	Focusing questions
		Analyze arguments
		Ask and answer questions
2	Build basic skills	Features clarifying questions and challenging questions
		Consider the credibility of the source, criteria
		Observe and take into account the results
3	Conclude	Formulate deductions and consider results
		Formulate induction and consider results
		Create and determine the results of considerations
4	Further explanation	Identify terms and consider definitions

		Identify assumptions
5	Strategy and tactics	Decide on action
		Interact with other people

Source: Sunardjo,R.N et al (2016)

Method

This research is qualitative research, and the method in this research leads to content analysis. The content analysis method was used to examine and analyze critical thinking skills in the Pancasila Education book for grade 5. This book was chosen for analysis because it is a book that is widely used in Polokarto District Elementary Schools. Meanwhile, the content analyzed is discussion activities, questions, and other activities that allow students to answer questions or carry out activities.

Data Collection

The data in the research were collected and documented in written form to then be analyzed and presented descriptively. In qualitative research, one of the data collection methods that can be used is document review (Kusumastuti, A. and Khoiron, A.M., 2019). The data collected was in the form of percentages of critical thinking indicator skills in the 5th-grade Pancasila Education textbook.

Result and Discussion

Based on the results of the analysis of critical thinking skills in the class 5 Pancasila Education textbook, the following results were obtained:

Figure 1. Percentage diagram of indicators of critical thinking skills

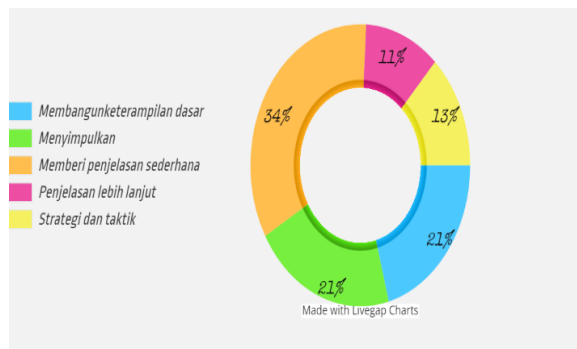


Table 2. Percentage of Critical Thinking Skills Analysis

No	Critical Thinking Indicators	Presentation percentage
1	Give a simple explanation	34%
2	Build basic skills	21%
3	Conclude	21%
4	Further explanation	11%
5	Strategy and tactics	13%

Based on research results, the indicators of critical thinking skills in the Pancasila Education textbook are included as much as 80%. Of all the visible indicators, the largest indicator included in the textbook is the 'providing a simple explanation' indicator which is included at 34%. Meanwhile, the indicator that contained the least amount was the 'further explanation' indicator which contained 11%.

Give a Simple Explanation

Sub-indicators provide simple explanations including: 1) Focusing questions, 2) Analyzing arguments, 3) Asking and answering questions, 4) Displaying clarifying questions and challenging questions. In this indicator, the Pancasila Education textbook contains activities where students can formulate questions and answers that are considered most appropriate after going through consideration, identifying conclusions from the answers obtained, and providing explanations regarding answers that are believed to be correct. There are also interrogative sentences that challenge students to practice critical thinking, such as 'How is it implemented?' 'What is a real example?'. The use of interrogative sentences by paying attention to HOTS helps students' thinking abilities.

Indicators that provide simple explanations can train students' critical thinking skills. Through activities that encourage students to give simple explanations, from formulating questions, and analyzing arguments to asking and answering

using challenging question sentences, we can encourage students to discuss. This idea exchange activity can help students get used to thinking critically. This is by research conducted by Aryashanti, N (2023), Firdausi, B.W et al., (2021), Meilana, S.F et al., (2020), Sari, N. I & Septiani, E (2020) state that Activities that involve students actively in learning, such as applying various learning models that condition students to discuss and work in groups, can improve critical thinking skills.

Building Basic Skills

In the indicator of building basic skills contained in the Pancasila Education textbook, 21% of the total critical thinking indicator is included. Sub-indicators of building basic skills include: 1) Considering the credibility of sources and criteria, and 2) Observation and calculating the results. In this indicator, the Pancasila Education textbook has included credible sources of the material being studied. The Pancasila Education textbook also contains activities where students can observe the environment to then be written in the form of a report and presented. Through these social environmental observation activities, students are directed to be able to choose conflicts that are by the criteria that have been explained in the steps of the activity. In this century's learning, teachers are required to develop learning that is more directed at the active involvement of students. Teachers are introduced to the concept of learning taxonomy such as knowledge, understanding, application, analysis, synthesis, and evaluation. Joynes explains that the use of taxonomy in learning provides effective results in learning, students are not only taught how to learn but how to receive information (Mashudi, 2021).

This sub-indicator of building basic skills helps strengthen students' conceptual understanding of the material they are studying. Direct observation activities where students dive directly into observing things in their social environment, help students to be actively involved in the process of understanding their concepts so that it helps encourage the thinking process, observation activities also help students to be more confident by daring to take action, express opinions, and make decisions. Critical thinking

skills and problem-solving skills can be taught to students through activities that can direct students to conduct investigations to answer the questions presented (Mashudi, 2021).

Making Conclusions

The indicator for making conclusions is contained as much as 21% of the total indicators of critical thinking skills contained in the Pancasila Education textbook for grade 5. Sub-indicators in this indicator include: 1) Formulating deductions and considering results, 2) Formulating inductions and considering results, and 3) Making and determining consideration results. The Pancasila Education textbook has directed activities where students can practice interpreting their opinions through explanations of the social situations presented. In addition to the social situations presented in the book, students are also directed to determine for themselves what conflicts or social situations are appropriate to answer the tasks provided accompanied by logical reasons. Through the observation activities provided, students can also be directed to make hypotheses, determine appropriate answers by considering facts and principles and then be able to draw conclusions.

Making conclusions will help students in reasoning. Before being able to draw conclusions, students must examine, analyze, identify, connect information, and consider and select arguments. Considering supporting arguments helps students to see from other perspectives with the aim of being able to analyze the strengths and weaknesses of each so that the decisions taken later will be more objective. High-level thinking skills are needed to carry out these activities, because students not only need to know the facts but also need to integrate them with the experiences they have had before. So drawing conclusions is the result of students in thinking, by reaching an agreement until conclusions can be drawn, students have applied their critical thinking skills. This is evidenced by the opinion of Fauzi & Abidin who outline the steps of critical thinking, namely: 1) determining the problem, 2) determining errors and expectations of the results, 3) finding answers and supporting evidence, 4) concluding the problem and the answer (Syafuddin, I.S & Pujiastuti, H.,

2020). Another opinion states that critical thinking involves making a high level of effort to be able to examine every piece of information that is assumed to be based on supporting evidence and the conclusions that are the results. (Manurung, A.S et al., 2023).

Developing Further Explanations

Sub-indicators for developing further explanations include: 1) Identifying terms and considering definitions, 2) Identifying assumptions. The indicator for developing further explanations is included the least among other indicators, which is 11% of the total indicators of critical thinking skills in the Pancasila Education textbook. This is because there are still quite a few activities that are designed to direct students to identify similarities and define something. The things that are already included are providing examples and which are not examples and defining actions, reasoning, assumptions, and building arguments.

Activities that direct students to develop further explanations, help students to deepen their understanding. To develop an explanation, students need to conduct a more detailed analysis by breaking down information into parts, connecting, making considerations, and paying attention to various aspects that support and underlie the concept. Thus, developing further explanations can help students to think critically. Activities that can lead to developing further explanations can be done through discussion and collaboration by innovating various learning models.

Determining Strategy and Tactics

The indicator of determining strategy and tactics was found to be 13% of the total indicators of critical thinking skills contained in the Pancasila Education textbook for grade 5. Sub-indicators of determining strategy and tactics include: 1) Deciding on Actions, and 2) Interacting with others. The indicator of determining strategy and tactics is contained quite a bit in the textbook. The activities that have been included include: defining problems, selecting problem-solving solutions, deciding what needs to be done, and expressing attitudes both verbally and in writing.

Formulating a strategy is how a plan is drawn up to achieve a goal. By thinking critically, students can determine and analyze the information needed, and evaluate it if necessary, until finally a decision is made. Tactics are specific steps taken to implement a strategy that has been formulated previously. Such as discussions, observations, interviews, and so on. With the strategies and tactics that are formulated, students develop critical thinking skills. Through the development of good strategies and tactics, it helps students solve the problems they face. The results of research conducted by Rohmah, A et al., (2023) show that solving problems requires expertise in developing good strategies and tactics. Zubaidah (2010) stated that someone who has good thinking skills will be accompanied by the ability to develop strategies and tactics every time they are faced with efforts to achieve goals.

Conclusion

To provide educational experiences and prepare students to face the era of society 5.0, the Pancasila Education textbook in the Merdeka Curriculum era is compiled by integrating 21st-century skills and Pancasila values, this aims to help students understand the basic ideas about Pancasila values and apply them in everyday life as a result of critical thinking. Pancasila Education has the potential to become a strong pillar of national character and identity by using an interesting and relevant approach.

The compilation of Pancasila Education textbooks in the Merdeka Curriculum is an important step to creating a more meaningful learning experience for students. By integrating Pancasila values and 21st century skills, Pancasila Education textbooks are expected to help students not only understand basic concepts but also apply them in everyday life. Through an interactive and relevant approach, Pancasila education can become a strong foundation for national character and identity.

References

Aryashanti, N. Nasyawa, R. Widodo, S.T. Junianto. (2023). Penerapan Problem Based Learning Guna Meningkatkan Kecakapan Berpikir

- Kritis Bagi Siswa dalam Pembelajaran PKn SD. *Jurnal Basicedu*, 7(6), 3923–3930. <https://doi.org/10.31004/basicedu.v7i6.6428>.
- Firdausi, B.W. Warsono. Yermiandhoko, Y. (2021). Peningkatan Kemampuan Berpikir Kritis Pada Siswa Sekolah Dasar. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 11(2), <http://dx.doi.org/10.22373/jm.v11i2.8001>.
- Fitriani, B.F. (2022). *Analisis Kemunculan Berpikir Kritis pada Buku Teks Biologi Kurikulum 2013 Konsep Hormon*. UIN Syarif Hidayatullah: Jakarta.
- Hamzah, R.A., et al. (2023). *Strategi Pembelajaran Abad 21*. Serdang: Mifandi Mandiri Digital.
- Parwati, N.N. Suryawan, I.P.P. Apsari, R.A. (2018). *Belajar dan Pembelajaran*. Depok : Raja Grafindo Persada.
- Pristiwanti, D. Badariah, B. Damayanti, E. Hilaliya, T. (2022). Implementasi Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Jujur Peserta didik Sekolah Dasar Kelas 4. *Journal on Teacher Education 4(2)*, <https://doi.org/10.31004/jote.v4i2.10219>
- Sari, N.I & Septiani, E. (2020). Peningkatan Kemampuan Berdiskusi melalui Learning Problem Solving dan Berpikir Kritis pada Siswa Kelas IX SMA 1 Cawang Baru, Jakarta Timur. Prosiding Samasta.
- Septikasari, R & Frasandy, R.N. (2022). Keterampilan 4c Abad 21 dalam Pembelajaran Pendidikan Dasar. *Tarbiyah Al Awlad : Jurnal Kependidikan Tingkat Dasar*, 8(2), 107-117. <https://doi.org/10.15548/alawlad.v8i2.1597>
- Sihotang, K. (2019). *Berpikir Kritis: Kecakapan Hidup di Era Digital*. Yogyakarta: Kanisius.
- Suciono, W. (2021). *Berpikir Kritis: Tinjauan Melalui Kemandirian Belajar, Kemampuan Akademik dan Efikasi Diri*. Indramayu: Adanu Abimata.
- Syafruddin I.S & Pujiastuti, H. (2020). indikator membuat kesimpulan melatih peserta didik berpikir kritis. *Suska Journal of Mathematics Education*, 6(2), 089-100.
- Sunardjo, R.N. Yudhianto, S.A. Rahman, T. (2016). Analisis Implementasi Keterampilan Berpikir Dasar dan Kompleks dalam Buku IPA Pegangan Siswa SMP Kurikulum 2013 dan Implementasinya dalam Pembelajaran. *Proceeding Biology Education Conference*, 13(1), 133-144.
- Kusumastuti, A & Khoiron, A.M. (2019). *Metode Penelitian Kualitatif*. Semarang: Lembaga Pendidikan Sukarno Pressindo.
- Manurung, A.S. Fahrurrozi. Utomo, E & Gumelar. G. (2023). Implementasi Berpikir Kritis dalam Upaya Mengembangkan Kemampuan Berpikir Kreatif Mahasiswa. *Jurnal Papeda*, 5(2), 120-132.
- Mashudi. (2021). Pembelajaran Modern: Membekali Peserta Didik Keterampilan Abad Ke-21. Al-Mudarris: *Jurnal Ilmiah Pendidikan Islam*, 4(1), 93-114,
- Meilana, S. F., Aulia, N., Zulherman, Z., & Aji, G. B. (2020). Pengaruh Model Pembelajaran Think Pair Share (TPS) terhadap Kemampuan Berpikir Kritis di Sekolah Dasar. *Jurnal Basicedu*, 5(1), 218–226. <https://doi.org/10.31004/basicedu.v5i1.644>.
- Rohmah, A. Rosita, M.D. Fatimah, E. R. Wahyuni, I. (2023). Analisis kemampuan berpikir kritis siswa kelas viismpdalam menyelesaikan soal cerita materi segitiga. *Jurnal Inovasi Pembelajaran Matematika: PowermathEdu (PME)*, 2(2), 175-184. <https://doi.org/10.31980/pme.v2i2.1419>.
- Zubaidah, S. (2010). Berpikir Kritis: Kemampuan Berpikir Tingkat Tinggi yang Dapat Dikembangkan melalui Pembelajaran Sains. *Seminar Nasional Sains 2010 dengan Tema "Optimalisasi Sains untuk Memberdayakan Manusia" di Pascasarjana Universitas Negeri Surabaya*, 16 Januari 2010.