

Smart City

by Stephan Hulukati

Submission date: 05-Jul-2020 12:20AM (UTC+0700)

Submission ID: 1353403937

File name: 3459_jurnal_smart_city_new.docx.pdf (419.89K)

Word count: 5729

Character count: 30045

THE INFLUENCE OF DESIGN OF STUDENT CRITICAL ABILITY ABILITY WITH PROBLEM-BASED LEARNING AND PROJECT-BASED LEARNING MODELS

Munawaroh
munawarohw@yahoo.co.id

ABSTRACT

The critical thinking ability of students in the 2017 Entrepreneurship class of Economics Education Study Program STKIP PGRI Jombang is still low as indicated by the many students who master one aspect of learning, which is memorization. This study aims to explain the differences in students' critical thinking skills in the final measurement (post-test) and explain the difference in the increase (gain) of students' critical thinking skills between the PBL model class and the PjBL model. This research method uses a quantitative approach with a quasi-experiment method. The experimental research design uses "non-Equivalent group pretest-posttest design". The research variables include independent variables namely the PBL model and the PjBL model and the dependent variable is critical thinking ability. The data analysis technique uses different tests through an independent sample T-test. The results showed there were differences in students' critical thinking abilities using the PBL and PjBL models by 0.026 and there were differences in the increase (gain) in students' critical thinking skills between those using the PBL models and the PjBL models by 0.010. It was concluded that there were differences in students' critical thinking skills at the final measurement (posttest) between the PBL model class and the PjBL.2 model class). there is a difference in the increase (gain) of students' critical thinking skills between the PBL model class and the PjBL model class. It is recommended that the application of the PBL and PjBL models need to pay attention to the suitability of teaching materials, the availability of facilities and infrastructure, as well as the time allocation.

Keywords: Critical Thinking Ability, PBL Model, PjBL Model.

INTRODUCTION

In implementing scientific method research, the steps of conducting research must be planned, systematic and explicit. But the same steps cannot be made in all types of research, because of differences in objectives, objects and problems. Qomariytus Sholihah (2019)

STKIP PGRI Jombang is one of the tertiary institutions or one of the higher education institutions that is expected to be able to create professional and quality Human Resources. Higher education institutions as one of the mediators and facilitators in building the nation's young generation have the obligation to teach, educate, train and motivate their students to become intelligent generations who are independent, creative, innovative and able to create various job opportunities / Entrepreneurs.(Anna Marganingsih, Salniyati: 2016)

Students as the younger generation who have a broader and deeper mastery of the concept of knowledge do not seem to have done well. Based on the observation results, there are

still many students who master one aspect of learning in the scope of thinking ability in memorizing aspects.

The ability to think critically is one of the competencies that must be achieved as well as the tools needed to develop the lecture process in class. (Cabera in Husnidar: 2014). Problem solving skills are very important for students in their profession and career success (Duong: 2012). The learning process needs to be implemented optimally to improve students' abilities in solving problems in entrepreneurship courses. This can be done by learning oriented to various problems that show a picture of the world of work so as to stimulate the thought process ((Munawaroh; 2017).

Teaching and learning activities in higher education are more focused on the ability of students themselves. Lecturers are only as facilitators and motivators in the learning process. However, this expectation has not been optimally achieved so far, this can be seen from the teaching and learning process which is still conventional / lecturer-centered. Students are accustomed to listening to lecturers deliver material while students just sit and listen. One-way learning like this will not be able to empower students' ability to think critically.

Yeyen Suryani's research (2015), based on the fact that took place until now Teaching and Learning Activities carried out in class have not been fully able to increase students' mastery of thinking optimally, especially the ability to learn in the orientation of knowledge into daily life. This is because the learning process is only directed at the ability of students to memorize and receive information alone, without being involved in understanding information that can be used in connecting the concepts of knowledge gained in everyday life.

Based on the results of observations on entrepreneurship courses, the average results of tests, quizzes or daily tests in the form of pre-test and test post are still many students who are less able to apply the material received in the real situation. This is because in delivering entrepreneurial material is still theoretical so it makes it difficult for students to understand the material taught thoroughly, as a result when students are given tasks oriented to the application of concepts and problem solving in the field of one of the examples of Business Plan assignments, there are still many students who do not understand the intent and the assignment given and how it really means.

Besides the low ability of students to think critically is shown by the lack of student initiative to ask questions and answer when confronted with various problems that require critical thinking processes and problem solving in Entrepreneurship courses.

In addition, problem solving activities help students to construct new knowledge and facilitate science learning (Mukhopadhyay: 2013). To face the challenges of the era of the industrial era 4.0, it is better for lecturers to prepare students to be investigators, problem solvers, critical and creative minds (Munawaroh: 2017)

The quality of learning increases optimally and achieves learning goals, a lecturer is required to be able to apply learning models that can foster the ability to think critically, creatively, analytically, systematically and logically. Learning models that can activate and develop students' critical thinking skills are the Problem Based Learning (PBL) and Project Based Learning (PjBL) models. Both of these models can train and encourage students to think and work rather than just memorizing and telling stories. This certainly will develop skills and make students think critically.

RESEARCH METHODS

This study reveals the difference between the use of Problem Based Learning (PBL) and Project Based Learning (PjBL) learning models for students' critical thinking skills in entrepreneurship courses. This uses a quantitative approach with the quasi-experimental method. Where the research sample is not randomly grouped, but accepts the state of the sample as is (Ruseffandi, 2005). Research design This experiment used "non-Equivalent group pretest-posttest design". The research variables include independent variables in the form of PBL and PjBL models and the dependent variable in the form of critical thinking skills. The data analysis technique uses different test through independent sample T-test. Which aims to see the difference in the ability to think critically students who use the PBL model and PjBL models in the 2017 class of entrepreneurship courses in the STKIP PGRI Jombang Economic Education Study Program.

Problem Based Learning

Rusman (2011) states that one alternative learning model that allows students to develop thinking skills (reasoning, communication, and connections) in solving problems is Problem Based Learning (PBL). This means that the use of PBL is very potential to develop themselves through students meaningful problem solving.

Educators want students to acquire creative and critical thinking skills during learning activities so that they can overcome complex problems in daily life. Therefore PBL is applied to improve students' creative and critical thinking skills, for example, Chan (2013) says that PBL increases the critical thinking and creativity of nursing students, and Nargundkar, Samaddar and Mukhopadhyay (2014) determine that PBL effectively enhance critical thinking of business school students.

PBL is one of the learning models that places students as the center of learning. PBL teaches students to think critically and logically in solving problems based on the knowledge they already have. "PBL will encourage students to look for alternative solutions to problems that are has been given, then students / students are asked to choose the best solution used in solving existing problems. PBL is an approach to learning by making confrontation to learners with practical problems or learning that starts with giving problems and has a context with the real world "Tan in Gd. Gunantara, et al (2017).

Furthermore Amir (2009: 21) said that PBL is a learning model that challenges students to learn to learn, work together in groups to find solutions to real problems. Based on the explanation, it can be concluded that PBL is a learning model that can encourage and stimulate students to learn to find solutions to a practical problem in the learning process.

In solving a problem, there must be a scientific stage that must be passed by students / students. The steps that must be passed are aimed so that students can learn knowledge related to the problem and at the same time have the skills to solve problems. According to Rusman (2010: 89) the steps that must be taken in PBL are as follows:

According to Wina Sanjaya (2010: 214) there are three main characteristics of PBL, namely:

- PBL is a series of learning activities, meaning that in its implementation there are a number of activities that students must undertake. PBL does not expect students to just

listen, take notes, then memorize subject matter, but through student / student models actively think, communicate, search and process data, and finally conclude.

- Learning activities aimed at solving problems.
- Problem solving is done by using a scientific approach to thinking with the process of deductive and inductive thinking. Problem solving must go through certain stages and must also be based on data and facts.

Project Based Learning

The PjBL learning model is a learning model that involves project work for students / students. The PjBL learning model provides the opportunity for the teacher to manage the class differently. It is widely used to replace traditional teaching methods where teachers as a center of learning (Boondee et al in Rosyidatul et al, 2012: 34).

The PjBL model, students are asked to think critically and scientifically, and also require students to study independently. Because the PjBL provides a real learning situation for students, ie students are asked to work on a project that will later provide permanent knowledge. PjBL is a learning model with a constructivism approach. This approach requires students to learn independently, and can plan and carry out their own learning or collaborate with teachers / lecturers and other students / students.

According to Guarasa at.All. (2006) PjBL is a student-centered strategy that encourages initiative and focuses students on the real world, and can increase motivation

they. Furthermore Giilbahar & Tinmaz in Muh.Rais (2010) stated that PjBL is a model that can organize projects in learning. In addition, Buck in Sudirman (2013) states that PjBl is a systematic teaching model that engages students in learning knowledge and skills through a structured process, having real and meticulous experience designed to produce a product. Based on some of these descriptions, it can be concluded that the model This learning can encourage students to be more creative, active and independent in solving a problem in the form of a project that must be completed. This project also provides tangible learning and skills for students. It has been explained previously that PjBL is a systematic learning model. In other words , there are rules and steps that must be followed in implementing this learning. Nurohman in Sutirman (2013) explains the steps of the PjBL as follows:

- Learning begins with essential questions, namely questions that encourage students to carry out activities
- Students / students accompanied by the teacher / lecturer create a project design that will be done. The project plan is determined by students / students themselves and refers to the essential questions that have been raised previously.
- Teachers / Lecturers and students / students collaboratively arrange a schedule for the implementation of learning activities. What needs to be done at this stage include: (1) making a schedule for completing the project, (2) making a deadline for completing the project; (3) directing students to plan new ways of completing projects; (4) directing students / students when they make ways that are not related to the project and (5) asking students / students to give reasons about the chosen method
- Teachers / Lecturers constantly monitor student activities during project completion to find out progress on project implementation and anticipate obstacles faced by students / students

- The assessment is carried out to measure the achievement of standards, evaluate the progress of each student / student, provide feedback on the level of understanding that has been achieved, and be considered in developing the next learning strategy.
- At the end of the lesson a reflection of the results of the project that has been carried out. This process is carried out individually and also in groups.

Based on the explanation that has been done, both models will be applied in the learning process. The expectation of the two models is to be able to make students more active, creative, independent and also think scientifically and logically in learning. Because both models are in line with the constructivism approach.

Based on research conducted by Setyorini (2011) explained that PBL can improve students' thinking skills. This is expected to improve student learning outcomes as well. While Muh. Rais (2010) in his research results explained that the application of the PjBL model could significantly improve academic outcomes. This is because PjBL provides real learning in the form of projects that enable students to better understand learning that is directly based on increasing learning outcomes.

RESULT AND DISCUSSION

The data collected in this study are scores (scores) obtained from the pretest and posttest critical thinking skills. The results of the research conducted are as follows:

Pre-Test Description

Pre Tests were given to two groups of research subjects namely the PBL group and the PjBL group. To test the research hypothesis, the normality of the data class of the research class must be tested as a prerequisite in the calculation of parametric analysis. With the research instrument in the form of a description test of 6 questions. Based on the data processing of the pre test results in the PBL and PjBL groups, the following results were obtained.

The results of the Pretest Data Analysis of PBL and PjBL classes

Table 1: Description of the Initial Test (Pre Test)

Class	n	Xmin	Xmax	Mean	SD
PBL Model	40	70	95	81,95	6,34
PjBL Model	40	62	98	80,30	7,80

Based on table 1 above, the class that uses the Problem Based Learning (PBL) model has 40 students gained an average of 81.95 with the highest score of 95 and the lowest score of 70 with a Standard Deviation of 6.34. Whereas the class that uses the PjBL model has 40 students, an average of 80.30 with the highest score of 98 and the lowest score of 62 Standard Deviations of 7.80.

Post Test Descriptions

Post Test is a test given to students after being given treatment. With different treatments, and obtained quite different results between classes using the PBL model and those using PjBL model. To see an increase in students' critical thinking skills, posttest was held both in the PBL class and the PjBL class. From the results of processing the final test data (posttest) obtained data as follows:

PBL and PjBL Class Postest Data Analysis Results

Table 2: Description of the Final Test (Post Test)

Class	n	Xmin	Xmax	Mean	SD
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PBL Model	40	82	100	92,43	5,35
PjBL Model	40	80	100	89,65	5,58

Based on table 2 above, the class that uses the Problem Based Learning (PBL) model has 40 students gained an average of 92.43 with the highest score of 100 and the lowest score of 82 with a Standard Deviation of 5.35. Whereas in the class that uses the PjBL model has 40 students gained an average of 89.65 with the highest score of 100 and the lowest score of 80 Standard Deviation of 5.58

Experiment Class and Control Class N-Gain Test

To find out the increase in students' critical thinking skills by using the Problem Based Learning (PBL) model and the use of the Project Based Learning (PjBL) model, the Kolmogorov-Smirnov normalized gain calculation is used. From the results of the N-GAIN data analysis, it can be seen from table 3 below:

Table: 3 N-Gain Test PBL Model and PjBL Model

Class	Pre Test	Post Test	N-Gain %	Tafsiran	N-Gain Score	Kriteria
PBL Model	81,95	92,43	62,37	Cukup Efektif	0,62	Sedang
PjBL Model	80,30	89,65	48,76	Kurang Efektif	0,49	Sedang

Table 3 above, the pretest and posttest data values obtained gain in the PBL class of 62.37 and are in the criteria quite effective then the gain value in the PjBL class is 48.76 and are in the less effective criteria. The following table categories the interpretation of N-Gain Effectiveness:

Table: 4 Categories of Interpretations of N-Gain Effectiveness

Presentation (%)	Interpretation
< 40	Ineffective
40 – 55	Less effective
56 – 75	Effective enough
> 76	Less effective

Source : Hake, R.R, 1999

more clearly the researchers present in the form of a diagram as follows:

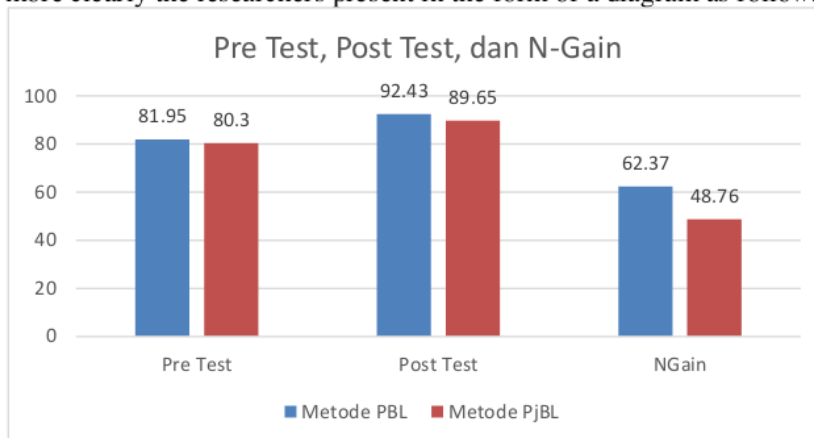


Figure 1
Increase (gain) PBL and PjBL classes

When compared to the N-gain value between classes using the Problem Based Learning (PBL) model and the classes using the Project Based Learning (PjBL) model the results are higher classes that use the Problem Based Learning (PBL) model.

Test Statistics Requirements

Normality test

To test the normality of data in this study using Kolmogorov-Smirnov (K-S). The results of the normality test of the pretest and posttest frequency distribution in the class using the Problem Based Learning (PBL) model and the class using the Project Based Learning (PjBL) model with significant level testing $\alpha = 0.05$ and degrees of freedom dk = 3, as for the provisions as the following:

If the verification is < 0.05 then the data are not normally distributed

If the significance is > 0.05 then the data is normally distributed. The results of calculating the normality of data, the researchers more clearly present in the form of a table below:

Table 5: Data Normality Test

Statistics	PBL Model		PjBL Model	
	Pre Test	Post Test	Pre Test	Post Test
Mean	81,95	92,43	80,30	89,65
Primary school	6,34	5,35	7,80	5,58
Sig (Shapiro-Wilk)	0,320	0,085	0,709	0,100
α	0,05			
Information	Normal	Normal	Normal	Normal

Normality Test

Shapiro-Wilk Test

If Sig < 0.05, it is said that the data distribution is not normal

If Sig > 0.05, it is said that the data distribution is normal

Based on the Test of normality table, it is known that the variable of critical thinking ability of PBL and PJBL students before being given treatment (pre test) has Sig values of 0.320 and 0.709, greater than 0.05, so it is said that the data distribution is normal. While the critical thinking skills of PBL and PPA class students after being treated (post test) have Sig values of 0.085 and 0.100, respectively, greater than 0.05 so that it is said that the distribution of normal data

Homogeneity Test

Based on the results of normality testing shows that the two data in each class are normally distributed, then it is necessary to test the homogeneity of the data. The aim is to find out whether the data obtained from the two groups have homogeneous variance or not. Homogeneity test results were performed using the Levene statistical test The results of the pretest and posttest homogeneity tests of the two groups can be seen in the table as follows:

Table 6: Data Homogeneity Test

Statistics	Pre Test		Post Test	
	PBL Model	PjBL Model	PBL Model	PjBL Model
F count it	1,529		0,011	
Sig (Levene Test)	0,220		0,918	
α	0,05			
Information	Homogen		Homogen	

Table 6 above, Levene Statistic Test

If Sig < 0.05, it is said that the data is not homogeneous

If Sig > 0.05, it is said to be homogeneous data

Based on the Test of Homogeneity of Variances table, it is known that the variable of critical thinking ability of students before being given a sig value of 0.220 > 0.05 is said to be homogeneous data.

After being given the variable treatment of critical thinking ability of students after being given a sig treatment value of 0.918 > 0.05 it is said to be homogeneous data

Pre-Test

The results of the initial ability test (pretest) with the t test through Independent Samples T-test obtained the following results

Table 7: Pre-Test

Class	Mean	T Count	Sig	α	Information
PBL Model	81,95				
PjBL Model	80,30				

Note: not significant means there is no difference in initial ability

Based on table 7 above Sig. (2-tailed) it is known that for the variable critical thinking ability of students before being treated has a value of 0.302 > 0.05 it is said to be insignificant meaning there is no difference in students' critical thinking skills before being given treatment.

Hypothesis testing

Hypothesis Test Final Test (Post-Test)

A difference test of two means in the posttest was conducted to test the hypothesis whether there were differences in the final posttest learning test which used the PBL model and which used the PjBL model. The decision criteria for the t test are as follows:

$Sig < 0.05$, then it says there is a difference

$Sig > 0.05$, it says there is no difference

Table 8: Hypothesis Test (T Test) Final Test (Post Test)

Class	Mean	T Count	Sig	α	Information
PBL Model	92,43				
PjBL Model	89,65				

Note: significant means there are differences in the final ability

Based on table 8 above Sig. (2-tailed) it is known that the variable of critical thinking ability of students after being treated has a value of 0.026 < 0.05 , it means that there is a difference in the ability to think critically students after being given treatment.

Gain Hypothesis Test

A difference test of two averages in the N-Gain data is carried out to test the hypothesis namely whether there is a difference in the increase (gain) of learning in the class using the PBL model compared to the class using the PjBL model

Table 9: Gain Hypothesis Test

Class	Mean	T Count	Sig	α	Information
PBL Model	62,37				
PjBL Model	48,76				

Note: significant means there are differences in the increase in critical thinking skills. The calculation results obtained sig value. (2-tailed) of 0.010 < 0.05 means significant. It can be concluded that there is a difference in the increase (gain) in critical thinking skills of students between classes using the PBL model and those using the PjBL model. This can be seen from the average gain value between the experimental class and the control class where the average gain value for the class using the PBL model is higher when compared to the gain value in the class using the PjBL model.

Based on the results of tests given before the treatment (pretest), the average yield is not much different. This means that there is no difference in students' critical thinking skills at the initial measurement between the class using the PBL model and the class using the PjBL model. This can be seen from the value of $sig\ 0.302 > 0.05$

The final test results (posttest) obtained an average value for the class using the PBL model of 92.43 while the average value for the class using the PjBL model of 89.65. That is, there is a difference in students' critical thinking skills at the final measurement (posttest) between classes using the PBL model and the population using the PjBL model. This indicated by the sig value of 0.026 < 0.05 . As for the gain data obtained by tcount sig 0.010 < 0.05 then H2 is accepted and H0 is rejected. That is, there is a difference in the increase (gain) of students' critical thinking skills between classes using the PBL model and classes that use the PjBL model.

39 Critical thinking can be seen as the ability of students to compare two or more information possessed. If there are differences or similarities, then students will ask questions or comments in order to get an explanation. The ability to think critically reflects the ability to make a rational judgment in using concrete evidence. 1

T₁₀ results of the study explained that PBL and PjBL learning models were able to improve students' critical thinking skills. Using the right learning model, students can develop thinking skills. PBL and PjBL learning models give students the freedom to process all the knowledge they have and find new knowledge needed so that new knowledge is formed by students themselves as a result of the process of linking old knowledge and new and can explain the relationship between the PBL Learning Model and the PBL learning model. 25

5 The results of this study are in line with research conducted by N Nafiah (2014) saying that the PBL model is able to improve the mastery of concepts, problem solving abilities, communication skills, critical thinking skills, creative thinking and can foster character. In addition, based on research conducted by Isnania (2019) states that the PBL model is able to significantly improve students' critical thinking skills. This research is also supported by Kani Ulger (2018) saying that using the PBL model approach can support the development of critical thinking skills of students in various disciplines. 27 1

Based on the analysis of N-gain data it is seen that the PBL class gain is higher when compared to the PjBL class, even though they are at the medium criteria. This is because with PBL learning students are able to integrate knowledge and skills simultaneously and apply them in real and relevant contexts. That is, what students do in accordance with real conditions is no longer a theory so that various problems in the application of a theory students will find during learning takes place. Therefore, learning in the PBL model takes place authentically. 2

According to the researchers' observations, another thing that causes differences in students' critical thinking skills between the two classes is the PBL model. It starts with a problem presentation for students to solve or learn more about. Often these problems are framed in scenarios or case study formats. Problems are designed by mimicking the complexity of problems in real life.

Learning assignments also vary greatly in scope, time and sophistication. Learning outcomes are only solutions in the form of writing or presentation, the examples carried out in learning are divided into two parts, namely learning in the classroom and carried out independently filled with discussion activities regarding the preparation of a Business Plan to be undertaken by students and literature review that utilizes the current technological sophistication, like the internet. Based on observations, learning in the classroom is going well. Students intensely ask various questions to lecturers who act as facilitators.

Learning outside the classroom is done by students independently. Students carry out a show of Entrepreneurship (KWU) with full responsibility and grow creativity. proven when there was a presentation about the results of the KWU degree performance many new and unexpected experiences experienced by students, although not all students succeeded in working on the KWU degree performance in accordance with the targets given by the lecturers. In addition, students also find various problems in the KWU degree show they are working on that will make them try to solve those problems and the solutions they find can be useful if they experience the same or slightly different problems. Of course in solving a problem and question, indirectly students are required to always think critically.

One of the goals of PBL is to connect the knowledge acquired by students in the class to be applied in the real world by making solutions to existing problems - where students also act as professions in the real world. In addition, PBL must be able to provide benefits to the surrounding community where this is the main essence of educational goals.

Learning activities experienced by students will be very meaningful in their lives, where students will always remember important points in their learning. In addition, the PBL learning model will provide skills on how to become lifelong learning for students, and this knowledge will be very useful to be able to survive in competition in the knowledge-based economic era.

The application of PBL and PjBL models has constraints on time allocation because this model involves students from the beginning of learning, which starts from the planning stage to the end of learning so that it requires relatively more time. In addition, in applying the PBL and PjBL models lecturers must adjust to the material to be studied and should use a variety of models.

Basically the PBL and PjBL models are equally focused on questions / assignments that are open, authentic learning, student-centered, multi-disciplinary, focus on strengthening independent learning skills, communication, collaboration, critical thinking, time management, and skills project management. Therefore, this learning model can be used as an alternative learning model in improving students' critical thinking skills.

CONCLUSION

Based on the results of research and data analysis, researchers can conclude a number of things as follows: 1) there are differences in students' critical thinking skills in the final measurement (posttest) between the class using the PBL model and the class using the PjBL.2 model. there is a difference in the increase (gain) of students' critical thinking skills between classes using the PBL model and classes using the PjBL model.

The research objectives are: 1) the application of PBL and PjBL models needs to be considered in the suitability of teaching materials, the availability of facilities and infrastructure, as well as the time allocation. In order to make active students and learning meaningful. 3) lecturers have an important role in the implementation of the learning process for this it requires creativity and good classroom management. The role of the lecturer as a facilitator must regulate the course of the learning process in accordance with the stages of each step of the PBL and PjBL learning model implemented by students. So the guidelines for making learning steps need to be prepared carefully.

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