Antroposen : Journal of Social Studies and Humaniora
Vol. 4, No. 1, June 2025: 25-38, DOI 10.33830/antroposen.v4i1.12210

Problem Solving Learning Model as a Strategy to Strengthen Critical Thinking in PPKN Subjects at MI Miftahul Ulum Driyorejo Gresik

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Abstract: The quality of learning greatly determines the learning outcomes of students. Optimal learning outcomes are influenced by the role of teachers in presenting learning activities actively. One of the active learning activities is by using learning strategies with the selection of the right learning model, one of which is the Problem Solving learning model. While the focus of this study is: 1) How to apply the use of the Problem Solving model in PPKn class VI and 2) How to improve students' critical thinking skills in PPKn class VI subjects. This study uses the type of Classroom Action Research (CAR), through three stages, namely, planning, action and observation, and reflection. Data collection techniques in this study use test, observation, documentation, and field notes. While the data analysis used in this study is qualitative and quantitative data analysis. The results of this study indicate that the learning implementation process at MI Miftahul Ulum is in accordance with the rules in Problem Solving learning and there is an increase in students' critical thinking skills through the Problem Solving learning model in PPKn subjects. In cycle I obtained 68.9%, increasing in cycle II with a percentage of 89.6%. The results of improving student learning above are said to be successful and achieve success according to the Minimum Completion Criteria (KKM) which is 75%. It can be concluded that the use of the Problem Solving model can improve students' critical thinking skills through learning outcomes in the PPKn subject of Class VI MI Miftahul Ulum Kesamben Wetan Driyorejo Gresik. Another limitation of this study is the dependence on the readiness and ability of teachers in implementing learning models, as well as classroom conditions that can affect the effectiveness of implementing these strategies.

Keywords: *Civics Subjects; Critical Thinking; Problem Solving Learning Model*.

INTRODUCTION

Curriculum is a system whose elements are closely related and support each other. These elements include goals, learning materials, learning methods, and assessment (Nasbi, 2017). Of course, the curriculum in Indonesia is always trying to develop better than before, the goal is to create a generation with quality, intelligence, and good character. The curriculum is basically a set of subjects taught by teachers to their students (Nurlaila and Mubarok, 2023). One of the efforts to improve the quality of education by updating the curriculum and improving the quality of learning quality. As is the case with determining innovative learning

methods, media and models, and increasing the potential of students through learning activities provided by teachers, one of which is the ability to think critically (Sari, Suwatno, and Santoso, 2020).

Critical thinking is the ability to think regularly, which means thinking systematically in evaluation, problem solving, decision making, and expressing their beliefs with clear evidence (Puspita and Dewi, 2021). Others argue that critical thinking is deep reflective thinking in decision making and problem solving to overcome situations, evaluate arguments, and draw appropriate conclusions (Azizah, Sulianto, and Cintang, 2018). Critical thinking skills are not only through questions and answers, but also through innovative learning strategies, one of which is a learning model. Critical thinking ability is one of the most important skills in the modern era because it helps us analyze information, make logical decisions, and solve problems

A learning strategy is a way of doing something to achieve a certain goal or an activity plan that includes a goal and a set of action plans (Yusri, 2017). A learning strategy can be interpreted as a plan that includes a set of activities to achieve certain educational goals. The use of methods can help smooth the teaching and learning process and achieve the learning goals (Agustin, 2017). On the other hand, a learning model is a description of the learning environment, including the behaviors that teachers apply when learning. Learning models can guide learning designers and teachers in planning. Teachers need to choose the right learning strategies, including approaches, models, methods and media, in order to create interesting learning and motivate students to achieve maximum learning outcomes (Safitri et al, 2024).

Before the implementation of the problem solving learning model, the critical thinking skills of grade VI B MI Miftahul Ulum Driyorejo Gresik students in the PPKn subject were still relatively low. This can be seen from the difficulty of students in identifying the core problems in the material, low active participation in class discussions, and the inability to convey logical and in-depth arguments. Most students tend to be passive, rely more on memorization than understanding, and depend entirely on teachers in solving problems and understanding concepts. In addition, the results of the initial evaluation or pre-test showed that the average student score on the critical thinking aspect, such as analyzing, evaluating, and concluding, was still below the Minimum Completion Criteria (KKM). This condition indicates the need for the implementation of more effective and student-centered learning strategies to improve their critical thinking skills, one of which is through the *problem solving* learning model.

The problem solving model was chosen as a solution to improve students' critical thinking skills in class VI B MI Miftahul Ulum Kesamben Wetan Driyorejo Gresik because the problem solving model can encourage students to actively think and reason. The problem solving learning model requires students to be actively involved in analyzing problems, gathering information, and finding solutions. This is in line with the view of (Firmansah and Agustin, 2023) critical thinking as the ability to think systematically in problem solving and decision making. Thus, learners are not only passively receiving information but are also trained to reason and draw conclusions.

The problem-solving model can train problem-solving skills One of the weaknesses identified in the observation is the low ability of students to solve problems and express opinions. The Problem Solving model is specifically designed to train students in identifying

problems, analyzing alternative solutions, and making decisions (Saputri and Wardani, 2021). This is very relevant to Civics material on Social, Cultural, and Economic Diversity which requires in-depth analysis of various problems in society. The problem solving model can increase the participation and activeness of students because previous learning was still conventional (lecture and one-way), students tended to be passive. The Problem Solving model encourages group discussions, questions and answers, and presentation of solutions, so that students are more actively involved in learning (Larasati, 2022). Thus, students will be more courageous in expressing their opinions and practicing critical thinking. Suitability with the characteristics of Civics material The material on Social, Cultural, and Economic Diversity contains many real issues that can be used as case studies.

The Problem Solving model allows teachers to present authentic problems (for example: social conflict due to economic differences, tolerance in cultural diversity) that must be solved by students. This makes learning more contextual and meaningful (Agustin, 2021). Problem solving ability is an important part of students' ability to solve problems when they answer teacher questions (Juandi 2023). Problem solving not only tests memory (lower-order thinking), but also trains analysis, evaluation, and creation (higher-order thinking skills or HOTS). Learners are trained to not only memorize facts, but also evaluate arguments and conclude logically (Utaminingtyas, Subaryana, and Fatimah, 2020). The problem solving model provides a meaningful learning experience and the teacher acts as a facilitator who guides students to find their own solutions, not just providing one-way information. This is in accordance with the needs of 21st century learning which emphasizes student-centered learning. Thus, learners will be more motivated and have a deep understanding. One of them is the rapid integration of artificial intelligence (AI) into various sectors, increasing the need to understand its impact on cognitive and problem-solving skills (Promma et al, 2025).

The importance of critical thinking skills is important for elementary school students to have because critical thinking is needed to help students adapt to new situations, be flexible and be able to analyze the information obtained properly (Fitriani, Syaikhu, and Paud, 2021). Developing students' critical thinking is the goal of the global education curriculum (Shafer, 2025). The benefits of improving the ability to think critically are helping to gain knowledge, refine theories and strengthen arguments, ask and formulate clear questions, collect, evaluate, and interpret information effectively, draw conclusions based on reasonable reasons and find solutions to problems, get used to thinking openly and communicating clear ideas, opinions, and solutions with others (Gazali and Dasna, 2023). Critical thinking skills are one of the important competencies in the 21st century, especially in the digital era (Gunawan, Maylia, and Amelia, 2025)

According to the research conducted by (Ayu Permata Sari et al, 2024), it shows that the problem solving learning model can improve the critical thinking skills of students, and the research of (Prayoga and Setyaningtyas, 2021), shows that the application of the problem solving learning model can improve the learning outcomes of students, namely the achievement of KKM to the maximum. From the results of previous research, it shows that critical thinking can be improved through the Problem Solving Learning model by applying the skills of the ability to identify, analyze, solve problems, think logically and make decisions appropriately, and be able to draw conclusions.

Based on the background, the author innovates with the application of problem solving learning model to improve critical thinking ability of Civics Lesson Class VI at MI Miftahul Ulum Kesamben Wetan.

RESEARCH METHODOLOGY

This research uses the type of classroom action research (PTK), this research aims to improve critical thinking skills through the application of the problem solving learning model. The basic principles of classroom action research refer to the views of (Kemmis and Mc. Taggart, 1988) classroom action research is conducted through three stages, namely: (1) planning, (2) treatment and observation, and (3) reflection. The process of conducting classroom action research is as follows:

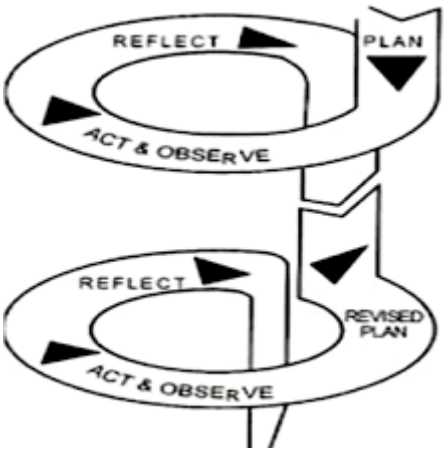

Figure 1.1 Cycle Flow of Kemmis and Mc Taggart's PTK Model

The implementation of this class action research was carried out in cycle I (one) and cycle II (two), after cycle II the percentage gain results had reached the maximum success indicator, then the research was completed in cycle II and there was no need to take action in the next cycle. MI Miftahul Ulum Driyorejo Gresik is one of the madrasahs that implements PPKn subjects actively and consistently, so it is very relevant to the focus of research that wants to examine the strengthening of critical thinking in PPKn learning. The research was conducted at MI Miftahul Ulum Kesamben Wetan with a total of 29 students, with 13 girls and 16 boys. Data collection techniques using observation, tests, documentation. Data analysis techniques using qualitative descriptive and quantitative descriptive. Qualitative descriptive to describe the results of the acquisition of data in the form of numbers, for quantitative descriptive is the acquisition of data in the form of numbers obtained from observations when learning takes place. The qualitative descriptive approach is used to describe the learning process and results narratively, while the descriptive quantitative approach is useful in presenting data in the form of numbers to show improvements in learning outcomes. (Sugiyono, 2017)

RESULTS AND DISCUSSION

Teacher activity is one of the factors to achieve student success, if teacher activity in learning activities can provide meaningful learning experiences, and use the right learning

model, the activity and learning outcomes of students can increase in accordance with the expected learning objectives. The process of learning activities in this study using a problem solving learning model to improve critical thinking skills, observation activities on teacher activities were carried out by 1 (one) observer, namely from the VI B class teacher. The results of teacher activities in cycle I can be seen in Table 1 as follows.

Table 1 Teacher Activities in Problem Solving Learning

NO	Aspects observed	Assessment Observer 1	Observer 2 Assessment
1.	The teacher opens the lesson with a prayer	4	4
2.	Teacher takes attendance of students	3	4
3.	The teacher makes apperception through questions	3	4
4.	The teacher explains the learning objectives that will be taught.	3	3
5.	The teacher explains the material about the social, cultural and economic diversity of society	3	4
6.	The teacher draws learners attention to observe the picture of community diversity	3	3
7.	The teacher conducts question and answer activities with students related to the material that has been learned.	2	4
8.	The teacher divides the groups, each group consists of 4-5 children	3	4
9.	The teacher distributes the LKPD to each group	3	3
10.	The teacher explains the steps of working on the LKPD	3	3
11.	The teacher asks students to work on the LKPD	3	3
12.	The teacher asks each group to immediately complete the task by discussing	4	4
13.	Teachers assist students while doing the assignment	3	4
14.	The teacher asks each group to present the results of the discussion that has been done	3	4
15.	The teacher gives responses or feedback on the results of group presentations	3	4
16.	The teacher gives questions to students that are done	3	3

	individually		
17.	The teacher gives a reflection with the learners	3	3
18.	The teacher gives conclusions related to the material that has been learned	4	4
19.	The teacher closes the lesson with prayer	3	4
	Total	59	69

In general, the implementation of learning went quite well with an average score of 3.1 and an achievement percentage of 77.63%. This shows that most of the important aspects of learning have been implemented, although there is still room for improvement to achieve maximum quality. Aspects that need to be improved include: a) Question and answer with students The lowest score is in the question and answer activity (score 2). This indicates that the involvement of students in active discussions needs to be improved, for example by using open questioning techniques or probing methods. Aspect b) Increasing individual involvement; In individual assignments, it still needs to be optimized so that students really understand the material personally, not just in group work. And aspect c) Apperception and learning objectives; although the teacher has done apperception and explained the objectives, it needs to be made more interesting and contextual so that students are more prepared and motivated to follow the learning. The results of the reflection on the teacher's activities in implementing the problem solving model are: 1) Use of high level questioning techniques (higher order thinking skills) to encourage more critical discussions. 2) Using interactive learning media to support the perception and presentation of learning objectives. 3) Providing simple individual assignments after group work to measure each student's personal understanding.

The observed learning shows consistent and systematic teacher performance in implementing the learning stages. However, in order for learning to be more effective, teachers need to improve student interaction strategies through more lively question and answer and deeper reflection. By strengthening the active discussion aspect, developing more interesting perception, and optimizing individual tasks, learning will be more meaningful and have an impact on improving students' critical thinking skills. The results of the observations of the teacher's activities in Cycle II obtained an average of 3.6 with a percentage of 90.78%. This shows that the teacher has carried out learning very well, almost approaching perfection based on the observed indicators, from these results the teacher is able to create an interactive learning atmosphere and build active participation of students both in discussion activities and group presentations. The results of Cycle II of the teacher's activities in implementing this problem-solving model show that the teacher needs to improve her skills in: a) Explicitly detailing the learning objectives so that students understand the direction of their learning. b) Increasing creativity in the apperception, for example, using more interesting media or storytelling. c) Providing clearer task instructions so that students are not confused when working on the LKPD. d) Leading more structured learning reflections so that students can connect learning experiences to real life.

Cycle II in teacher activities shows very good competence in managing active, collaborative and interactive learning. Several aspects such as clarification of learning objectives, enrichment of apperception and increase of individual reflection still need to be strengthened, and overall the achievement of 90.78% is in line with the achievement of success indicators and shows that learning is effective and of high quality, with the achievement of this percentage, research on teacher activities does not need to be continued in the next cycle.

Structured, communicative, and adaptive teacher activities will encourage student activities that are participatory, independent, and critical. The basis for active and meaningful learning in the classroom using the problem-solving model. The results of student activities in carrying out learning activities with the problem-solving model are as follows:

Table 2. Student Activities in Problem Solving Learning

NO	Aspects observed	Observer I Assessment	Observer II Assessment
1.	Learners together with the teacher open the learning with prayer	4	4
2.	Learners answer the roll call	4	4
3.	Learners answer the teacher's question	4	4
4.	Learners listen to the learning objectives that will be taught.	3	3
5.	Learners listen to the teacher who explains the material about the social, cultural and economic diversity of society.	3	4
6.	Learners observe the picture of community diversity given by the teacher	3	3
7.	Students ask questions related to the material that has been learned.	3	3
8.	Learners form groups of 4-5 children	2	3
9.	Learners receive the LKPD given by the teacher	3	3
10.	Learners listen to the teacher who explains the steps of working on the LKPD	3	3
11.	Students work on the LKPD	2	4
12.	Learners together with the group complete the task given by the teacher by discussing	2	4
13.	Learners are guided by the teacher while doing the task	3	4
14.	Learners together with the group present the results of the discussion that has been done	3	4
15.	Learners listen to responses or feedback from the teacher to the results of group presentations	3	4
16.	Learners receive questions from the teacher that are done individually	4	4
17.	Learners respond to the reflection given by the teacher	3	3
18.	Learners listen to conclusions from the teacher related to the material that has been learned.	2	3
19.	Learners together with the teacher close the lesson with	3	4
	Total	54	75

Average	2,8	4.1
Percentage	71	98

Based on the observation results, the observed learning process showed active involvement between learners and teachers. From the data provided, it can be concluded that there were two cycles of observations (Cycle I and Cycle II) with different scores by Observer I (total score 54, average 2.8) and Observer II (total score 75, average 4.1). The following is a comparative analysis and reflection of the two cycles. Despite the increase, some aspects still need to be improved, including: a) Group formation, the score is still variable (2-3), indicating that the grouping is not optimal. b) Understanding of Material Conclusions, the score in Cycle II is still 3, indicating that students need to be more active in concluding learning. c) Consistency of assessment between observers, significant differences between Observers I and II indicate the need for more objective assessment standards. In terms of reflections on student activities, improve group management by using more structured grouping techniques (e.g. based on mixed ability). Strengthening learning reflection by involving learners in summarizing the material, not just listening to the teacher. Improving consistency of assessment, by discussing assessment criteria between observers to avoid bias. Variation of Learning Methods, by adding activities such as simulations or case studies to deepen understanding of the material. Cycle I provided a basis for identifying weaknesses, particularly in group collaboration and understanding of the material. Cycle II showed successful improvement, with increased learner participation and effectiveness of instructor guidance, and the assessment of student activity in Cycle II was deemed sufficient because the percentage gain had reached the maximum percentage on the success indicator.

The problem-solving model places the teacher as the facilitator and the students as the primary actors in the learning process. The relationship between teacher activities, students, and learning outcomes in this model is dynamically interrelated to promote the development of critical thinking skills. Appropriate teacher activities will stimulate students to think more critically, creatively, and reflectively. Students' active involvement in each stage of problem solving trains critical thinking skills such as analysis, synthesis, evaluation, and reflection. Learning outcomes are not only mastery of material, but also the development of higher order thinking skills (HOTS). Students who are actively involved in the problem solving process show an increase in critical thinking, problem solving, decision making, and creativity. In other words, the quality of teacher and student activities determines the quality of learning outcomes, especially in the critical thinking aspect.

From the results of students' learning by using the problem solving model in improving students' critical thinking in cycle 1, a total of 2240 was obtained with 20 students who were complete and 9 students who were not complete. This shows that there is still a need for improvement in the next stage, which is Cycle II. The results of Cycle II with a total of 2425 with a percentage of 83.6% the number of students who completed as many as 25 while only 3 students were not complete. These results show that the learning outcomes of the students have improved. Most of the students experienced a significant increase in their grades, demonstrating the effectiveness of the learning methods used. The increase in the percentage of completion from 77.2% to 83.6% indicates an improvement in the understanding of the material. Special attention is needed for some students who have declined, so that remedial or individualized approaches are given

This study examines the application of problem solving learning model to improve critical thinking skills of Grade VI students in PPKn subjects at MI Miftahul Ulum Kesamben Wetan. The results of the study indicate that this model is effective in improving students' learning activities and critical thinking skills.

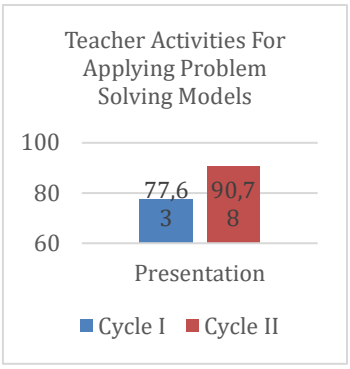

Diagram 1.1 Comparison of Teacher Activity Results in Using Problem Solving

From the results of comparing the percentage of teacher activity in Cycle I and Cycle II, the quality of learning is a key factor that determines the success of students in achieving educational goals. One of the learning models that can improve the quality of learning is Problem Solving, because this model focuses not only on mastering the material, but also trains students to think critically, creatively, and provide solutions. The importance of quality of learning in student activities with the problem-solving model Increase active student participation, develop critical and creative thinking skills, improve collaboration and communication skills, and make learning contextual and meaningful. The Problem Solving learning model positions students as active subjects who are directly involved in the critical and creative thinking process. Therefore, the quality of learning greatly determines the effectiveness, if the quality of learning is low (for example, the problem is too simple or does not match the student's context), then students will lose interest, learning will become passive, and the goal of developing high-level thinking skills will not be achieved. In line with the opinion of (Hasanah and Agustin 2024), that the learning model basically plays an important role in supporting the achievement of the success of the teaching and learning process in the classroom. Success is highly dependent on how the learning process is developed. A teacher will be effective in managing a class if he/she is able to master the class situation, understand the subject matter and choose the right methods, learning models, media and learning resources to support learning success. By applying the problem solving model, it has been possible to increase student participation and involvement in learning. The following are the results of students' activities in learning the problem solving model in improving critical thinking:

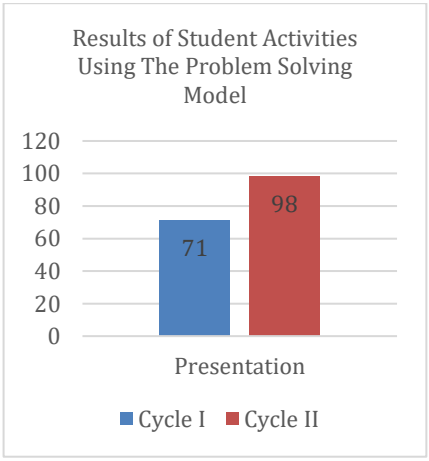

Diagram 1.2. Comparison Of The Results Of Student Activity With The Problem-Solving Learning Model.

Problem-based learning models are a highly effective approach to developing students' critical thinking skills. Problem-solving activities are not just a learning method, but an investment in creating a generation that is critical, creative, and ready to face global challenges. By engaging students in problem solving: Critical thinking is trained through analysis and evaluation, 21st century skills (collaboration, creativity) are developed, and learning becomes relevant to real life. In line with the opinion of (Agustin 2019) Critical thinking where students are expected to actively participate in understanding the material and conducting analysis, while the teacher acts as a manager and facilitator of the learning process. Learning activities are carried out through the stages of observing, asking questions, experimenting or gathering information, associating or inferring, and communicating the results. Student engagement is a key factor that directly affects learning outcomes. Students who are actively involved (discussion, practice, projects) have 30% higher memory retention compared to the one-way lecture method (Freeman et al. 2014) The theories of Piaget and Vygotsky emphasize that knowledge is built through direct experience. When students participate, they internalize concepts more deeply; for example, students who conduct their own science experiments understand more than just reading about theory.

Student engagement is not just a "supplement," but a "primary nutrient" for learning. To maximize learning outcomes, teachers must Design interactive learning (problem-based learning, projects, role-plays), Provide space for autonomy (choice of topics, methods of completing tasks), Use technology (online discussion platforms, digital simulations), Implement feedback (student reflection after activities). in line with the opinion (Agustin 2023) The teaching and learning process is a reciprocal interaction between educators and students. In learning activities, teachers play a role in guiding students in aspects of understanding concepts, forming attitudes, and developing competencies. Student activity is thus the main lever for improving the quality of education. Schools that focus on engagement not only raise grades, but also create lifelong learners.

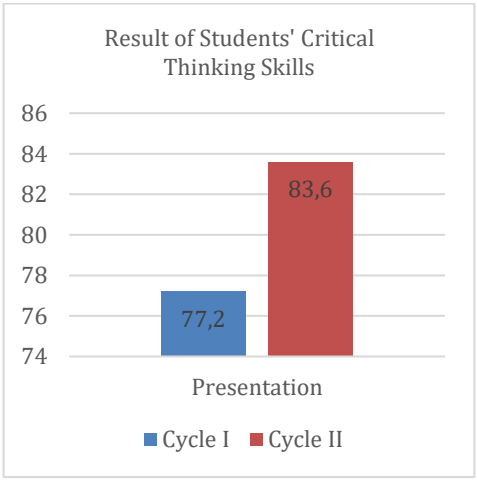

Diagram 1.3. Comparison of Critical Thinking Improvement Results with the Use of Problem Solving Models

The results of the percentage of student learning outcomes in critical thinking skills through the problem solving model can be said to be true that student activities during learning have a significant influence on learning outcomes, especially in the development of critical thinking skills when using the

problem solving model. Student activities (such as asking questions, analyzing problems, discussing and evaluating solutions) are indicators of active involvement in the learning process. The higher the quality and quantity of these activities, the deeper the understanding and critical thinking skills developed. The problem-solving model encourages meaningful activities; the problem-solving model is designed to train students to solve problems systematically through the stages: Problem Identification, Data Collection or Analysis, Solution Presentation, Implementation, and Evaluation. This activity directly trains critical thinking skills such as analysis, synthesis, evaluation and decision making. The impact on learning outcomes is that students who are active in problem solving tend to have better conceptual understanding because they "discover" knowledge through direct experience and critical thinking skills, with activities such as debates, experiments, or solution modeling strengthening the ability to evaluate information, identify bias, and draw logical conclusions. In addition to the affective benefits, active participation increases motivation and self-confidence, which has a positive impact on learning outcomes.

The problem-solving model places the teacher as a facilitator and students as the main actors in the learning process. The relationship between teacher activities, students, and learning outcomes in this model is dynamically interrelated to encourage the development of critical thinking skills. Appropriate teacher activities will stimulate students to think more critically, creatively, and reflectively. Active student involvement in each stage of problem solving will train critical thinking skills such as analysis, synthesis, evaluation, and reflection. Learning outcomes are not only mastery of the material, but also the development of high-level thinking skills (HOTS). Students who are actively involved in the problem-solving process show increased critical thinking skills, problem solving, decision making, and creativity. In other words, the quality of teacher and student activities determines the quality of learning outcomes, especially in the aspect of critical thinking. Student learning outcomes after participating in learning with the problem-solving model can be seen in the following table:

Table 3.Result test

NO	**Nama**	***Posttest* Skor Siklus I**	**Nilai Posttest Siklus II**
1.	Adelardo Cetta Reynand	80	85
2.	Ahmad Raihan Akmal Mawardi	80	85
3.	Alby Raihan Absana	80	70
4.	Almaira Maritsah Nur Jannah	65	85
5.	Andhini Eka Lestari	80	85
6.	Aqeela Izza Rachmania	85	80
7.	Arjun Ammar Yusuf	70	80
8.	Arkan Athaya Ghifary	85	70
9.	Ayra Anindya Pramadani	80	90
10.	Daffa Hafizh Argani	70	90
11.	Kavaby Nuhat Al Wafi	70	80
12.	Ken Arya Muhammad Keanu Abadi	80	85
13.	Khanza Adia Fidiarto	70	80
14.	Mohamad Nizam Aditya Saputra	80	85
15.	Muhammad Abid Hafidzur Rifky	80	85
16.	Muhammad Arsya Aditya	80	85
17.	Muhammad Maulana Ali Akbar	55	70
18.	Muhammad Raihan Wahyudi	70	80

19.	Muhammad Rasya Daffy Al Wahdani	80	80
20.	Najwa Talita Sakhi	70	85
21.	Natasya Dhyah Syarafana	85	90
22.	Naura Salsabila Azzahra	80	90
23.	Nency Moza Aquzora	80	85
24.	Qaiz Dzakwan Alvaro	70	85
25.	Rain Athaillah Andriawan	85	85
26.	Siti Amirah Tul Hafidhah	85	85
27.	Syakirah Hulia Rohmadona	80	90
28.	Zahwa Annastasya Citra Fitri	85	95
29.	Zalwa Awahita Rudin Saputri	80	85
	Total	2240	2425
	Persentase	77,2%	83,6%

From the results of student learning using the problem solving model in improving students' critical thinking in cycle 1, a total of 2240 was obtained with 20 students who completed and 9 students who did not complete. This shows that there still needs to be improvement in the next stage, namely Cycle II. The results of Cycle II with a total of 2425 with a percentage of 83.6%, the number of students who completed was 25 while only 3 students did not complete. These results show that student learning outcomes have increased. Most students experienced a significant increase in value, this shows the effectiveness of the learning method used. The increase in the percentage of completion from 77.2% to 83.6% shows an increase in understanding of the material. Special attention is needed for some students who experience a decline, so that a remedial or individual approach is given.

CONCLUSION

This study shows that the implementation of Problem Solving Learning Model can effectively improve the critical thinking skills of students in PPKn subject at MI Miftahul Ulum Kesamben Wetan. Through the Classroom Action Research (CAR) approach conducted in two cycles, it was found that: In Cycle I, the level of students' learning completion reached 77.2% with some students still not completed. After improving the learning strategy in Cycle II, the level of completion increased to 83.6%, with the majority of students showing a significant increase in grades. The observation data also showed significant improvements in teacher and student activity: Teacher activity increased from 77.63% in Cycle I to 90.78% in Cycle II. Student activity also showed increased involvement and quality of interaction in the learning process. The problem solving model has been shown to Improve students' critical thinking, analysis, synthesis, evaluation, and problem-solving skills. Encourage active student participation in learning and help students connect theory to real-world experiences. With these results, it can be concluded that the implementation of the Problem Solving learning model is very effective in improving the quality of learning and critical thinking skills of students at the elementary school level. This study has several limitations, including only being conducted in one school, MI Miftahul Ulum Driyorejo Gresik, so the results cannot be generalized to other schools with different conditions. In addition, the relatively short duration of the study limits observations of the long-term impact of implementing the problem-solving learning model on students' critical thinking skills. The focus of the study, which is only limited to the PPKn

subject, is also a limitation in itself, even though this approach has the potential to be applied across subjects. Based on these limitations, it is recommended that further researchers expand the scope of research locations and subjects, increase the duration of the study in order to monitor sustainable impacts, apply the problem-solving learning model to other subjects, and examine additional variables such as learning motivation, communication skills, or student cooperation to obtain more comprehensive research results.

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