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Effectiveness of Controversial Issues Learning Model Through Problem Based Learning in Improving Students' Critical Thinking Skills

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A B S T R A C T

This study is to determine the effect of controversial issues learning model and problem-based learning model in improving the critical thinking ability of Pancasila and Citizenship Education students at State Junior High School 14 Krui. The research method used is a quantitative approach with the method used quasi-experiment or pseudo-experiment. The research design is pretest and posttest Control Groub. Research Results There is an effect of controversial issues learning model through problem based learning on the critical thinking ability of students before and after learning using controversial issues learning model through problem based learning obtaining Sig value. 0.000 <0.05 so that H0 is rejected and Ha is accepted. This means that the results of the critical thinking skills of Pancasila Education and Citizenship of students through problem-based learning models can have a positive and effective influence in improving the critical thinking skills of students and through these two learning models can establish good communication with classmates so that learning can take place with a conducive, interactive, dynamic, open, interesting and fun atmosphere.

INTRODUCTION

Democratic learning is learning in which there is a two-way communication between educators and learners. Teachers provide learning materials by always giving opportunities for students to actively react, students can ask questions or give critical responses without any fear. In fact, if necessary, students are allowed to refute information or the teacher's opinion if indeed he has different information or opinions. The results of learning are basically the result of reactions between the learning material, the teacher's opinion, and the student's own experience, so that student learning is really a learning subject.

The conditions that occurred in the field, especially at Junior High School 14 Krui, the learning process has not been as expected. This happens because of the weak learning process caused by lack of encouragement from teachers to develop students' thinking skills. The goal of learning is to become proficient in memorization in this case it is the memorization of Pancasila and Civic Education material. Because they are not expected to analyze the material or apply it to real-world situations, students are compelled to memorize and store a variety of facts. This makes them intelligent in theory but unable to put their knowledge to use in real-world situations.

The learning that occurs at Junior High School 14 Krui currently on average has not empowered students as subjects but still as objects. Students are given learning by emphasizing cognitive abilities without paying attention to the affective and psychomotor factors of students, so that Students must always memorize the material delivered by the teacher. In general, the subjects of Pancasila and Civic Education are compulsory, important, and needed by students to shape human character and behavior as Indonesian citizens. Pancasila and Civic Education is easy because all these phenomena are around the students themselves and even students have experienced it themselves.

From the above problems, it is natural that Pancasila and Civic Education is considered a boring subject which ultimately has an impact on the lack of understanding of students in receiving subject matter. In accordance with the opinion of Nu'man Sumantri (in Wuryan and Syaifullah, 2008: 47) namely: "The fact that in learning social sciences such as civics, history, geography, economics etc. often invites boredom and saturation among students.

Learning objectives for Pancasila and Civic Education, in particular, aim to realize that students can: (a) demonstrate characters that reflect the appreciation, understanding, and practice of Pancasila values and morals on a personal and social level; (b) have a constitutional commitment backed by a positive attitude and a thorough understanding of the Republic of Indonesia's 1945 Constitution; (c) think critically, rationally, and creatively and possess a spirit of nationality and love for the homeland imbued with Pancasila values, the Republic of Indonesia's 1945 Constitution, the spirit of Bhinneka Tunggal Ika, and the commitment of the Unitary State of the Republic of Indonesia; (d) As members of society, citizens, and buds of the country, they will engage in active, thoughtful, and responsible participation in line with their inherent dignity as

creations of God Almighty coexisting in diverse socio-cultural contexts (Appendix to Permendikbud RI No. 21 of 2016).

The importance of the role of Pancasila and Civic Education subjects in life should have high motivation in learning Pancasila and Civic Education subjects. However, there are still students who consider Pancasila and Civic Education as uninteresting and boring subjects. When related to the learning objectives of Pancasila and Civic Education, especially at the junior high school level, most of the learning objectives of Pancasila and Civic Education have not been able to be achieved optimally by students. One of the reasons for this is because, the approach in improving the thinking ability of students or strategies used by teachers Students are not given the chance to establish attitudes that are appropriate for their skills throughout the classroom learning process (Rusman, 2010).

Critical thinking is a skill that plays an important role in the 21st century. (Basri et al., 2019) Critical thinking skills have become essential for the global era. Because the rapid growth of information and communication technology makes more and more information available. Critical thinking according to Spliter in Kokom Komalasari (2014: 266) is a skill of reasoning and reflective thinking that is focused on deciding things to believe and do. In addition, critical thinking skills are goal-directed skills, namely connecting the cognitive and the outside world so as to be able to make decisions, considerations, actions, and beliefs. Critical thinking of students is needed, because during the learning process students develop ideas of thinking about the problems contained in learning. A person said to think critically can be seen from several indicators. Ennis in Kokom Komalasari (2014, p. 266) divided indicators of critical thinking skills into five groups:

1. Provide a simple explanation (*elementary clarification*) that is to identify the problem by focusing on the questions and elements contained in the problem.
2. Building *basic support* skills is to take into account the reliability of a source, pay attention, and analyze findings.
3. Making inferences (concluding) is drawing conclusions about the problems encountered with the initial knowledge possessed.
4. Making further clarification (*advanced clarification*) is identifying relationships between concepts in the problem by providing appropriate explanations
5. Setting *strategies and tactics* to solve problems is deciding on the right action to solve problems, and complete and correct calculations

This indicates clearly that objectives of Pancasila and Civic Education is critical thinking. Critical thinking is the ability to use organized and valid thinking in making decisions so as to solve problems appropriately (Wilson, 1965: 1). This capacity for critical thought will answer the demands of dynamics in the increasingly obvious ways that the country and state. One example is the ability to be responsive in receiving incorrect information (*hoaxes*) which is now a very quickly accepted thing. According to Johnson in Supriya (2009: 143),

formulate the term "critical thinking" (*Critical Thinking*) etymologically. He stated that the words "critic" and "critical" come from "krinein", which means "to assess the value of something". He went on to say that criticism is the process of thinking about, appreciating, and determining the worth of anything. Applying relevant norms and criteria to an output, evaluating its worth, and articulating those thoughts are the tasks of a critical thinker.

Responding to the above problems, there is a need for stimulus so that students are able to think critically in the Civic Education learning process, one of which is by applying *controversial issues* and *problem-based learning* models. The application of problem-based learning methods and contentious problems in instruction has a significant impact on students' critical thinking abilities. With regard to contentious problems brought up by professors, students must actively work to build their capacity to articulate themselves using the controversial issues model of learning. The *problem-based* learning (PBL) learning model is a learning model that applies real problems or everyday problems as a context to train students in developing critical thinking attitudes, problem-solving skills and acquiring knowledge (Duch in Shoimin, 2014).

Student learning results will be enhanced by using the appropriate learning model during the learning process. Nowadays, generally learning in schools is still traditional, where teachers explain the subject matter and students listen. Further observation of the mastery of Pancasila and Civic Education material for Class VIII Students for the 2021/2022 Academic Year is carried out by providing an initial knowledge test before learning takes place.

Table 1.1 Data on Critical Thinking Skills of Subject Students
Pancasila Education and Class VIII Citizenship

Scores obtained	**Critical Thinking Indicators**				
	Provides a Simple Explanation	**Build foundational skills**	**Make inferences**	**Make further explanations**	**Set strategies and tactics**
16 – 20	6	5	6	5	5
11 – 15	14	12	11	14	13
6 – 10	18	20	18	17	19
1 – 5	15	16	18	17	16
0	0	0	0	0	0
Sum	**53**	**53**	**53**	**53**	**53**

Source: Observations at Junior High School 14 Krui

Based on Table 1.1, there were 33 students with a presentation of 62.26% who were still less critical on the indicator providing a simple explanation. In the basic skills indicator, there are 36 students who are still less critical with a presentation of 67.92%. In the indicator making inferences, there are 36 students who are still less critical with a presentation of 67.92%. In the Indicator making further explanations 34 learners are still less critical with a presentation of 64.15%. And on the indicators of managing strategies and tactics, 35 learners were still

less critical with a presentation of 66.04%. It may be deduced from pupils' critical thinking abilities that they still exhibit less obvious critical thinking skills.

Teacher-led Pancasila and Civic Education learning focuses primarily on knowledge and comprehension through the use of library books as learning materials; application, analysis, synthesis, and even assessment are relatively tiny portions of the learning process. As a result, students are less prepared to employ concepts they have learned in the actual world to solve issues and strengthen their thinking skills. As a result of their lack of training in information analysis, synthesis, and evaluation, pupils' critical thinking abilities are less likely to grow to their full potential. The inability of the majority of students to resolve issues they encounter in daily life demonstrates this, since it prevents them from making wise judgments.

Based on the background of the problem, researchers are interested in further researching the critical thinking skills of students with the title "**The Effectiveness of *Controversial Issues* Learning Models through *Problem Based Learning* in Improving Students' Critical Thinking Skills".** The objectives to be achieved in this study are: 1). What is the effect of the controversial issues learning model through problem-based learning in improving the critical thinking skills of Civics students at Junior High School 14 Krui? 2). How is the effect of problem-based learning model in improving the critical thinking ability of Civics students at Junior High School 14 Krui? 3). How is the effectiveness of the controversial issues learning model through problem-based learning in improving the critical thinking skills of Civics at Junior High School 14 Krui?

METHODOLOGY

This study employs a quantitative methodology that makes use of quasi-experimental or pseudo-experimental techniques. A variant of the strictly experimental research approach is the quasi-experimental research method. According to Creswell (2008, p. 313), "random assignment is not used in quasi-experimental designs. Instead of using these designs, researchers rely on alternative methods to manage or at least lessen risks to internal validity. Hence, quasi-experiments are a component of experimental research methodologies that enable a study that involves treatment and impact measurement but does not employ random assignment to establish comparisons in order to determine treatment-induced changes.

Control Group is the pretest and posttest study design. In this form of the approach, the researcher creates and controls the artificial settings under which the observation takes place. A pretest was administered to two randomly chosen groups later in the study to determine the initial state—that is, if there was a difference between the experimental group and the control group. The group already matches with the group that will be utilized in the experiment if the pretest results show a substantial equality. Furthermore, through problem-based learning and problem-based learning control groups, the experimental group will get instruction that employs a contentious issues learning approach.

RESEARCH RESULT AND DISCUSSION

1. The Influence of *the Controversial Issues* Learning Model through *Problem Based Learning* in Improving Students' Critical Thinking Skills

After using the controversial issues learning model through problem-based learning, students' critical thinking ability test results in Pancasila and Civics Education subjects improved differently, according to the results of the first test that was administered. Prior to employing the contentious issues learning model through problem-based learning, it is known that students in the experimental class had an average critical thinking capacity. The pretest results showed an average score of 43.88 with a standard deviation of 7.052 for the experimental class. Following the experimental class's use of problem-based learning utilizing the contentious issues model, posttest findings of the students' critical thinking abilities were acquired on average of 86 with a standard deviation of 5,590.

The significant difference in the *results of posttets* in students' critical thinking skills is because the Pancasila and Civics Education learning process in experimental classes that use controversial *issues* models through *problem-based learning* has advantages. Learners in the experimental class first view a video of national spirit and commitment before learning more about the topic. Thus, students already have the provision of understanding before the learning process begins. As the research progressed, students in the experimental class were very interested to see videos that showed the spirit and commitment in Indonesia. It provides them with learning experiences that help them learn about the spirit and commitment of nationhood demonstrated by the founding fathers. As explained by Lufri et al. (2006: 20-21), the learning experience of students will be richer if teachers use various approaches, methods, models, media, learning resources, and different learning conditions, one of which is the use of learning videos about the material to be delivered. Not only teachers, but also learners must be able to optimize their abilities.

It is very important for teachers and learners to ensure that these learning experiences help improve their competencies. As a result, teachers must provide a learning experience that learners can enjoy. Improving critical thinking skills requires strong thinking skills, starting from analysis, synthesis, and evaluation of reading materials or videos that are aired. Second, after the students interpret the video that has been observed and the teacher gives a glimpse of the introduction to the material. Furthermore, students are asked to choose and examine issues that have been provided by teachers to be discussed in their respective groups in order to jointly analyze and identify controversial issues selected and accompanied by finding and reviewing them with material about national spirit and commitment from the sources they have. Then learners actively convey their knowledge on the topic by answering the indicators given by the teacher. Next, learners record the results of these discussions in their individual notes, allowing them to form concepts based on what they have recorded that they have experienced. The learning experience of students during learning activities is very important, as stated by Wiyani (2013, p. 148). This learning experience largely determines the level of learning success of learners.

Third, learners in experimental classes engage in the exchange of opinions and ideas with their groups during the discussion stage. Students in the experimental class seemed to be very following the discussion, they did not do any other task other than discussing material about the spirit and commitment of nationality. Furthermore, students take turns presenting controversial issues that are their duties. Other groups respond with pro or con positions with the opinions of the presenter group. There was an exciting discussion between students defending and defending opinions with rational reasons. This helps students hone critical thinking skills in constructing informed arguments. According to Lufri et al (2006, p. 35) the discussion aims to solve problems or find solutions. In studying learning material, a problem is a similarity or difference between the desired and the reality that occurs. To do this, a deep understanding of the subject or issue under discussion is required.

Fourth, after students discuss and get pro and con results related to the controversial issues they work on. Students make conclusions in solving problems by formulating problems, identifying solutions, and implementing them. This gives them a deeper understanding of controversial issues, develops argumentation skills, and empowers them to become critically-minded problem solvers in a variety of life contexts. Students will not only develop a deeper understanding of controversial issues, but will also improve their overall critical thinking skills. In addition, they will learn how to respond to and solve real-world problems, which is an invaluable skill in everyday life and in the workplace. Many studies have been conducted on the application of *controversial issues* models in order to improve students' critical thinking skills, such as research conducted by Nuraeni (2017) which states that there is an improvement in every aspect or indicator of critical thinking skills that have been achieved by students during the three cycles, namely being able to detect problems, dare to argue, ask critically, confident, and respectful of the opinions of others.

2. The Effect of *the Problem Based Learning* Model in Improving Students' Critical Thinking Skills

After using the problem-based learning paradigm, students' critical thinking ability test scores in Pancasila and Civics Education topics improved differently, according to the results of the first test that was administered. Prior to utilizing the problem-based learning methodology, it is known that students in the control class had an average critical thinking score of 42.59 with a standard deviation of 7.459 on the pretest. Students in the control class had an average improvement in their critical thinking abilities on posttests, with a standard deviation of 8.370, following the application of learning using a problem-based learning approach.

The trend from pretests to posttests indicates that the implemented model can enhance students' critical thinking abilities and decrease the number of students receiving low scores. When students' critical thinking abilities are categorized using a four-point rating system, their average score falls into the low group after first being in the extremely low category. The significant difference in the *results of posttets* of students' critical thinking skills in the control class using

the *problem-based* learning model is because the Pancasila and Civics Education learning process in the control class has advantages. Studentsare given stimuli related to the material to be learned by providing images or videos to attract and make students focus on learning. Furthermore, students are given the opportunity to provide questions related to what is conveyed. In the next stage, students in groups are asked to identify and analyze the given problems obtained based on existing material sources or can be obtained by them through internet search engines, and others. After each group was able to complete the task of conducting investigations and inquiries, and then found the right problem solving, they were given the opportunity to present the results. The last step in evaluating the work or output of research and inquiry to address issues that emerge in their particular groups is the presentation of the findings. In order for other student groups to participate in assessing the final product, the presentation is done in front of the class. Conversely, by observing the regularity and fluency of student groups' oral and written group communication, this teacher-only presentation serves as a tool for affective and psychomotor evaluation.

The results of the researchers' observations on the learning process of national spirit and commitment material using the problem-based learning model at the second meeting, it was seen that students' enthusiasm to think and solve problems was increasing, they actively discussed, in solving problems the classroom atmosphere began to be fun and students began to be interested in following learning using the *problem-based learning* model. Based on data from the results of students' critical thinking skills tests at each meeting, as stated in the table above, it can be said that the results of learning material on national spirit and commitment using the Students' critical thinking abilities have increased while using a problem-based learning approach. Arends (2008) claims that problem-based learning (PBL) is an instructional approach that exposes students to real-world, relevant problems that may act as a springboard for more in-depth research projects. PBL fosters the growth of students' analytical and problem-solving abilities.

The Problem built Learning (PBL) learning approach, according to Trianto (2010), is built on numerous challenges that necessitate authentic research—that is, study that calls for genuine answers to genuine difficulties. In a similar vein, Riyanto (2009) claims that the Problem Based Learning (PBL) learning model can assist students in becoming proactive and self-sufficient in the development of their problem-solving thinking abilities through the search for facts in order to provide logical and genuine answers. Vienna (2009) identified three features of issue solving, including the fact that it is a cognitive process that is impacted by action. The steps used to identify problems then reveal the outcomes of problem solutions. Moreover, the act of modifying prior knowledge is involved in issue resolution.

3. The Effectiveness of Students' Critical Thinking Skills in Pancasila and Civics Education subjects Using the *Controversial Issues* Model through *Problem Based Learning*

Data for experimental groups and control groups were acquired to assess the efficacy of applying contentious issues learning models through problem-based learning to enhance students' critical thinking abilities. The two groups succinctly presented the same information by stating the successful use of problem-based learning to enhance students' critical thinking abilities and the efficacy of applying contentious topics learning models in experimental courses. According to the results of the experimental class effectiveness test, the experimental class was deemed effective based on its N-Gain value, and its Sig. (2-tailed) value was 0.000 when compared to the significance criterion of 0.000 < 0.05. Thus, it can be said that problem-based learning has an impact on the use of contentious issue learning models to enhance civics and Pancasila education. critical thinking skills in group A.

Control class effectiveness test data which concludes that based on the N-Gain value of the control class is said to be quite effective but based on the value of Sig. (2-tailed) is 0.000 when compared to the significance level of 0.000 < 0.05. So it can be concluded that there is an influence on the use of *problem-based* learning models to improve Pancasila and Civics Education learning outcomes in group B. Based on the results of research conducted with N-Gain shows that the N-Gain of the experimental class is higher than the *N-Gain* of the conrol class. The calculation results are known that the average value of N-Gain (g) for the experimental class is 0.75 (zero point seventy-five) when consulted with the N-Gain criteria table including the range of g > 0.75 which means it is included in the "high" classification, this shows that the treatment of learning with *controversial issues* models through *problem-based learning* has an effective meaning in improving the critical thinking skills of grade VIII students of Junior High School 14 Krui.

As for the results of the calculation of effectiveness in the control class, it is known that the average value of N-Gain (g) is 0.62 (zero point sixty-two), and if consulted with the N-Gain criteria table includes a range of 0.3 ≤ g ≤ 0.7 which means it is included in the classification of the "medium" category, this shows that learning activities in the control class using the *problem-based learning* model Quite effective in improving students' critical thinking skills. This means that learning by applying *controversial issues* learning models through *problem-based* learning is more effectively used to improve students' critical thinking skills in Pancasila and Civics Education subjects compared to learning that applies *problem-based learning models. This research is supported by the research of* Ahmad Susanto et al *(2020) entitled* Improving Students' Critical Thinking Skills in Social Studies Subjects through the *Controversial Issue Model*. *The results of his research obtained* that the learning and teaching process uses *controversial issues* in the social studies teaching and learning process Students are able to see problems from the given topics, analyze, and deliver appropriate solutions to existing problems, so that students are able to provide opinions on the learning process and teaching and learning activities become more active.

In a study entitled "*Increasing Critical Thinking in Pancasila and Civics Education Learning through the Controversial Public Issues Model*", conducted by Rose Fitria Lutfiana et al (2019), confirmed the previous claim that learning with the *controversial issues* model can be used to teach and improve critical thinking skills. Based on this research, it was obtained that controversial *public issues* using direct analysis were proven to improve students' *critical thinking*, this can be proven in cycle 4. There was an increase in students' critical thinking from cycle 1 by 45%, cycle 2 by 70%, cycle 3 by 85% and cycle 4 by 93%; (2) Creating more interesting, creative and innovative learning that can make teachers improve *students' critical thinking*; and (3) The learning process runs well with a plan, do, and see in each cycle. In addition, critical thinking skills have several indicators including the ability of elementary clarification (giving simple explanations), basic *support* (building basic skills), *infference* (making conclusions), *advance clarification* (providing further explanations), and strategy and tactics. Some of these indicators are applied in class to the implementation of ongoing research.

In the *elementary* clarification ability indicator (giving simple explanations) in the experimental class showed good criteria (82.2%), while for the control class the ability of elementary clarification students (giving simple explanations) showed good criteria (85.9%). Questions with indicators focus questions require students to determine the main problem and how to solve it appropriately. Learning with *contorversial issues* and *problem-based* learning basically has similarities, especially in the learning steps. Based on the posttest results, students in the experimental class can answer indicator questions, provide simple explanations well, because students are trained to identify problems and determine how to solve them correctly through the application of CI and PBL learning models. As Tyler said in Redhana (2003: 13-14) that experience or learning that provides opportunities for students to acquire skills in problem solving can stimulate students' critical thinking skills. Similar to learning with *controversial issues*, according to Farisi (2017), the main purpose of the PBL model is not the delivery of most knowledge to students but rather trains students in developing critical thinking and problem-solving skills.

The basic support ability indicator in the experimental class showed very good criteria (87.8%) and for the control class the ability of *basic support* students showed good criteria (73.4%). Building basic skills was the second indicator of critical thinking ability where the experimental class got the excellent category while the control class got the good category. Questions with indicator II require students to be able to consider the credibility of a source appropriately. According to Johnson et al. (2019) showed that involving students in the discussion of controversial issues can improve critical thinking and communication skills. These discussions can also build skills of cooperation and respect for the opinions of others. While learning with PBL according to Simamora (2017) only emphasizes problem solving and students are assisted by teachers during the problem-solving process. Students are not trained to solve problems by themselves because in PBL teachers play a role in investigating and solving problems carried out by students both individually and in groups, so that students' ability to collect information and then select the information is not so

trained. Thus critical thinking indiatoran alyzing arguments is better achieved by applying the CI model than PBL.

Indicators of the ability to *make* conclusions in *the* experimental class showed very good criteria (88.4%) and for the control class the ability of *students Infference* (making conclusions) showed good criteria (77.2%). Indicator 3 is to make conclusions, where in this indicator the CI model gets a better category of critical thinking skills than the PBL model. The question with indicator 3 presents several questions about the case of early marriage. An understanding of the cases and phenomena of early marriage must be really well understood so that students can determine the correct conclusion. In CI and PBL classes during the discussion process, students were guided by the teacher in working on Learner Worksheet which contained problems about early marriage cases. In addition, the teacher also leads each group of students to be actively involved in finding information and filtering information in accordance with Learner Worksheet, so that students are able to analyze cases of early marriage correctly. Learning with CI and PBL also encourages students to be actively involved in learning. According to Cojocariu &; Butnaru (2014), students who have critical thinking skills are characterized by actively thinking, giving various questions to their curiosity, looking for answers and solutions to a problem, answering questions accompanied by reasons, interpretation, being able to analyze ideas, and evaluating ideas.

The *advance* clarification ability indicator (providing further explanation) in the experimental class showed very good criteria (86.6%) and for the control class the ability of advance clarification students (providing further explanation) showed good criteria (75.9%). In indicator IV, which provides further explanation, classes that apply the CI model get a very good critical thinking ability category while classes that apply the PBL model get a good category. Indicator IV presents a question with several statements, but in the question there are also assumptions that students must conclude whether the assumption is true or false. The question will be answered by students correctly if students have a good understanding of the material, spirit and national commitment. In CI and PBL classes, students are trained to understand the concept of national spirit and commitment independently without guidance from the teacher. Through the Learner Worksheet given, students have been able to solve problems that exist in Learner Worksheet with their groups even though there are still errors in providing examples of national spirit and commitment.

While the strategy and tactics ability indicator in the experimental class showed good criteria (84.4%) and for the Strategy and Tactics student ability control class (managing strategy and tactics) showed good criteria (73.4%). Indicator V is to regulate strategies and tactics, where classes that apply the CI model obtain a higher average achievement than classes that apply the PBL model. Research by Smith et al. (2018) shows that students who engage in controversial issue-based learning are able to develop a deeper understanding of the strategies and tactics used in dealing with complex problems. So, through CI learning students will be familiar with formulating questions against given problems and finding appropriate and correct solutions to answer them.

Learning with the CI model also helps students become independent learners, but the learning process in PBL does not fully require students to formulate problems and solve problems independently. Students are allowed to ask questions to the teacher because in PBL the teacher also plays a role in preparing the thinking tools needed by students during the problem-solving process. Thus, learning with PBL makes students' understanding of the material still less good than CI because students are too fixated with the answers given by the teacher and do not seek more information to perfect the answers and their knowledge related to the problem being solved. Based on these reasons, the CI model is better than the PBL model in achieving critical thinking indicators of asking and answering.

Model learning *controversial issues* and *problem-based* learning in Pancasila and Civics Education learning explore social values. The purpose is to explore the feelings of students in order to increase greater motivation in the form of a cooperative environment for students in solving social problems in the classroom. This is in line with the opinion expressed by Joyce (2009) using a cooperative or cooperation model, where a social problem of the community can be a learning that is then solved by discussing together. The concept of cooperation is a national cultural value that has been passed down from generation to generation through the concept of mutual assistance and deliberation. So cooperation is a social capital that already exists in students that must be developed in learning. Because with cooperation, a problem will be easier to solve and easier to get a solution. As with the concept explained in social teaching theory (Joyce, 2009) which is a theory that underlies one of the cooperative learning models, in the theory it is said that social symptoms that exist in society can be a learning to be applied to students which is resolved by a system of discussion and cooperation in a group.

The *controversial issues* learning model through *problem-based learning* can transfer and realize views on the behavior, values and perceptions of students and prepare young citizens to play an active role in society. The purpose is to provide opportunities for students to practice critical thinking, communicate, work together, and learn to make and accept decisions together. This is in line with constructivism that knowledge from the learning process is formed from the experience of students themselves, as conveyed by Glasersfeld in Rusmana (2012) the learning process is characterized that learning means forming meaning, meaning is created by students from what they see, hear, feel, and experience; The construction of meaning is influenced by the understanding that students have which is a continuous process, every time faced with a new phenomenon or problem students will always reconstruct; Learning is not an activity of gathering facts, but rather a process of developing thoughts by making new understandings, then in the process of development; learning outcomes are influenced by students' experiences with the physical world and its environment; Student learning outcomes depend on what students already know, the concepts, goals, and motivations that influence interaction with the material being studied.

Seeing one of the results of this research is preparing young citizens, when related to the concept proposed by Cogan (1999) who said that "*Civic Education is the foundational course work in school designed to prepare young citizens for a role in their communities in there adult live*". The definition is a lesson in schooling to prepare young citizens so that later after adulthood they can play an active role in society. The controversial *issues* model through *problem-based* learning in Pancasila and Civics Education learning seeks to emphasize students on the process of gaining knowledge and experience, skills, attitudes and values that lead them to participate actively in roles and responsibilities in life both at school and around the residence.

Students will not only gain cognitive knowledge through Pancasila and Civics Education, which applies the controversial issues model in problem-based learning, but they will also be able to build on their prior knowledge to create new knowledge based on their new experiences. In order to build civic skills as well as civic knowledge—that is, knowledge and comprehension of political life, national social culture, and governmental structures and procedures—Pancasila and Civics Education curriculum must be combined.

The method by which pupils are developed' *civic* skills is emphasized to hone critical thinking skills or also called *intellectual skills* by examining problems related to learning material then students take the essence of the learning material that is considered important. After that, students will include the learning material in a casting process. With students acting out the characters they have chosen, this becomes a process for students to develop participation skills, namely participation in class which hopefully also has an impact when students are in the community.

The results of this study also show the process of students respecting each other's opinions and then jointly making decisions in the process of implementing learning discussions. This reflects the existence of a process of character value education that is in line when associated In line with Suryadi's (2009: 31) assertion that civic education cultivates a mentality, creating the nation's character is a process that produces highly rational and educated individuals. To build democratic beliefs and behaviors, civic education emphasizes the development of civic intelligence, civic responsibility, and civic involvement. Citizens' perspectives should be expanded, their analytical abilities should be strengthened, and their social awareness should be encouraged so that they may take part in the process of resolving environmental issues. To ensure that the problem-solving they undertake is practical or actual, analytical abilities are also required in regard to political systems, states, and laws and regulations.

Then character education which is one of the cores of Civics education is also in line with the opinion of Lickona (2012) who said that many nations are now concerned with character education as a means of producing a quality workforce that will serve the interests of both individual people and society at large. Character education may be defined as the intentional use of all aspects of school life to promote optimum character development, which include the intentional use of all aspects of social life to support optimal character development. According to Lickona (2012), character education is comprised of

three primary components: doing good, loving good, and knowing good. Character education is not just teaching children what is right and what is wrong, but more than that character education instills habits *(habituation)* about the good so that students understand, are able to feel, and want to do good.

Since students must make decisions jointly when discussing, presenting, and creating shared learning outcomes, the effectiveness of the controversial issues model through problem-based learning in Pancasila and Civics Education learning essentially emphasizes students to also understand the character of other students. This is so that, via a Pancasila and Civics Education learning process, children may comprehend and identify what good character is and how to have a feeling of mutual understanding.

CONCLUSIONS

The following conclusions can be made in light of the issue formulation, the study findings, and the data analysis completed.

1. The influence of the controversial issues learning model through problem-based learning on the critical thinking ability of students before and after learning using the *controversial issues* learning model through *problem-based learning* obtained a value of Sig. 0.000 < 0.05 so that H 0 was rejected and H_a accepted. That is, the results of the critical thinking ability of Pancasila and Civic Education students through the *controversial issues* learning model through *problem-based learning* can have a positive influence in improving students' critical thinking skills.
2. The influence of the problem-based learning model on the critical thinking ability of students before and after learning using the *problem-based learning* model obtained a value of Sig. 0.000< 0.05 so that H_0 was rejected and H_a was accepted. That is, the results of the critical thinking ability of Pancasila and Civic Education students through the *problem-based learning* model can have a positive influence in improving students' critical thinking skills.
3. The etest of learning effectiveness through the application of *controversial issues* learning models through problem-based learning of students in the subjects of Pancasila and Civic Education on critical thinking skills based on the *N-Gain* test showed that the experimental class was "effective" and the control class was "quite effective". Because the learning process of the *controversial issues* model through *problem-based* learning is able to encourage students to be active in learning, encourage thinking skills, enthusiastically follow learning and establish good communication with their classmates so that learning can take place with students is conducive, interactive, dynamic, open, engaging and fun.

ADVANCED RESEARCH

In conducting this study there are several limitations which are also shortcomings in this study, therefore the existence of some of these limitations is expected to be a guideline in future research. The limitations in question are as follows:

1. The instruments prepared are only limited to one competence in the spirit and commitment of nationality and have not covered all basic competencies in

the subjects of Pancasila and Civic Education in class VIII, so it has not been said to reflect the critical thinking ability of students as a whole.

2. When conducting research, namely the effectiveness of the controversial issues learning model through problem-based learning, it may not be in accordance with the learning stages as it should be according to the model, so that the results obtained do not reflect the learning of *controversial issues* through actual *problem-based learning*.
3. This research is considered not yet optimally due to time constraints, so researchers can be aware of the many shortcomings of the results obtained. Because time is a very important element in a study, because with the availability of good time, the data produced will certainly be more free.
4. Learning Pancasila and Civic Education is known as theory-centered learning, this is because the learning process of Pancasila and Civic Education uses a lot of teacher center approaches which as a result of which the potential of students cannot be fully explored. Learning using this conventional model is done for the sake of time effectiveness in delivering material to students, so that students are accustomed to getting one-way material only. Thus, when a new learning model is applied, it is necessary to readjust to the teaching style of students. Because there is a process of change that makes learning student-centered (*student center*).
5. Furthermore, the implementation of academic activities was disrupted due to several school activities that were taking place at that time, such as exams or tests because the focus of students was divided between test preparation and daily learning. This can reduce the concentration and effectiveness of learning Pancasila and Civic Education.
6. Limited time in the field, considering the lessons of Pancasila and Civic Education once a week.

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