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THE EFFECT OF THE APPLICATION OF THE PROBLEM BASED LEARNING MODEL ON STUDENTS' CRITICAL THINKING ABILITIES IN ECONOMICS SUBJECTS.

SRI NUR AFIFAH

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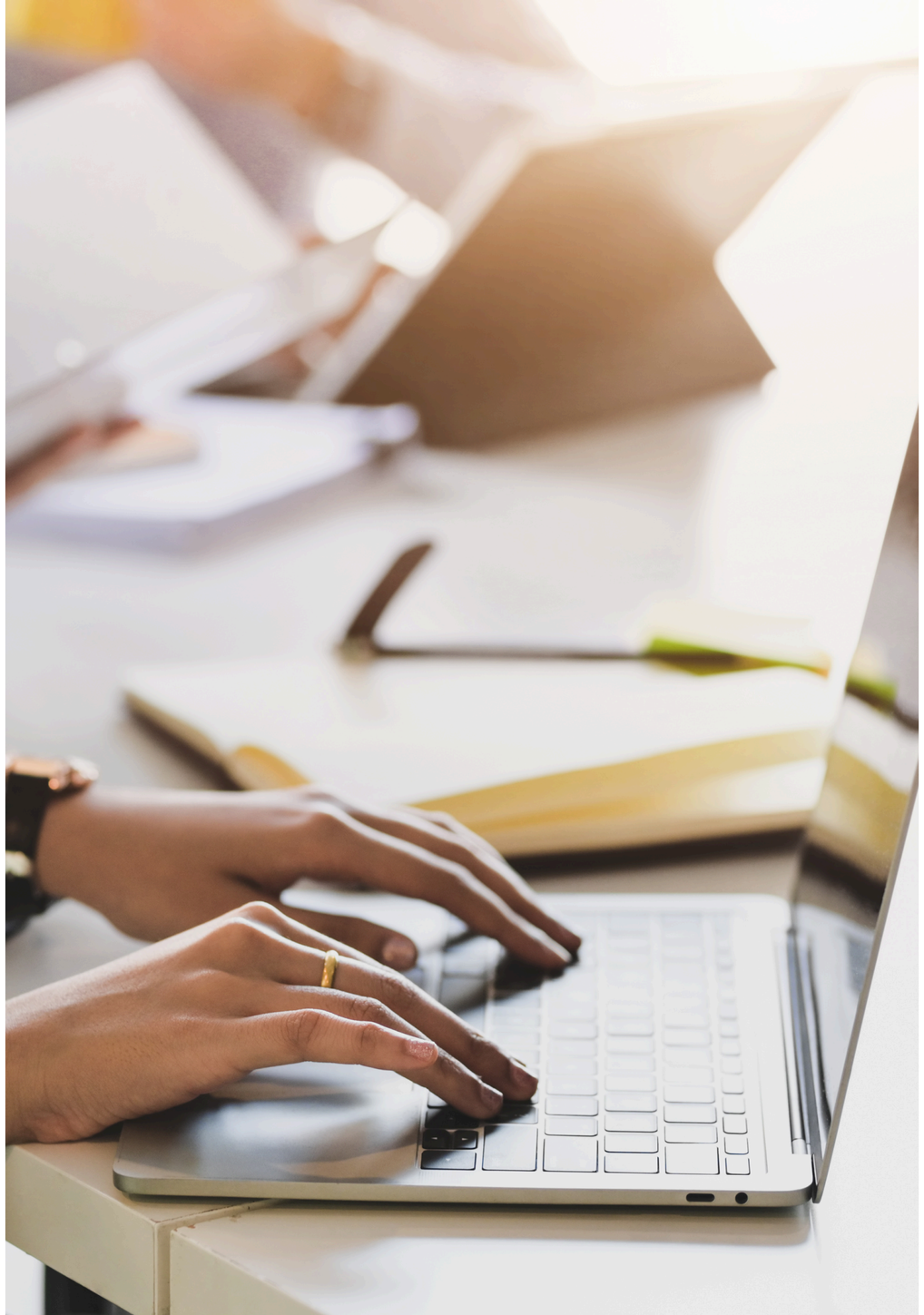
INTRODUCTION



BACKGROUND OF THE STUDY

- The 21st century is marked by rapid technological advancements, particularly the emergence of the Industrial Revolution 4.0. This revolution presents new challenges, especially in the field of education.
- Education must now focus on more than just knowledge acquisition; students need to develop 21st-century skills to thrive in the global economy.
- Among these skills are the 4Cs: Communication, Collaboration, Critical Thinking, and Creativity. Of these, Critical Thinking is vital for problem-solving and decision-making in real-world contexts.
-

THEORETICAL FRAMEWORK

01

CRITICAL THINKING

It involves analyzing and evaluating information in a structured way to form a reasoned judgment. According to Zubaidah (2018), critical thinking is essential for students to be competitive in the global workforce.

02

PROBLEM BASED LEARNING

Our study aims to pinpoint challenges and opportunities, assess feasibility, and offer strategic insights.

KEY PROBLEM

At SMA Triguna Utama, student test results indicate low levels of critical thinking in economics subjects. This research aims to address this problem by introducing PBL as an alternative teaching method.

RESEARCH PROBLEM

Based on an initial survey at SMA Triguna Utama, the average scores of students in the Critical Thinking Ability Test are below the minimum standard.

- Class XI IPS 1: 58.75
- Class XI IPS 2: 55.00
- Class XI IPS 3: 57.50

RESEARCH PROBLEM

These scores fall short of the minimum criteria for completeness (KKM), which is set at 75. The traditional teacher-centered approach may contribute to this issue, where students are more passive recipients of knowledge and lack engagement in critical analysis.

RESEARCH QUESTION

1. Does the application of the Problem Based Learning (PBL) model improve students' critical thinking abilities in economics compared to the STAD model?
2. What are the differences in the critical thinking abilities of students before and after the application of PBL in the experimental group?
3. How does the control group, which uses the STAD model, compare in terms of critical thinking improvement?

PURPOSE OF THE STUDY

Main Objective:

To investigate the effect of applying the PBL model on the critical thinking abilities of students in economics, particularly on the topic of National Income.

Specific Objectives:

1. To measure the improvement in critical thinking skills in the experimental class after the application of the PBL model.
2. To compare the results of the experimental class with the control class using the STAD model.
3. To determine whether PBL can serve as an effective teaching strategy in economics education.
4.

METHODOLOGY

Research Design:

This study uses a quasi-experimental design with a nonequivalent control group. Two classes were used:

- **Experimental Group:** Taught using the PBL model.
- **Control Group:** Taught using the STAD cooperative learning model.

METHODOLOGY

Participants:

- **S**tudents of Class XI IPS from SMA Triguna Utama.

Instruments:

- **A** descriptive test consisting of 6 open-ended questions, specifically designed to measure critical thinking abilities.

Analysis:

- Paired Sample T-Test: To evaluate the difference in students' scores before and after the treatment within the same group.
- Independent Sample T-Test: To compare the post-test results between the experimental and control groups.

RESULTS: EXPERIMENTAL CLASS (PRE & POST)

01

Pre-Test Scores: The average score in the experimental class before the PBL intervention was 58.75.

02

Post-Test Scores: After applying PBL, the average score rose to 73.75, representing an improvement of 15 points.

Explanation: The PBL model encouraged students to actively engage in identifying problems, gathering relevant information, and proposing solutions. This process fostered critical thinking and problem-solving skills.

RESULTS: CONTROL CLASS (PRE & POST)

01

Pre-Test Scores: In the control class, the pre-test score was 57.50.

02

Post-Test Scores: After using the STAD model, the post-test score increased slightly to 63.75, an improvement of 6.25 points.

Explanation: The STAD model emphasizes collaboration and teamwork, but it lacks the focus on deep problem-solving that is central to PBL. As a result, critical thinking skills improved, but to a lesser degree than in the experimental class.

COMPARISON: PBL VS STAD

01

PBL Group: Students in the PBL group showed a much larger increase in critical thinking skills compared to those in the control group.

02

STAD Group: While the STAD model improved collaboration, it did not have the same significant impact on critical thinking abilities as PBL.

Conclusion: The findings suggest that PBL, with its emphasis on problem-solving, is more effective at fostering critical thinking than the cooperative learning model used in the control group.

CONCLUSION

1

PBL is Effective: The study confirms that the Problem Based Learning (PBL) model significantly improves students' critical thinking abilities, particularly in economics.

2

Comparison with STAD: The results indicate that PBL is more effective than STAD in enhancing critical thinking.

3

Educational Implications: The application of PBL in economics subjects can help students better develop critical analysis and problem-solving skills.

RECOMMENDATIONS

01

Broader Application: The PBL model should be applied in other schools and in different subjects, as it has been proven to enhance students' critical thinking skills.

02

Further Research: Future studies should investigate the long-term impact of PBL on critical thinking and how it can be adapted to various educational levels and subjects.

THANK YOU