

Effect Of Learning Model Problem Based Learning And Motivation For Learning On The Ability To Think Of Critical On The Subject History In SMAN 3 Batusangkar

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Abstract – The purpose of this study was to determine the differences in influence and to find out which learning models are more suitable for increasing critical thinking skills and supported by learning motivation. The research method used in this research is quantitative with Quasi-experimental techniques. The place of research (data collection) was carried out at SMAN 3 Batusangkar. The population of this study was all students of class XI consisting of the Department of Mathematics and Natural Sciences and Social Sciences, amounting to 137. The drawing of this research cluster was carried out by using the Cluster Sampling Technique. Technique withdrawal Cluster Sampling is a way of sampling where the sample is a group of individuals (cluster) are taken by simple random sampling around 54 people consisting of class XI IPS only. The data collection technique was carried out using a questionnaire with a Likert scale. The data analysis technique used 2-way factorial analysis (ANOVA), before the hypothesis testing was carried out, the analysis requirements were tested, namely the normality test and the homogeneity test. Based on the results of data analysis and discussion described in the previous chapter, the following conclusions can be drawn 1) There are differences in the influence of Learning Models (PBL and Conventional) on Critical Thinking Ability in History subjects at SMAN 3 Batusangkar; 2) There is an interaction of learning models and learning motivation on students' critical thinking abilities in History subjects at SMAN 3 Batusangkar; 3) In the high category of motivation, the based learning model is the problem more suitable to be applied to improve critical thinking skills in history subjects at SMAN 3 Batusangkar; and 4) In the low category of motivation the conventional learning model is more suitable to be applied to improve critical thinking skills in historical subjects at SMAN 3 Batusangkar.

Keywords – Learning Model, PBL, Motivation, Critical Ability.

I. INTRODUCTION

History subjects are an inseparable aspect of every human life both as individuals and as social beings (citizens), the importance of historical subjects: 1) Humans live in the present as a continuation of the past so that history studies provide a basis of knowledge for understanding present life, and build future life; 2) History contains events of human life in the past to become teachers of life: *Historia Magistra Vitae*; 3) History lessons are to build collective memory as a nation to know its nation and build a sense of unity and unit; and 3) History has strategic meaning in shaping dignified national character and civilization and in the formation of Indonesian people who have a sense of nationality and love for the country (Permendiknas No. 22/2006).

Skills in learning history must be further improved because people's thinking and students who view history as a subject that makes them sleepy and more focused on memorization are in fact not entirely true. History lessons are not only about what, where, when, but must be able to answer why, and how. To answer the question of why and how high thinking is needed because this is related to the way students analyze an event, we can see from the KI and KD in the 2013 curriculum for SMA/SMK class XI.

This suggests that there needs to be a fundamental improvement in the teaching of history in school. This means that the teaching methods that have been used need to be updated with new, relevant teaching methods. The teaching method using historical research methods allows students to find and analyze the subject matter they are learning. This process requires empowering all the abilities of students in cultivating their reasoning power so that it is expected to produce critical thinking. Improving the teaching method from an expository form to a historical research method is expected to be developed in anticipating the problems of learning History.

II. METHODS

This research is at SMA Negeri 3 Batusangkar, this school is a school with a Service Excellence Program in Tanah Datar Regency. This research is quasi-experimental research, the purpose of this study is to determine the effect of PBL, conventional learning models, and learning motivation on critical thinking skills in historical subjects. This research is a cluster sampling that is a random sampling from the entire population and based on the consideration of the sampling area. And based on certain considerations, because in this study it refers to the ability to think history, so taken as a sample are students of class XI IPS which consists of class XI IPS 1, totaling 28 people as an Experiment class given problem-based learning (PBL) based learning model. and class XI IPS 2 totaling 26 people as the control group. So the sample in this study amounted to 54 people. Since the data required in this study are primary data, data collection is done by carrying out tests. The test is carried out in the following steps: preparation, Determining the necessary equipment and assistants, Implementation of the pre-test, Providing (treatment) in the form of a PBL learning model, carrying out the final test (post-test)

III. RESULTS AND DISCUSSION

Individually or in groups in undergoing better life. History is not just contributing knowledge to students about past societies. In its function as an educational program, history lessons are able to develop commendable attitudes and personalities and equip students with certain skills. More than that, historical knowledge has a useful value as material for reflection, a frame of mind, a reference for making decisions, a basis for action and a source of inspiration and motivation for aspirations for good humans.

To raise values from historical developments in social studies education, teachers must develop historical values in the teaching and learning process. The past must be used as an experience for living the present and welcoming the life to come. Through history education, national awareness can be instilled by knowing and understanding the history of the Indonesian nation.

History lessons as part of the concept in the disciplines of history and history education that are included as material for social studies education are historical events that have a very broad impact and influence on society. The inclusion of historical issues is an important contribution in the development of social studies education, namely not only to enrich the content of social studies education material but also to realize the goals in social studies education itself.

By studying history students can find out and explain various historical developments such as the development of society, politics, technology and so on as well as draw lessons and values contained therein. Through history, values and social skills can be developed for students in the form of democratic values, nationalism, patriotism, responsibility, independence, the importance of education for the progress of a nation and so on. "At any level of education, history education should provide opportunities for students to take advantage of what is learned in schools with the real life around them", (Hasan 1997).

Thus, if this is considered in history learning, what is pointed out by Muchtar (2004) that "there is a negative view of the general public and especially from education practitioners themselves who view social studies education in schools to be low compared to other study programs", may be reduced or eliminated altogether. Therefore, Hasan (1997) argues that the history curriculum must be able to develop the quality of future Indonesian people including: 1) Strong national spirit and feeling; 2) Ability to think both proactively and reactively; 3) Having the ability to seek, select, receive, process and utilize information through various media; 4) Take initiative; 5) High levels of creativity, and 6) High cooperation. In this connection, Sanusi (1998) argues "several competencies and abilities that need to be mastered by every individual involved in social science education, of course they are required to master various kinds of skills in special social diversity fields".

In expressing the idea of the need for renewal in social studies teaching, Somantri (2001) suggests that "learning materials pay more attention to learning needs and interests, lesson materials pay more attention to social problems, lesson materials pay more attention to thinking skills, especially skills. investigate".

The advantages of investigating or inquiry activities in social studies education were stated by Clark (1973), *"i.e: 1) it helps pupils to establish deep understandings and firm concepts, clarify processes and relationships and to develop taste, values and attitudes, 2) it helps pupils develop intellectual skills, including the ability to think rationally; and 3) it has high motivating power"*.

Special skills for social studies education, especially history lessons, are investigative skills in order to train students to be able to write simple historical stories. The skills of writing historical stories can be trained by teachers on students by applying historical research methods on several subjects or subject matter that involve student activity in learning.

IV. CONCLUSION

The learning process in History Education is essentially aimed at creating life skills and social intelligence for students. These objectives cannot be separated from methodological problems in teaching. The methodological issues referred to include instructional educational methods and processes that are designed to achieve educational goals. The reality condition of historical learning based on **methodological** aspects shows that there are several weaknesses in the learning process and outcomes. "The weakness in the process of studying history is the tendency of an expository approach. In principle, this approach allows teacher activities to be more prominent than student activities, learning is limited to rote memorization, which he terms bank-style education, that "cannot produce a human critical attitude at all banking education. The point is that in bank style education, what the reader (students) need is not an understanding of the content but memorization problem-based. For this reason, the learning model that is considered appropriate for improving critical thinking skills is PBL. Not only a learning model that supports improving critical thinking skills, but learning motivation also supports improving critical thinking skills. Where motivation has an influence on learning activities. In the learning process, students will receive feedback and criticism from both teachers and friends. And requires students to perform motion tasks repeatedly to create learning activities. In this connection, motivation to learn is very necessary. Someone who has high motivation will be happy to be able to complete the assigned task well, and be able to follow the learning process effectively and this will have a positive impact on the learning outcomes obtained.

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