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Problem Based Learning Integrated With Local Wisdom Of Mapag Sri Can Improve Critical Thinking Abilities Of Elementary School Students

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Abstract

The$ proble$m unde$rlying this research is that social studie$s le$arning activitie$s are$ not optimal and stude$nts' critical thinking skills are$ still lacking, as we$ll as the$ lack of application of le$arning that use$s local wisdom. This study aims to determine$ the$ use$ of the$ Proble$m Base$d Le$arning le$arning mode$l inte$grate$d with local wisdom Mapag Sri can improve$ the$ critical thinking skills of fourth grade$ eleme$ntary school stude$nts. This research is a quantitative$ study with an experime$ntal me$thod. The subjects of the study were 64 fourth grade students of SDN 1 Kedokan Bunder who were divided into two groups: experimental (32 students) and control (32 students). The results showed a significant increase in students' critical thinking skills in the experimental class. The average pretest score of students in the experimental class was 55.1, increasing to 88.1 in the posttest. Meanwhile, in the control class, the average pretest score of 56.5 increased to 83.1 in the posttest. The independent t-test showed that the significance value was 0.031 <0.05, which means there was a significant difference between the two groups. Thus, the implementation of PBL integrated with local wisdom of Mapag Sri has been proven quantitatively effective in improving the critical thinking skills of elementary school students.

Keywords: Problem Based Learning, Local Wisdom, Critical Thinking Skills.

INTRODUCTION

The$ Independe$nt Curriculum has be$e$n introduce$d as an e$ffort to improve$ the$ quality of le$arning in schools. This policy carrie$s a diffe$re$nt approach in curriculum developme$nt with a focus on stude$nt e$mpowe$rme$nt and the$ developme$nt of 21st ce$ntury skills. In orde$r to re$vie$w this policy, an analysis base$d on the$ore$tical studie$s is ve$ry re$le$vant to unde$rstanding the$ formulation, implementation, and impact of the$ independe$nt curriculum on improving the$ quality of le$arning. Se$ve$ral e$ducation experts have$ provide$d the$ir vie$ws on the$ independe$nt curriculum and the$ importance$ of analyzing this policy from a theoretical pe$rspe$ctive$. Nasir (2022), an e$ducation expert, state$d that the$ independe$nt curriculum provide$s space$ for stude$nts to le$arn according to the$ir inte$re$sts, tale$nts, and ne$e$ds. According to Darmawan & Winataputra (2020), the$ independe$nt curriculum se$e$ks to stre$ngthe$n stude$nt independence and facilitate$ stude$nt-ce$ntered le$arning by e$mphasizing e$mpowe$rme$nt and the$ developme$nt of stude$nts' critical thinking skills. In addition, according to Riyanto (2019) the$ independe$nt curriculum aims to fre$e$ stude$nts from the$ shackle$s of an ove$rly theoretical curriculum and promote$ le$arning that is more$ conte$xtual and re$le$vant to re$al life$. This is in line$ with Indrawati (2023) an expert in multicultural e$ducation, e$xplains that the$ independe$nt curriculum has the$ stre$ngth to provide$ space$ for the$ dive$rsity of local conte$xts in e$ducation, the$ independe$nt curriculum also place$s a strong e$mphasis on the$ developme$nt of critical thinking skills.

Critical thinking is a me$ntal proce$ss that involve$s the$ ability to e$valuate$ arguments, identify unspoke$n assumptions, and conside$r multiple$ pe$rspe$ctive$s, with the$ aim that stude$nts gain ne$w knowledge (Brookfield, 2012). The$ knowledge provide$d to stude$nts is

emphasized on questions that require deep thinking, not just memorization, namely by developing it through HOTS (High Order Thinking Skills). Suryadi & Sari (2020) critical thinking is a mental process that involves skills in analyzing, evaluating, and solving problems efficiently and effectively. According to Redhana (2014) critical thinking skills can be obtained from learning that provides opportunities for students to solve problems. Therefore, in integrated learning, it should begin with an introduction to problems related to everyday life in their environment, so that learning is contextual, students can find the concepts they are learning themselves.

Education in Indonesia not only aims to improve students' critical thinking aspects, but also to introduce and preserve local wisdom as part of the nation's cultural identity. According to Yusuf (2021) local wisdom in education not only concerns local knowledge that is practical, but also values that contain social and moral wisdom that are applied in teaching in schools. This will help build a strong cultural identity in the younger generation. One of the local wisdoms that is still preserved in various regions in Indonesia is mapag sri, a tradition originating from farming communities in Java. According to Lifiani & Sukendro (2021) the mapag sri ritual is a traditional ceremony carried out by farming communities in Indonesia which is carried out to pray to God for abundant and blessed agricultural yields. This tradition contains many moral and social values that can be used as a basis for education, especially in the context of learning in elementary schools. According to Sutrisno (2020) Mapag Sri reflects togetherness, hard work, and gratitude which are very relevant to be instilled in students' character education.

Along with the development of the times, education in Indonesia increasingly demands renewal in its approach. The independent curriculum currently implemented focuses more on developing critical thinking skills, creativity, and the ability to solve problems faced by students (Kemendikbud, 2022). One of the learning models that supports this achievement is Problem Based Learning (PBL). PBL is a learning approach that invites students to solve real and complex problems that stimulate their critical thinking skills (Ally, 2011). In their statement, Ritz & Smith (2017) stated that PBL encourages students to actively think, ask questions, and explore solutions to the problems faced, thereby developing the critical thinking skills needed in everyday life.

Integrating Mapag Sri into problem-based learning provides an opportunity for students to not only learn about local cultural values, but also to practice critical thinking skills through contexts that are relevant to their lives. According to Dewi & Utami (2019) local wisdom, such as Mapag Sri, can be a strong context in learning that leads to the development of students' critical and reflective thinking skills. This integration is also expected to increase students' cultural awareness, while providing them with the ability to analyze and criticize phenomena that occur in society, especially those related to culture and everyday life. In the context of education, it is important for teachers not only to focus on teaching theory, but also to provide space for students to solve problems that are relevant to their lives. Suryani & Suyadi (2021) stated that learning based on local wisdom has a positive impact on improving students' critical thinking skills because the material taught is easier to understand and accept. With an integrated approach between PBL and Mapag Sri, students can be more active in exploring various values and concepts that exist in their daily lives, while still developing critical thinking skills that are essential in facing global challenges.

Through this approach, it is expected that students will not only gain academic knowledge, but also have a deeper understanding of the importance of preserving local culture and applying the knowledge they learn to solve everyday life problems. Therefore, this study aims to explore the improvement of the integration of Problem

Based Learning to the local wisdom of Mapag Sri can improve the critical thinking skills of elementary school students.

Observations conducted by researchers at SDN 1 Kedokan Bunder found that students' critical thinking skills were still relatively low. Evaluation questions related to MAPAG Sri were still focused on low-level cognitive aspects, not yet oriented to developing students' thinking skills, so that students' critical thinking skills were less developed. This is indicated by data on the learning outcomes of grade 4 students, only 25% (11 students) received scores above the KKM in the IPS subject matter. The learning process carried out by teachers has used appropriate learning models and media, but has not been able to bring up an increase in critical thinking skills from several students. In addition, the learning carried out has not presented problem situations so that students are less trained to think critically in solving problems.

Following up on these problems, the researcher concluded that there were conditions where teachers implemented learning models that were not yet innovative and these problems were urgent problems and needed to be developed for other alternatives. The alternative actions implemented were in the form of implementing learning models that could help students to further improve their critical thinking skills. One solution to overcome critical thinking skills is (PBL). Problem-Based Learning (PBL) is a learning approach that focuses on providing real problems that must be solved by students, so that they can develop critical thinking skills, analytical skills, and collaboration skills in solving these problems (Savery & Duffy, 2022). PBL aims to encourage students to be active in learning by identifying problems, seeking relevant information, asking questions, and collaborating with their friends to find effective solutions (Barrows & Tamblyn, 1980). Thus, students' problem-solving abilities and critical thinking skills can develop.

Learning that utilizes mapag sri content can help students by applying it to real learning. Mapag sri is one of the traditions in the form of a cultural ceremony in Indonesia and is still carried out today. One example of a community that still consistently does it is the Kedokan Bunder village community, Kedokan Bunder District, Indramayu Regency. The Kedokan Bunder Village community usually carries out the mapag sri ceremony at the first harvest at the beginning of the year, namely in January, planting is carried out, while Mapag sri is carried out at the end of March or early April. According to the belief that has developed there, it is believed that after carrying out mapag sri after the harvest, the following harvests in that year are believed to be abundant and if the next harvest is not carried out, it is believed that it will be small or even fail to harvest. Based on the description above, the researcher will conduct a study entitled "Problem Based Learning Integrated with Mapag Sri Local Wisdom Can Improve Critical Thinking Skills of Elementary School Students".

The researcher interviewed ones of the teachers and found that in SDN 1 Kedokan Bunder, especially in grade 4, they have not used the integrated PBL model of Mapag Sri local wisdom and are still using Story-based learning models or Storytelling. The teacher acknowledged the importance of local wisdom but felt less skilled in integrating PBL with Mapag Sri local wisdom. According to Hendri et al. (2021), if learning does not involve problem solving and is not linked to real situations that are close to students' lives, then their critical thinking skills tend to be difficult to develop. A similar thing was also expressed by Sumarni et al. (2024), that teachers who still often use the lecture method and have not linked the material to local culture make students less involved in the learning process. However, the teacher was open to trying to implement PBL integrated with Mapag Sri local wisdom in future learning, as long as there was further guidance and training that could

make$ it e$asie$r for the$m to compile$ and implement PBL inte$grate$d with Mapag Sri local wisdom.

In orde$r for the$ proble$ms in this study not to be$ too broad and not to de$viate$ from the$ research target, the researche$r formulate$d the$ proble$m; can Proble$m Base$d Le$arning Inte$grate$d with Local Wisdom Mapag Sri Improve$ Critical Thinking Skills of Eleme$ntary School Stude$nts? The$ purpose$ of this study was to determine$ whether Proble$m Base$d Le$arning Inte$grate$d with Local Wisdom Mapag Sri can Improve$ Critical Thinking Skills of Eleme$ntary School Stude$nts.

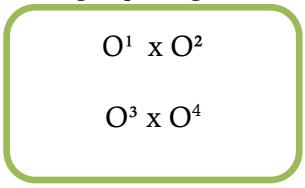
The$ difference$ betwee$n this article$ and the$ pre$vious article$ is that this article$ aims to improve$ stude$nts' critical thinking skills through a more$ holistic approach involving cultural aspe$cts. With the$ inte$gration of local wisdom in PBL, the$ expecte$d re$sults can improve$ the$ critical thinking skills of eleme$ntary school stude$nts.

The$ research on Inte$grate$d Proble$m Base$d Le$arning Local Wisdom Mapag Sri can Improve$ Critical Thinking Skills of Eleme$ntary School Stude$nts has broad benefits in the$ developme$nt of scie$nce$, e$spe$cially in the$ fie$ld of e$ducation. This research not only develops the$ conce$pt of conte$xtual le$arning base$d on local ne$e$ds, but also introduce$s innovative$ ways to improve$ stude$nts' critical thinking skills and maintain the$ sustainability of local culture$. Thus, this re$se$arch can provide$ an important contribution in e$nriching a more$ relevant, effective$, and sustainable$ le$arning approach.

RESEARCH METHODS

The design used in this study is Quasi Experimental Design. Quasi Experimental Design is a research design that has a control group, but does not fully use randomization (Sari & Kristin, 2020). This research is used to determine the effect of treatment on certain variables. The form of Quasi Experimental research design that will be used in this study is Nonequivalent Control Group Design. In this design, the experimental and control groups are not selected randomly. The experimental and control groups are given an initial test, both groups receive different treatments, where the experimental group is the group that receives the integrated Problem Based Learning model treatment of Mapag Sri local wisdom, while the control group is the group that does not receive treatment, and ends with a final test for each group.

Nonequivalent control group design can be depicted in Figure 1.



Information :
O^1 : Experimental class pretest
O^2 : Experimental class posttest
O^3 : Control class pretest
O^4 : Control class posttest
X : Given the PBL model treatment based on local wisdom.

The population in this study were all fourth grade students of SD Negeri 1 Kedokan Bunder. The fourth grade students of SD Negeri 1 Kedokan Bunder consisted of all fourth grade students, namely 64 students who were divided into 2 classes, class IVA and IVB, each class containing 32 students.

Table 1. Number of Research Population by Gender

No	Class	Man	Woman	Amount
1	IV A	14	18	32
2	IV B	13	19	32

Source.: Class IV SDN 1 Kedokan Bunder Academic Year 2023/2024

The sample in this study were all 64 fourth grade students. The sampling technique used was Purposive Sampling from the Non Probability Sampling sampling technique type. The main purpose of Purposive Sampling is to produce samples that can logically be considered representative of the population. To make it clearer, the research sample can be seen in the following table:

Table 2. Research Sample Gender

No	Class	Man	Woman	Amount
1	IV A	14	18	32
2	IV B	13	19	32

Source.: Class IV SDN 1 Kedokan Bunder Academic Year 2023/2024

Data collection techniques in this study are data collected from test results, observations and documentation. Data analysis techniques are techniques for processing data, then collecting the data and classifying it according to the research objectives, before calculating the research will categorize the results of student answers, to determine the category of the data produced, namely as follows.

Table 3. Values and criteria

No	Values	Criteria
1	85,00-100	Very Good
2	70,00-84,99	Good
3	55,00-69,99	Enough
4	40,00-54,99	Low
5	0,00-39,99	Very Low

Normality test is conducted to determine whether the data obtained is normally distributed or not. Before using the t-test to test the hypothesis, first test the normality, to test the normality of the data using the Kolmogorov-Smirnov test. In addition to testing the normality of the data, the homogeneity of the data must also be tested to determine whether there will be a variation of samples taken from the same population. After conducting the normality and homogeneity tests, the next step is to conduct a hypothesis test. The hypothesis test is conducted to determine whether or not there is an increase in the integrated PBL model of local wisdom on the critical thinking skills of grade IV elementary school students. The hypothesis test uses the Independent t-test.

Hypothesis testing was conducted to determine whether Problem Based Learning integrated with local wisdom of Mapag Sri can improve Critical Thinking Skills of Elementary School Students. The Problem Based Learning model integrated with local wisdom of Mapag Sri is said to have increased if the average posttest result of the experimental class is higher or better than the average posttest result of the control class. The criteria for hypothesis testing in this study are if $t_{count} > t_{table}$ with a significance level of 5% (0,05) then H_o is rejected and H_a is accepted. Which means that variable X can increase variable Y.

RESULT AND DISCUSSION

This research was conducted by researchers on students of grade IV odd semester of academic year 2023/2024 at SD Negeri 1 Kedokan Bunder consisting of 2 classes, this research began by testing the validity of essay test questions totaling 15 questions. The results of the trial conducted there were 10 valid questions and 5 questions that were declared invalid. The test questions that will be used by researchers are in the form of HOTS questions consisting of C4 (Analyzing), C5 (Evaluating), C6 (Creating), as many as 10 questions, then distributed to students totaling 64 students who were divided into 2 classes, namely IVA as the experimental class and IVB as the control class which is the sample in this study. This study uses 5 PBL Syntaxes, in the first stage of student orientation to the problem, Researchers motivate students by providing learning objectives that students must achieve.. Then the second stage organizes students to learn, researchers form random study groups and distribute LKS. In the third stage, individual and group investigations, researchers teach each student to use experiments to solve problems and gather information. They also had another group discussion in the fourth stage, where the researcher helped each group complete the experimental report. In the fifth stage, the researcher helped students review the problem solving.

Table 4. Data on Pretest and Posttest Results for Experimental Class

			Values	
No	**Name**	**Category**	***Pretest***	***Posttest***
1	Sample	Very Good	0	21
2	Sample	Good	4	10
3	Sample	Enough	16	1
4	Sample	Low	9	0
5	Sample	Very Low	3	0

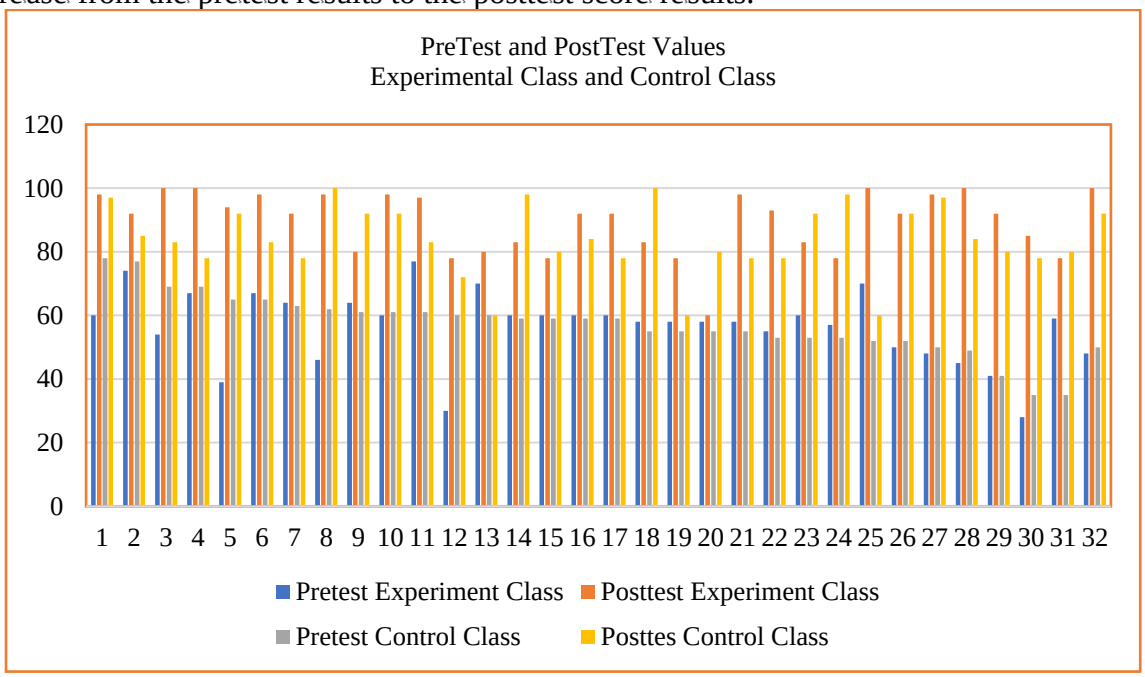
The table above shows the results obtained, namely from 32 students in the experimental class, there were 3 students who were included in the very low category, 9 students who were included in the low category, 16 students who were included in the sufficient category and 4 students were included in the good category in the pretest results. While in the posttest results there were 10 students who were included in the good category, 21 students in the very good category, and 1 student in the sufficient category. The sufficient category is students who have paid attention and followed the local wisdom PBL learning process but the students are less careful in solving the questions given. Students who get the good category are students who have followed the local wisdom PBL learning process of Mapag Sri and students who are diligent in studying. Meanwhile, students who get the very good criteria are students who are very active and can apply it in everyday life so that they have superior scores than other students. From these results, the average number obtained in the pretest was 55.1 and the average number obtained in the posttest was 88.1.

Table 5. Data on Pretest and Posttest Results for Control Class

			Values	
No	**Name**	**Category**	***Pretest***	***Posttest***
1	Sample	Very Good	0	13
2	Sample	Good	2	16
3	Sample	Enough	15	3
4	Sample	Low	13	0
5	Sample	Very Low	2	0

The results obtained from the table above are that out of 32 control class students, there are 2 students who are included in the good category, 15 students in the sufficient category, 13 students in the low category, and 2 students are included in the very low category in the pretest results. While the posttest results show 3 students who are included in the sufficient category,

16 students in the good category, 13 students are included in the very good category. Students with sufficient criteria are students who are noisy in class and are less careful when working on questions. Students with good criteria are students who have paid attention to the teacher's explanation but are less careful in working on questions. Students with very good criteria are students who can work on questions and pay attention to the explanation of the material presented by the teacher. So, from these results, the average number obtained in the pretest was 56.5 and the average number obtained in the posttest was 83.1 in Figure 2. Based on the results of the diagram, there is a difference in the highest score and the lowest score between the pretest and posttest of the experimental class. The highest score obtained in the pretest was 74 and the lowest score was 28. Meanwhile, the highest score obtained in the posttest was 100 and the lowest score was 60. Therefore, it can be concluded that there is a difference in the increase from the pretest results to the posttest score results.



After obtaining the pretest and posttest data for the experimental and control classes, the next step is to test the data to see whether the data is normally distributed or not. The results of the data normality test can be seen in table 6. The basis for decision making in the normality test is: If Sig. (Significance) or probability value < 0,05, then the data is not normally distributed. If Sig. (Significance) or probability value > 0,05, then the data is normally distributed. Based on the results of the normality test above, the sig. PreTest Experiment value is 0,200. The Sig. PostTest Experiment value is 0,130. The Sig. PreTest Control value is 0,200. The Sig. PostTest Control value is 0,086. This means that all Sig. values above 5% or 0,05 then all the data has a normal distribution.

Table 6. Results of the Normality Test for the Experimental Class and Control Class

Tests of Normality							
		Kolmogorov					
Class		Statistic	Df	Sig.	Statistic	df	Sig.
Critical Thinking Results	PreTest Eksperimen	,121	32	,200*	,963	32	,329
	PostTest Eksperimen	,137	32	,130	,914	32	,014
	PreTest Kontrol	,097	32	,200*	,971	32	,533
	PostTest Kontrol	,145	32	,086	,936	32	,060

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the normality test are stated as normal, then the data is analyzed using the homogeneity test to determine the variance of samples taken from the same population, the data is stated as homogeneous if:

1. If the significance value is > 0,05 the sample variance is stated as homogeneous.
2. If the significance value is < 0,05 the sample variance is stated as not homogeneous.

The data homogeneity test in the study used the SPSS version 23 application with the following results:

Table 7. Results of the Homogeneity Test of the Experimental Class and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Results of critical thinking	Based on Mean	,168	1	62	,683
	Based on Median	,110	1	62	,741
	Based on Median and with adjusted df	,110	1	60,131	,741
	Based on trimmed mean	,117	1	62	,734

The table above shows that the significance value (sig) on Based on Mean is 0,683 where the significance value (sig) on Based on Mean > 0,05. This means that the data value above is declared homogeneous.

Table 8. Results of Independent Sample T-test Calculation

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95%Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig (2-tailed)	Mea Difference	Std.Error Difference	Lower	Upper
Critical Thinking Results	Equal variances assumed	,168	,683	2,204	62	,031	5,594	2,538	,520	10,668
	Equal variances not assumed			2,204	61,376	,031	5,594	2,538	,519	10,669

The table above shows that the known Sig. value (2-tailed) in Paired 1 (PreTest Experiment - PostTest Experiment) is 0,031 < 0,05, then H_o is rejected and H_a is accepted. So it can be concluded that problem based learning integrated with local wisdom of Mapag Sri can improve critical thinking skills of elementary school students.

The calculation of the normality test of the data obtained can be said to be normally distributed if the Significance value > 0,05, according to the normality test criteria if the significance value is greater than 0,05 then it can be said that the data is normally distributed. Then the results of the homogeneity test obtained then the data can be said to be homogeneous if the Significance value > 0,05, because according to the homogeneity test criteria if the Significance value is greater than 0,05 then the data can be said to have homogeneous variance. After the normality and homogeneity tests of the data are carried out and the data is declared normal and homogeneous, the next stage is to test the hypothesis using the Independent sample t-test with the hypothesis, namely, Significant value = 0,00 when compared to 0,05 then the

significant value of 0,00 < 0,05 in this case H_a is accepted and H_o is rejected. Thus it can be said that there is an increase in the Problem Based Learning (PBL) model integrated with local wisdom of Mapag Sri on the critical thinking skills of Elementary School students.

CONCLUSION

Based on the research results, learning using the Problem Based Learning model integrated with Mapag Sri Local Wisdom has a significant positive impact on improving the critical thinking skills of elementary school students. This is evident from the significant increase in the average posttest score of students in the experimental class compared to the control class. In addition, this model also facilitates active student involvement, fosters cultural awareness, and improves students' collaboration and analysis skills. Integration of local contexts such as Mapag Sri not only enriches learning content, but also makes the learning process more contextual, reflective, and relevant to students' daily lives.

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