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Daftar Isi

CRITICAL THINKING IMPROVEMENT
USING VIDEO CRITIC LEARNING STRATEGY BASED ON ATONG

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Abstract: This Classroom Action Research aims to improve the critical thinking of students on Theme 7 The Beauty of Diversity in My Country using video critic learning strategy based on ATONG in Grade IV SD Negeri 3 Karangtengah. This research was conducted in three cycles with one meeting each cycle. One cycle consists of four stages, namely planning, implementation, observation and reflection. Result of the research on Theme 7 The Beauty of Diversity in My Country using video critic learning strategy based on ATONG showed an increase in the critical thinking of students. The first cycle evaluation test obtained an average of 68 with 19 students above the minimal completeness criteria, the second cycle evaluation test obtained an average of 77 with 24 students above the minimal completeness criteria, and the third cycle evaluation test obtained an average of 79 with 24 students above the minimal completeness criteria. The number of students above the minimal completeness criteria has reached the specified success indicator**.**

Keywords: Critical Thinking, Video Critic Learning Strategy, ATONG, Elementary School

INTRODUCTION

Education is a process to get the balance of individual development. Through education, individuals can gain new insights that can complement the insights previously obtained. In the process, individuals are directed to think in processing new knowledge and able to conclude the steps they have passed. With this process, humans with new

knowledge can change behavior for the better.

Education that is done today is not solely for today but must anticipate what will happen in the future, by completing the various competencies that will be needed. Therefore, education must always be developed following future demands. The government in developing education in Indonesia is currently implementing the 2013 curriculum. The 2013 curriculum was designed to prepare Indonesians to have the ability to live as individuals and citizens who are loyal, productive, creative, innovative, and effective and able to contribute to the lives of people, nations, nations and world civilizations.[1]

One of the implementations of education through learning in the classroom. Learning will achieve optimal results if students are actively involved in the learning process. With the active involvement of students, the ability of students will be seen. The ability to think that must be possessed by students today is critical thinking. Activities of students to analyze, process, conclude, interpret learning materials in everyday life and the right decision making must be pursued in critical learning.

Based on observations of the learning process in grade IV SD Negeri 3 Karangtengah there are several problems, including: (1) Students have not been able to conclude the material or find their concepts, meaning students reasoning ability is still low (2) There are no students who deliver opinions or ideas in the learning process. The habit of students to express their opinions can train students to spend their thoughts on what they are facing (3) Lack of understanding of students in responding to teacher questions, one of which is because the students' ability to analyze questions is still low so that the answers of students are not as intended. These three problems in the learning process indicate that students' critical thinking skills are still low. Interviews conducted with fourth-grade teachers get the results that students are not accustomed to being confronted with C4 cognitive domain problems and above and are still confronted with C1-C3 cognitive domain problem types because students still have difficulty working on C4 cognitive domain type questions and above. Problems with the cognitive domain C4 are types of questions that require reasoning and analysis.[2] So it can be concluded that the participants' critical thinking skills are still low.

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[1] Kementerian Pendidikan dan Kebudayaan. (2014). *Materi Pelatihan Implementasi Kurikulum 2013 Tahun 2014*. Kemdikbud: Jakarta, p. 9.

[2] Yusuf, I., & Widyaningsih, S. W. (2018). Profil Kemampuan Mahasiswa dalam Menyelesaikan Soal HOTS di Jurusan Pendidikan Fisika Universitas Papua. *Jurnal Komunikasi Pendidikan*. 2(1): 42-49

Reflections on these problems need active learning innovations that are oriented towards students to increase students' critical thinking. Efforts to improve critical thinking skills can be through the application of strategies, methods, models, and learning techniques that are by the indicators of critical thinking.

Critical thinking is very important because decision making to solve problems requires deep thinking. This ability must be instilled early on both in school, at home, and in the community. The optimal learning process requires critical thinking from the learner. With the activities of students through the process of critical thinking, the concept will last longer and learning becomes meaningful and problem-solving will be more easily overcome.

The innovation of critical learning can be implemented by criticizing video learning strategies based on ATONG (Observe, Ask, Process, Reason, Initiate). Video critic learning strategy is a strategy that requires students to be able to express their opinions by analyzing video shows and conveying structured criticism. So that the role of students in learning is more directly involved and the teacher is only a facilitator by preparing learning steps and preparing videos as stimulants. The role of the video attracts the attention of students so that learning becomes fun. With a pleasant feeling, students will be more excited about the learning process. Video critic aims to stimulate and enhance creativity and encourage students' appreciation of an issue.[3] Learning by applying the video critic learning strategy is combined with ATONG, the learning steps are patterned to observe, ask, process, reason, and fail. The learning step requires students to be able to analyze with observations and questions, process, reason, and convey the results of a structured analysis of both criticism and ideas to enhance students' critical thinking.

In connection with the existing problems, the researcher will research the form of Classroom Action Research by applying the video critic learning strategy based on ATONG to improve student's critical thinking.

REVIEW LITERATURE

Critical Thinking

Thinking is an activity that can not be separated from humans. The term that is related to thinking in education today is critical thinking. Norris and Ennis said, "critical thinking is reasonable and reflective thinking that focuses on deciding what to

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[3] Mulyanti, P. F. (2016). Penerapan Metode Video Critics untuk Meningkatkan Pemahaman Informasi Bahaya Merokok. *Insight: Jurnal Bimbingan Konseling*. (52), 28-49

believe".[4] Another opinion regarding critical thinking was stated by Florea and Hurjui, who said critical thinking is an active, coordinated, complex process, with active information accumulation that produces sensible decisions. Someone who can think critically is not easy to accept or reject something.[5] Susanto explains that someone who can think critically will examine, analyze, and evaluate information first. If you do not have enough understanding, it will suspend the decision to be taken[6]. Explanation from the expert opinion above can be concluded that the definition of critical thinking is thinking that makes sense by observing, analyzing, evaluating information in a coordinated and complex way to determine or produce a decision.

Learning Strategy

The strategies implemented in learning are called learning strategies. Kemp argues that the learning strategy is "a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently"[7]. Another understanding of the learning strategy was also raised by Majid who said the learning strategy was a plan by utilizing various resources in learning.[8]

From the above opinion, it can be concluded that the learning strategy is a plan by utilizing resources to achieve effective and efficient learning goals. The direction of the preparation of the strategy is the achievement of objectives so that the steps, utilization of learning support facilities and learning resources are directed to achieve the goal.

Video Critic Based on ATONG (Amati, Tanya, Olar, Nalar, Gagas / Observe, Ask, Process, Reason, Initiate)

Video critic is one of the learning strategies in the application of active learning. This learning strategy was discovered by Melvin L. Silberman. Silberman said that the

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[4] Fisher, A. (2007). *Critical Thinking: An Introduction*. Cambridge University: Cambridge. Translate Hadinata, B. (2009). Berpikir Kritis: Sebuah Pengantar. Erlangga: Jakarta, p. 4.
[5] Florea, N. M. & Hurjui, E. (2015). Critical Thinking in Elementary School Children. *Procedia - Social and Behavioral Sciences*. 180, 565-572
[6] Susanto, A. (2013). *Teori Belajar & Pembelajaran di Sekolah Dasar*. Prenadamedia Group: Jakarta, p. 123.
[7] Hamruni. (2012). *Strategi Pembelajaran*. Insan Madani: Yogyakarta, p. 2.
[8] Majid, A. (2013). *Strategi Pembelajaran*. Rosda: Bandung, p. 8.

definition of video critic is "a strategy that activates students by watching a video".[9] Mulyanti added, in language video critic consists of the word video which means moving pictures and critic which means criticizing or reviewing.[10] So the video critic has the meaning of reviewing or criticizing the display of moving images.

ATONG is a learning pattern based on a scientific approach that can be applied in learning strategies. Muslim said that ATONG is A= Amati or Observe, T= Tanya or Ask, O= Olah or Process, N= Nalar or Reason, and G= Gagas or Initiate. Therefore Video critic learning strategy based on ATONG is learning strategies by positioning students as video critics with learning steps that are patterned on observing, asking, processing, reasoning, and initiating.[11]

METHODOLOGY

This type of research is Classroom Action Research (CAR). The study was conducted in collaboration between researchers, observers, and fourth-grade teachers of SD Negeri 3 Karangtengah. Data collection techniques in this study are test and non-test techniques. Test data collection tools are questions on the critical thinking evaluation test while non-test data collection tools are questionnaires, interviews, documents, and observation.

This study uses data validity in the form of method triangulation. The method triangulation is triangulation using several different data collection methods[12]. The methods used by researchers for triangulation are questions (tests), student questionnaires, and student interviews. The CAR model used in this research is the CAR Kemmis and McTaggart models. One CAR consists of four stages, namely planning, implementation/action, observation, and reflection. Taniredja said that the CAR Kemmis and McTaggart models are at the action (implementation) and observation stages into a single unit so that when the action coincides

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[9, 10] Mulyanti, P. F. (2016). Penerapan Metode Video Critics untuk Meningkatkan Pemahaman Informasi Bahaya Merokok. *Insight: Jurnal Bimbingan Konseling*. (52), 28-49

[11] Muslim, A. H. Supartono, dan A. Rusilowati. (2015). Pengembangan Perangkat Pembelajaran IPS Model Cooperative Tipe TGT Berbasis ATONG Bagi Siswa Sekolah Dasar. *Dinamika Jurnal Pendidikan Dasar*. 7(1), 42-51

[12] Ali, M., & Asrori, M. (2014). *Metodologi dan Aplikasi Riset Pendidikan*. Bumi Aksara: Jakarta, p. 137.

with observation[13]. This research was conducted in 3 cycles with each cycle consisting of one meeting.

FINDINGS AND DISCUSSION

The results of this classroom action research found that there was an increase in students' critical thinking using video critic learning strategy based on ATONG. Evidenced by the results of students' critical thinking evaluation tests conducted at the end of learning in each cycle. In measuring critical thinking, students are given written tests as evaluations of learning that have been carried out. The questions given amounted to 5 items about the description. Each item is based on aspects of critical thinking indicators according to Ennis. Indicators of critical thinking according to Ennis are as follows[14].

Table 1. Indicator of Critical Thinking According to Ennis

No.	Aspect of Indicator	Indicator
1.	Provide a simple explanation	a. Focus the question b. Analyzing questions c. Ask about an explanation or challenge
2.	Build basic skills	a. Consider whether the source can be trusted b. Observe and consider an observation report
3.	Conclude	a. Deduce and consider the results of deduction b. Induce and consider the results of induction c. Make and determine the value of consideration
4.	Provide further explanation	a. Defining terms and definitions in three dimensions b. Identifying assumptions
5.	Set strategy and tactics	a. Determine the action b. Interact with other people

One item represents one aspect of critical thinking indicators such as Table 1 above. The study was conducted for 3 cycles. From 3 students' critical thinking evaluation tests, there

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[13] Taniredja, T., I. Pujiati, & Nyata. (2010). *Penelitian Tindakan Kelas untuk Pengembangan Profesi Guru Pratik, Praktis, dan Mudah*. Alfabeta: Bandung, p. 18.

[14] Susanto, A. (2013). *Teori Belajar & Pembelajaran di Sekolah Dasar*. Prenadamedia Group: Jakarta, p. 125.

is an increase in the average results of students' critical thinking evaluation tests. Improved evaluation test results can be seen in the diagram as follows.
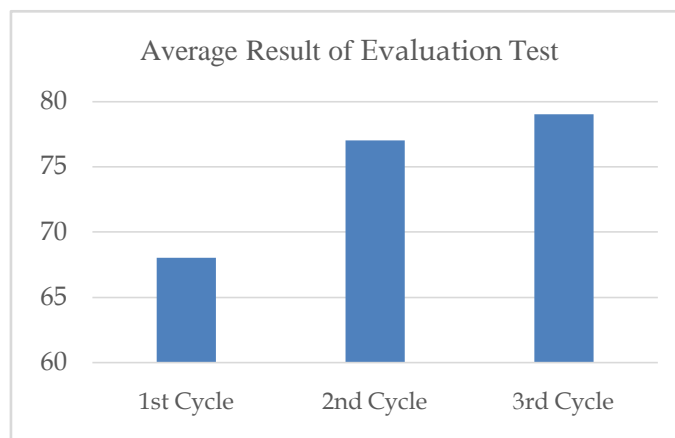

Figure 1. Average Results of Students' Critical Thinking Evaluation Tests

Figure 1 above shows the average results of student evaluation evaluations have increased 1st cycle to the 3rd cycle. 70% or 22 out of 30 students get the assessment test scores above or equal to 70. In the first cycle, as many as 19 students who scored above the minimal completeness criteria with an average of 68. In the second cycle, as many as 24 participants students get grades above minimal completeness criteria with an average of 77, and in the third cycle, as many as 24 students get grades above minimal completeness criteria with an overall average of 79. based on the research indicators, the first cycle has not found a successful indicator, but in the second cycle and the third cycle has achieved indicators of success.

From the scores obtained by students, each item on the critical thinking evaluation test can be known as the overall value per item based on aspects of critical thinking indicators. The description of the value per item based on aspects of critical thinking indicators is as follows.

Table 2. Values Per Questions Item from the Students' Critical Thinking Evaluation Test

No.	Aspect of Indicator	1st Cycle	2nd Cycle	3rd Cycle
1.	Provide a simple explanation	67	89	80
2.	Build basic skills	81	71	77
3.	Conclude	40	72	70
4.	Provide further explanation	71	70	77
5.	Set strategy and tactics	70	72	80

Table 2 above shows that the scores per item obtained from the students' critical thinking evaluation test have increased and decreased. In the aspect of critical thinking indicator 1 from the first cycle to the second cycle increased by 22 but decreased by 9. In the aspect of critical thinking indicator 2 from the first cycle to the second cycle decreased by 10 and increased in the first cycle by 7. On the aspect of critical thinking indicator 3 increased by 32 from the first cycle to the second cycle and decreased by 2 in the third cycle. In the aspect of critical thinking indicator 4 from the first cycle to second cycle decreased by 1 and increased by 7 in the third cycle, and in the aspect of critical thinking indicator 5 increased by 2 to the second cycle and increased again by 8 in the third cycle.

The data of the students' critical thinking evaluation test results show an increase in students' critical thinking and then the researcher conducts the validity of the data by giving students a questionnaire with 10 statements with details of 5 positive statements and 5 negative statements. Each item in the questionnaire is adjusted to the learning material for each cycle and represents aspects of critical thinking indicators. Interview of students is done by taking samples of students who get the results of evaluation tests and questionnaires are very good and not good.

The use of video critic learning strategies based on ATONG has a good impact on the learning process and outcomes. It was proven that students' critical thinking increased and they were able to solve problems in the learning process and evaluation tests that used HOTS (High Order Thinking Skill) questions.

Learning by using video critic learning strategies encourages students to be able to assess and criticize the video that has been observed before. Learners are no longer subject to conventional learning but are turned into active learning subjects. Mulyanti explains that the benefits of video critic learning strategies include the brain working actively, maximum learning outcomes, not easy to forget the subject matter, a pleasant learning process, the brain can process learning better [15]. Video critic learning strategies with learning patterns ATONG position students as video critics with learning steps that are patterned on observing, questioning, processing, reasoning, and initiating.

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[15] Mulyanti, P. F. (2016). Penerapan Metode Video Critics untuk Meningkatkan Pemahaman Informasi Bahaya Merokok. *Insight: Jurnal Bimbingan Konseling*. (52), 28-49

Observing activities in learning is the key to getting information. In line with the explanation of critical thinking according to Susanto which said that individuals who have critical thinking will examine and analyze[16]. The activities of students in observing videos also in it are also required to examine the contents of the material in the video. By observing, of course, can solve the given problem.

The second learning pattern from ATONG after observing is asking. In the learning process, this questioning activity from the teacher to the students through the student worksheets is given after the students have watched the video. The questions in the student worksheet about the material presented in the video, and one of the questions of the student's worksheet, namely the order in the student worksheet, that is, making video criticism that has been observed before.

In fostering students' critical thinking, challenges or problems faced by students, in this case, are student worksheets that students need to study first and reason so students can complete the student worksheet of students well. Therefore, the next pattern is process and reason. Students are given the opportunity by the teacher to understand the student worksheets that have been received. When the students understand the student worksheet, this is the pattern of progress, and the students watch the video again to link the questions from the student worksheet to the material in the video. Linking the questions that have been understood with the material in this video is the implementation of reason.

Students are conditioned to be able to convey the results of discussions on the students' worksheets and convey criticism of this video is an embodiment of the initiate in ATONG. The formation of students to convey the results of discussions or opinions makes students endeavored to dare to pour the results of their thoughts.

The teacher has a central role in developing students' critical thinking. Tilaar said that with teachers developing critical thinking means giving rewards to students. Critical thinking is a thinking ability that students need to have. According to Hidayah said that a person's ability to think will affect one's success because it is related to what will be done or done. By having good critical thinking, students can weigh to determine the steps to be chosen.

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[16] Susanto, A. (2013). *Teori Belajar & Pembelajaran di Sekolah Dasar*. Prenadamedia Group: Jakarta, p. 123.

CONCLUSION

Based on the results of classroom action research conducted for three cycles in increasing critical thinking using video critic learning strategy based on ATONG, it can be concluded that learning using video critic learning strategy based on ATONG can enhance students' critical thinking in learning. The details of increasing critical thinking are as follows.

1. In the first cycle got 19 students above the minimal completeness criteria. The first cycle did not meet classical indicators of success with 75% of students above minimal completeness criteria. in the second cycle, students above the minimal completeness criteria have increased to 24 students and have met the indicators of research success.

2. In the third cycle, there were 24 students were above the minimal completeness criteria. The number of students above minimal completeness criteria in the third cycle is stagnant from the number of students above minimal completeness criteria in the second cycle.

Based on the results of classroom action research that has been carried out in grade IV SD Negeri 3 Karangtengah, there are suggestions as follows.

1. Learning using video critic learning strategies based on ATONG can be taken into consideration to improve students' critical thinking.

2. Video critic learning strategy based on ATONG must be implemented following the steps, so the teacher must master and understand the steps of learning using video critic learning strategy based on ATONG correctly and correctly to fit the expected goals.

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