

Influence of Learning and Personality Method on Student Critical Learning Ability in Learning IPS (Experimental Study on Class IPS Subject of V SDN 01 Duren Sawit, East Jakarta)

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ABSTRACT

This research is motivated by the influence of critical thinking ability of grade 5 students of SDN 01 Pagi Duren Sawit on IPS learning. This research use design with factorial group design by 2 x 2 design to find out how big influence of critical thinking ability of student having an extrovert and introvert personality after receiving treatment in experiment and control class by using the problem-solving and expository method.

Analysis of the data used is to use the help of software packages software package for the Social Science (SPSS) version 24 for windows. based on hypothesis test analysis shows that the value of F arithmetic 3.495 and F table 3.19 (F table see table F distribution for ANOVA) or a significant value obtained from the above table of 0.305. In addition, the results of this study recommend the method of problem-solving effect the ability to think critically students. And as a relevant reference for further researchers.

Keywords:- *Problem Solving, Expository, Personality, Critical Thinking Ability.*

I. INTRODUCTION

Based on the basic framework in the 2013 curriculum, aimed at optimizing the potential of learners in order to have the ability to solve problems that occur around and social environment, with the effort to realize a democratic society in the future. Learners are emphasized to have problem-solving skills in every learning and learning activity. Learners not only learn about theories and materials in class but, reflect on learning that has been learned in the daily life of learners. critical thinking is interpreted from judgment, liveliness, skill in communicating and expressing arguments. [1][2][3][4]

IPS education is composed of various disciplines, by presenting education based on Pancasila, with the psychological attention of learners in an effort to reach graduates who have the potential and competence in IPS learning. With orientation to Pancasila ". Educators not only teach knowledge to learners, passive memorizing and theoretical culture but, able to train the critical thinking skills of learners. So this research raised the influence of methods (Problem Solving and Expository Methods) and Personality (Extrovert and Introvert) to the Critical Thinking Ability of Learners. [5][6][7][8][9]

Problem-solving methods and expository methods influence the critical thinking of primary school students in IPS learning. And critical thinking is influential in the use of appropriate learning methods that is by using the method of problem-solving and expository methods.[10][11][12][13] Therefore, encouraging researchers to experiment in learning about the influence of learning models, learning method used is the method of problem solving and expository methods of critical thinking of primary school students on the discussion about the appearance of Nature, therefore, in this thesis researchers will examine the "Influence of Learning Method (Problem Solving Method and Expository) and Personality (Extrovert and Introvert) on Critical Thinking Ability of Learners".

II. METHODS

This research uses factorial design method 2 x 2 to find out how big influence of critical thinking ability of students who have an extrovert and introvert personality after receiving treatment in experiment and control class by using the problem-solving and expository method.

III. RESULTS AND DISCUSSION

In this discussion, the researcher discusses the influence of learning method and personality to students' critical thinking ability. critical thinking skills are rational (reflective) and reflective thinking focuses on the beliefs and decisions that will be made. Researchers use two learning methods that consist of Problem Solving method and Expository method, and personality consists of extroverted personality and introverted personality.

Then, from both variables, the researchers tested the effect on the students' critical thinking skills on the subjects of Social Science class V in SDN 01 Pagi Duren Sawit, East Jakarta.

The acquisition of research data about the influence of IPS critical thinking skills in SDN 01 Pagi Duren Sawit can be summarized in the table as follows:

A. Description of data

Table 1. Summary Statistics Influence the ability of IPS Critical Thinking

Personality	Problem Solving (A1)					Ekspositori (A2)				
	N	Max	Min	Rata-Rata	SD	N	Max	Min	Rata-Rata	SD
Ekstrovert (B1)	14	30	25	28	1.54	14	28	23	25.71	1.33
Introvert (B2)	14	29	23	25.64	1.69	14	29	23	25.79	1.89
Σ	28	30	23	26.68	1.62	28	28	23	25.75	1.61

B. Testing Prerequisite Analysis of variance

Based on hypothesis testing in this study using analysis of variance (Anava) two lanes.

- *Normalitas*

Tabel 2. A1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Metode Problem Solving	.112	28	.200*	.961	28	.368

*. This is a lower bound of the true significance.

- ✓ Lilliefors Significance Correction

Based on table 2 above, the data in the Shapiro-Wilk column shows that the value of the significance or data can be $0.368 > 0.05$ then it can be said as normal distribution or H0 received. The data, the same as the data in the column Kolmogorov-Smirnova that is the value $0,200 > 0.05$ means the data distributed Normal or H0 received.

Tabel 3. A2
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Metode Pembelajaran Ekspositori	.133	28	.200*	.956	28	.272

*. This is a lower bound of the true significance.

✓ Lilliefors Significance Correction

Based on table 3 above, the data in the Shapiro-Wilk column shows that the value of the significance or data can be $0.272 > 0.05$ then it can be said as normal distribution or H0 received. The data, the same as the data in the column Kolmogorov-Smirnova that is the value $0,200 > 0.05$ means the data distributed Normal or H0 received.

Tabel 4. A1B1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Metode Pemb. Problem Solving dan Kepribadian Ekstrovert	.179	14	.200*	.944	14	.465

*. This is a lower bound of the true significance.

✓ Lilliefors Significance Correction

Based on table 4 above, the data in the Shapiro-Wilk column shows that the value of data significance or maybe $0.465 > 0.05$ then it can be said as normal distribution or H0 received. The data, the same as the data in the column Kolmogorov-Smirnova that is the value $0,200 > 0.05$ means the data distributed Normal or H0 received.

Tabel 5. A1B2
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Metode Pemb. Problem Solving dan Kepribadian Introvert	.148	14	.200*	.960	14	.722

*. This is a lower bound of the true significance.

✓ Lilliefors Significance Correction

Based on table 5 above, the data in the Shapiro-Wilk column shows that the value of the significance or data can be $0.722 > 0.05$ then it can be said as normal distribution or H0 received. The data, the same as the data in the column Kolmogorov-Smirnova that is the value $0,200 > 0.05$ means the data distributed Normal or H0 received.

Tabel 6. A2B1

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Metode Pemb. Ekspositori dan Kepribadian Ekstrovert	.157	14	.200*	.954	14	.626

*. This is a lower bound of the true significance.

✓ Lilliefors Significance Correction

Based on table 6 above, the data in the Shapiro-Wilk column shows that the value of data significance or allowed is $0.626 > 0.05$ then it can be said as normal distribution or H0 received. The data, the same as the data in the column Kolmogorov-Smirnova that is the value $0,200 > 0.05$ means the data distributed Normal or H0 received

Tabel 7. A2B2

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Metode Pemb. Ekspositori dan Kepribadian Introvert	.117	14	.200*	.955	14	.645

*. This is a lower bound of the true significance.

✓ Lilliefors Significance Correction

Based on table 7 above, the data in the Shapiro-Wilk column shows that the value of data significance or allowed is $0.645 > 0.05$ then it can be said as normal distribution or H0 received. The data, the same as the data in column Kolmogorov-Smirnova that is with value $0,200 > 0.05$ mean Normal distributed data or H0 accepted.

• Homogenitas

Tabel 8. A1A2

Test of Homogeneity of Variances

Levene Statistic	Metode Problem Solving dan Metode Pemb. Ekspositori			Sig.
	df1	df2		
.805	5	21		.559

Based on table 8 above, it can be seen that the significance value of 0,559 because siginikansi more than 0,05 ($0,229 > 0,05$) hence can be concluded that for A1 and A2 based on level of ability of critical thinking have same variant.

Tabel 9. A1B1 and A2B1

Test of Homogeneity of Variances

Levene Statistic	Metode Pemb. Problem Solving dan Metode Pemb. Ekspositori ditinjau dari Kepribadian Ekstrovert			Sig.
	df1	df2		
.099	2	8		.906

Based on table 9 above, it can be seen that the significance value of 0.906 because significance more than 0.05 ($0.229 > 0.05$) it can be concluded that for A1 and A2 based on the level of critical thinking has the same variant.

Tabel 10. A1B2 dan A2B2
Tests of Between-Subjects Effects

Dependent Variable: Kepribadian Ekstrovert (B1) dan Kepribadian Introvert (B2)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	1.786 ^a	1	1.786	.325	.571	.006	.325	.087
Intercept	23125.786	1	23125.786	4212.794	.000	.987	4212.794	1.000
Kelas	.000	0	.	1.324	.243	.000	.000	.
Kepribadian	.000	0	.	2.342	.475	.000	.000	.
Kelas * Kepribadian	.000	0	.	3.545	.395	.000	.000	.
Error	296.429	54	5.489					
Total	23424.000	56						
Corrected Total	298.214	55						

✓ R Squared = .006 (Adjusted R Squared = -.012)

✓ Computed using alpha = .05

From the table above shows that the value of F arithmetic 3,545 and F table 3.19 (F table see table F distribution for ANOVA) or a significant value obtained from the above table amounted to 0.395. It shows that there is an influence of critical thinking ability of students who have extroverted personality with students who have an introverted personality.

Based on the interaction between students who learn with problem solving method and have extroverted personality, with students who learn by expository method and have introverted personality can be presented in the form of picture as following:

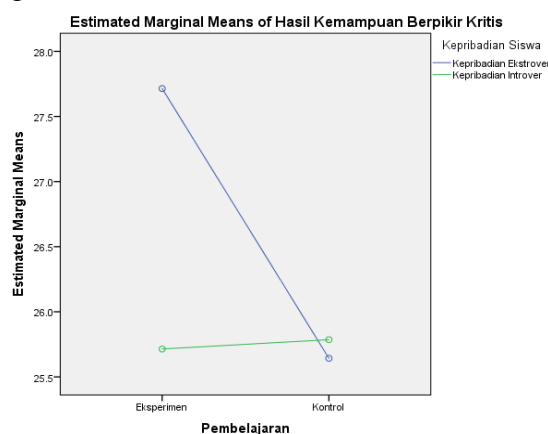


Fig 1:- A1 x A2

Based on Figure 1, there is an interaction effect between students using the problem-solving method and students using the Expository method to the critical thinking ability of learners.

Tabel 11. A1B1 dan A2B1

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Metode Pemb. Problem Solving dan Pemb. Ekspositori terhadap Kepribadian Ekstrovert	81.256	27	.004	26.714	26.04	27.39

Data table 11 From the table above shows that the value of t arithmetic 81.256 and. Sig. 2-tailed 0,04 <0.5 This indicates that there is an influence of critical thinking ability between using problem-solving methods of learners who have an extroverted personality and using the Expository method with students who have an extroverted personality.

Tabel 12. A1B2 dan A2B2

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Metode Pemb. Problem Solving dan Pemb. Ekspositori terhadap Kepribadian Ekstrovert	81.256	27	.002	26.714	26.04	27.39

Data table 12 from the table above shows that the value of t arithmetic 81.256 and Sig.2-tailed 0.002 <0.05 It shows that there is an influence between the ability to think critically between the problem-solving method (problem solving) with learners who have the personality introverts and who use the Expository method with learners who have an introverted personality.

Tabel 13. A1B1 dan A2B2

One-Sample Test

Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
A1B1 Dan A2B2	72.384	27	.003	26.750	25.99	27.51

Data table 13 from the table above shows that the count 72.384 and Sig.2-tailed 0.003 <0.05 It shows that there is the influence of critical thinking ability of learners who use problem-solving method (problem-solving) by having an extroverted personality and who use the Expository method with which has an introverted personality.

Tabel 14. A2B1 dan A2B2

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
A2B1 Dan A2B2	85.080	27	.001	25.750	25.13	26.37

Data table 14 from the table above shows that the value of t count 85.080 and Sig.2-tailed 0.001 <0.05 This shows that there is the influence of critical thinking skills of learners between using the method of Expository with learners who have an extroverted personality and who use the method Expository by having an introverted personality.

IV. CONCLUSION

- There is an influence of the critical thinking ability of learners using problem-solving method (problem-solving) with learners using expository method
- There is the influence of critical thinking skills of learners who have extroverted personality with learners who have introverted personality
- There is an interaction between students using problem-solving methods and learners using the Expository method of critical thinking skills of learners
- There is the influence of critical thinking skills between using problem-solving methods (learners) of learners who have the extroverted personality and use the method of expository with learners who have extroverted personality
- There is an influence between critical thinking skills between those who use problem-solving methods with learners who have the introverted personality and who use the Expository method with learners who have introverted personality
- There is an influence of students' critical thinking ability between using a problem-solving method by having an extroverted personality and using the expository method with introverted personality
- There is the influence of critical thinking ability among learners using the Expository method with learners who have an extroverted personality and who use an Expository method by having an introverted personality.

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