



The Need Analysis of Probing Prompting in Social Studies Learning to Improve Students' Critical Thinking Skills in the Covid-19 Pandemic

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Abstract

The present research aims to analyze the need²³ for the Probing Prompting model in social studies learning to improve students' critical thinking skills during the Covid-19 pandemic. This study employs qualitative research with a descriptive analysis approach (Moleong, 2014). The data collection technique used is documentation that involves the study of some books, journals, and the regulation that is issued by the Minister of Education and Culture regarding learning policies during the Covid-19 pandemic. The results in the study show that there are various problems experienced during the social studies learning process during the Covid-19 pandemic. The problems found are (1) The social studies learning during the Covid-19 pandemic still employs conventional models, (2) Teachers assign tasks to students without providing learning materials, and (3) The social studies learning only focuses on completing materials and learning outcomes in the cognitive aspects. Therefore, the Probing Prompting model can be used as a solution and reference for teachers in the social studies learning process. The reason is that Probing Prompting model is proven to be able to improve the quality of social studies learning and improve students' critical thinking skills that are undeniably required in dealing with the Covid-19 pandemic in Indonesia.

Keywords: Social Studies Learning; Probing Prompting; Critical Thinking Skills; Covid-19 Pandemic

Introduction

The Covid-19 pandemic that occurred in Indonesia brings a significant impact in various fields. During the Covid-19 pandemic, various policies have been implemented by the government to minimize some negative impacts. In the field of education, the government has issued a policy regarding learning from home through a regulation that is issued by the Minister of Education and Culture Number 36962/MPK.A/HK/2020 stating that learning should be practiced online with the aim that the spreading of Covid-19 disease can be prevented (Kamawati & Mardiharto, 2020).

In the 2020/2021 academic year, the Government announced a Joint Decree (SKB) of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs regarding Guidelines for the Implementation of Learning during the Covid-19 pandemic. In the second regulation, regional governments are given full authority to grant permission for face-to-face learning

practice. Therefore, the current situation requires teachers and students to adapt to the new learning system considering their previous conventional learning practices.

The learning adaptation regarding to the current policy should as well be directly implemented in social studies learning in Senior High School level. Social Studies are science that studies and examines social issues with some elements of the study including the context of facts, events, concepts, and generalizations (Supardan, 2015). Social Studies is a subject that integrates various branches of social sciences and humanities that include history, geography, sociology, economics, culture, law, and politics (Susanto, 2016). On the other hand, social studies learning emphasize on the educational aspect with the result that students have an understanding of the concepts as well as develop and teach them attitudes, values, morals, and skills (Syaharuddin & Mutiani, 2020).

However, referring to the results of the evaluation of social studies learning during the Covid-19 pandemic, there are some problems detected such as instability of internet connection that causes some inconvenience during the learning process, the ineffective learning model used, and the level of students' participations during online learning. These various problems are absolutely able to distract the social studies learning objectives that have been set by the teacher. As the result, there will be an impact on the lack of skills that students acquire during learning process in the middle of the Covid-19 pandemic. In addition, the failure to achieve social studies learning objectives is due to the learning process that emphasizes on the aspects of knowledge, concepts, and facts rather than the practice of the social values itself (Gunawan, 2013).

On the early stage of the implementation of the online learning system, students have not able to master the application of technology and some students are in remote areas that cause them to face the internet connection issues (Khasanah et al, 2020). Furthermore, some problems appear as the result of the social studies learning that remains teacher-centered and the students are not actively involved even before the occurrence of Covid-19 pandemic. It causes the ineffective social studies learning resulting the lack of students' enthusiasm in learning (Agustina, 2016). On the other hand, the weakness of social studies learning so far is the lack of teachers in developing and implementing learning models that suit the needs of students (Amilus Senji, 2018). On the other hand, there are numerous teachers who only focus on learning outcomes and tend to ignore some aspects of students' thinking skills in social studies learning (Qomariyah, 2016). These problems appeared indicate that there is a need for social studies learning innovation that is in accordance with the online learning system and can improve students' critical thinking skills during the learning practice in Covid-19 pandemic.

The Probing Prompting model is an alternative solution that can be implemented by teachers in minimizing problems in social studies learning during the Covid-19 pandemic. The Probing Prompting model is learning by presenting a series of questions that guide and explore students' ideas in social studies learning so that it can strengthen the thinking process and be able to connect students' current knowledge and experiences with new knowledge being studied (Huda, 2014). The implementation of social studies learning that employ Probing Prompting is presented through a series of questions that explore students' knowledge and guide towards the expected developments in this case students' critical thinking skills (Novena & Kriswandani, 2017). Probing Prompting is an appropriate model for students in social studies learning as through these model students can think actively so that it leads to students' critical thinking skills during learning process (Royani, 2015). In addition, learning that is oriented to train students' critical thinking skills is indeed important since students can be trained to observe the situation, to raise questions, to formulate hypotheses, to make observations, and to collect data as well as to provide conclusions (Wahyuni, 2015). Critical thinking skills are important to develop because they can help students develop their potentials, train their concentration, and focus on problems and analytical thinking (NEA, 2010).

Based on the presented explanation, the Probing Prompting model needs to be developed in social studies learning during the Covid-19 pandemic because it can embody the objectives of social studies learning. The purpose of social studies is to prepare students to become good citizens and develop students' reasoning and critical thinking skills in making decisions regarding any problems they face (Suwarna Al-

Muchtar, 2014). Additionally, through Probing Prompting model teachers can innovate and develop a two-way online learning that focuses on discussions that can stimulate students to think ¹⁸ creatively during online learning rather than focuses on the teacher. As the result, students can improve their ¹⁹ critical thinking skills.

Methodology

The research method employed in the present ⁶ research article is a qualitative research with a descriptive analysis approach (Moleong, 2014). This study aims to understand the phenomena experienced by research subjects such as behavior, perception, action. It holistically uses descriptions of words and language in a natural case context, in this case analyzing the needs of social studies learning in improving students' critical thinking skills during the Covid-19 pandemic in Indonesia. The purpose of the present article is to contribute ideas and solutions to the world of education, especially teachers who teach social studies subjects at the junior high school level. This is considered necessary because it can be used as a teacher reference in designing a social studies learning model ⁷ that is more meaningful and can improve students' critical thinking skills that are absolutely needed in ⁸ learning during Covid-19 pandemic.

Results and Discussion

⁴ Issues on Social Studies Learning during the Covid-19 Pandemic

The Covid-19 pandemic affects the education system in Indonesia ³⁸ resulting some changes such as the learning process at all levels of schools and universities. After the Covid-19 pandemic, all learning activities in schools are abolished and replaced by online learning by utilizing various applications that can support learning activities such as Zoom, GoogleMeet, and Google Classroom. Online learning explicitly indicates that all delivery of learning materials including social studies learning is carried out through learning media by utilizing digital technology (Febiani, 2021). However, this significant change in the learning process begins to bring some new issues in the learning process both from external and internal factors.

³⁹ Some of the issues of learning during the Covid-19 pandemic include; the limited facilities and infrastructure for supporting technology for online learning, internet networks that are not individually owned by the students or educational units in remote area resulting slow learning processes, high cost for internet quota for online learning, and learning models that are not in accordance with the needs of students in the Covid-19 pandemic era (Nana Suryana, 2020). In addition, the unfamiliarity of the online learning process in Indonesia has resulted in a lack of teacher creativity in designing learning models that fit the online system and the needs of students during the pandemic (Syah Aji, 2020). In social studies learning, the limitations of teachers who teach also result in the lack of teacher ability to innovate in social studies learning during the Covid-19 pandemic (Laili, 2021).

Social studies learning in Indonesia ¹⁷ is an interdisciplinary approach from integrated social science subjects from social science branches such as sociology, cultural anthropology, social psychology, history, geography, economics, political science, and so forth (Hidayati et al, 2008). Research in social studies learning includes the context of facts, events, concepts, and generalizations (Supardan, 2015). Meanwhile, social studies learning objectives consist of four categories that include knowledge, skills, attitudes, and values (Somantri, 2010).

Basically, the purpose of social studies learning in general is to educate and prepare students to have basic abilities to develop themselves according to their potentials, interests, abilities, and ²² environment (Surahman & Mukminan, 2017). Additionally, the purpose of social studies is to develop students to become good citizens, to have knowledge, and to have high social awareness. Hence, social studies learning objectives are oriented towards students' behavior including; knowledge and understanding, learning attitudes, social values, and skills (Gunawan, 2011).

However, after the Covid-19 pandemic social there are some issues appear caused by various factors related to social studies learning. To be specific, issues in online-based social studies learning causes by the teachers. So far, online-based social studies learning is considered boring, less fun and does not trigger students' motivation to be enthusiastic about learning (Febiani, 2021). In addition, based on the facts, teachers frequently give burdens to students by giving assignments without explaining the material beforehand. As the result, during learning in the Covid-19 pandemic, students only focus on pursuing final grades. This condition generates the failure of achieving social studies learning objectives and the lack of skills students acquire in social studies learning.

In fact, the problem of online-based social studies learning is also caused by teachers who emphasizes more on aspects of knowledge, concepts, and facts that is in only in the remembering level that does not promote the practice of social values, and are less directed to meaningful and beneficial learning that bring benefits for students' lives, in fact it requires the existence of learning model innovation (Gunawan, 2013). The problem of online-based social studies learning indicates that social studies learning is implemented factually that the teachers only pursue the target of achieving curriculum material without any emphasis on the social studies learning process that furthermore triggers boring learning for students (Somantri, 2010). Moreover, the lack of reference sources and model innovations used by teachers in social studies learning has also resulted in lower student interest in learning materials (Yosita ratri, 2018).

On the other hand, the problems of online-based social studies learning is also caused by the fact that teachers at school still use conventional approaches such as lectures and discussions that emphasize cognitive aspects and ignore social skills such as critical thinking skills (Fahmi, 2016). One of the external factors that cause some failure of online-based social studies learning is inappropriate learning model used that resulted degradation of the quality of social studies learning (Susiloningrum, 2017). In detail, the problems of online-based social studies learning are caused by the learning culture in schools such as; teacher centered approach, expository dominance, verbalistic, textbook centered, low-level cognitive-oriented evaluation and transfer of knowledge by the teachers (Karima & Ramadhani, 2018). Moreover, there has been numerous criticism directed to education at schools regarding the lack of development of affective aspects such as critical thinking skills compared to cognitive aspects (Surahman & Mukminan, 2017). Besides, low quality of students' critical thinking skills is due to the fact that so far the teacher has not been optimized the learning model that is oriented to improve students' thinking skills (Herawati, 2006).

Referring to the results of the evaluation of various social studies learning problems during the Covid-19 pandemic, the need for a new innovation as a solution to improve the quality of online-based social studies learning is needed. As for overcoming it, it can be done with systematic steps in the learning process that is an important part of the teaching strategy where the strategy is determined by the selection of learning models that can support the implementation of learning properly (Dartini & Ratnawuri, 2017). In fact, through the appropriate development of learning models that are in accordance with the objectives of social studies learning, the skills in students will be able to improve especially their social skills in dealing with the Covid-19 pandemic in Indonesia. The student skills that are the main focus in the social studies learning objectives are to have basic skills of logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life (The Ministry of Education and Culture, 2014).

Probing Prompting Model to Improve Students' Critical Thinking Skills

One aspect of the success of a social studies learning process during the Covid-19 pandemic is determined by the design of the learning model used by the teacher. Learning models that fit the needs of students will create an active learning atmosphere so that students can develop learning abilities and critical thinking skills. This will also change the impression that social studies learning is boring because it is considered as a remembering-level lesson and the students are only listening to their teachers.

The concept of the learning model is a plan or pattern used by the teacher as a guide in planning learning (Trianto, 2010). The selection of learning models is based on the learning approach that will be applied by the teacher, in this case in social studies learning, including learning objectives, stages of learning activities, learning environment, and classroom management (Afandi, Chamalah, & Wardani,

2013). In addition, the learning model is also a method that is used to achieve the goals that have been set. In learning activities, the model is needed by the teacher so that the implementation in class varies according to what the teacher wants to achieve after the learning activity is complete (Djamarah, 2008). Additionally, the learning model developed by the teacher has a great influence on the success of student learning (Putri, 2016). Therefore, the selection of an online-based social studies learning model during the Covid-19 pandemic is based on the needs of students so that social studies learning can be a subject that can improve students' critical thinking skills.

Critical thinking is an activity of analyzing, distinguishing, selecting, identifying, reviewing, and developing ideas in a more specific and perfect direction (Wahyuni, 2015). During the Covid-19 pandemic, students need critical thinking skills to be able to analyze problems so that students reach the stage of finding solutions to solve these problems. Ideally, the students who think critically have the ability to focus on questions, analyze arguments, ask questions, and answer clarifications or challenges from questions, consider the credibility of a source, observe and consider, conclude and consider deductions, make material conclusions, make and consider values, determine requirements and consider definitions, identify assumptions, make and strengthen decisions (Ennis, 2011). Moreover, the process of critical thinking is related to students' ability to understand concepts (Kusuma, 2016). Based on the explanation, one of the innovations that can be done is to design and implement the Probing Prompting model social studies learning that aims to improve students' critical thinking skills, especially to face learning in the era of the Covid-19 pandemic.

Probing Prompting is a learning model that is carried out by presenting several questions that are guiding and exploring students' ideas. The Probing Prompting model is implemented in order to make students able to combine their experience and new knowledge they learn (Huda, 2014). Additionally, the Probing Prompting model is a learning model by presenting a series of questions that guide students and explore ideas that trigger a thinking process that can connect students' knowledge and experience with the new knowledge being studied. Probing prompting can also help students remember what they have read (Ngalimun, 2014). In addition, the Probing Prompting model in online learning can also be used to improve students' problem-solving abilities (Azizah, Sundayana, 2016).

The Probing Prompting model is presented through a series of questions that explore students' knowledge and lead to the expected developmental stages during the learning process (Ngalimun, 2014). Students who face difficulties in thinking skills will be guided by the teacher with easier questions. Contrary, students who excel and easily remember will be provided harder questions to increase their understanding. Through Probing Prompting students are guided to be active and develop thinking skills comprehensively (Putri, 2016). Probing Prompting can also be implemented in online-based social studies learning during the Covid-19 pandemic. Through Probing Prompting, the online learning will promote students' activeness and thinking skills until the end of the lesson.

The stages of Probing Prompting in learning include: exposing students to new situations through pictures or texts that provide some problems, giving waiting time, asking a question that is related to predetermined learning objectives, giving waiting time, providing confirmation of answers for students who ask questions related to the pictures or texts presented by the teacher, giving responses to answers, and asking the final question (Huda, 2013). At the Probing Prompting stage, the learning model focuses on the discussion of the material that has been given by the teacher. The discussion process will then make students more active and critical towards the problems or questions that are provided. Therefore, the activeness and critical thinking of the students can also be developed later when students are in society or facing real social life problems.

The advantages of using the Probing Prompting model in social studies learning are that it can encourage students to think actively, it provides opportunities for students to always ask the teacher during the learning process, the differences of opinion between students can be compromised or directed to a learning discussion, the questions can attract and focus students' attention, it is as a way of reviewing social studies learning materials, and develop students' courage and skills in answering and expressing opinions

(Dartini & Ratnawuri, 2017). It is proven that by implementing probing prompting in social studies learning is able to improve students' critical thinking skills in terms of analyzing questions, answering clarification or challenge questions, observing and considering observations, and concluding as well as considering conclusions (Sylviana, Kusuma, & Widiyanto, 2019).

The probing prompting model can be implemented in online-based social studies learning because it is relevant to the objectives of social studies learning in Indonesia that is to create reflective, skilled and caring citizens. In this case, reflective is being able to think critically and able to solve problems based on their perspective and moral values formed by their personality and environment (Rahmad, 2016). Probing Prompting also makes the teacher as a facilitator who can give students the opportunity to think as broadly as possible so that they can think critically (Layn, 2017). Based on the analysis of needs and various social studies learning problems during the Covid-19 pandemic, the innovation of the Probing Prompting model should be implemented and optimized so that online-based social studies learning can be more meaningful because it is able to encourage students' activeness and critical thinking skills in the social studies learning process. Hopefully, through critical thinking skills improvement, students are able to respond to a Covid-19 pandemic critically and wisely so that they can participate in helping the government in minimizing the impact of Covid-19 in the education system in Indonesia.

Conclusion

During the Covid-19 pandemic, teachers and students in social studies learning require new innovations that fit students' current condition and needs. The Probing Prompting model is a solution that can be implemented to make students able to combine their experiences and new knowledge they will learn. The advantage of using the Probing Prompting model in social studies learning is that it encourages students to think actively so that students are able to develop their critical thinking skills.

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