

**LEARNING MEDIA ASSESSMENT BY MEDIA EXPERT VALIDATOR ON
SOCIAL SCIENCE LEARNING BASED ON LEARNING MODEL OF EXAMPLES
NON EXAMPLES TO IMPROVE CRITICAL THINKING ABILITY ON V GRADE
STUDENTS AT PRIMARY SCHOOL 1 JANGKA DISTRICT, BIREUEN
REGENCY, INDONESIA**

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ABSTRACT: *The effective learning tool taught to form the critical thinking ability of students is to develop an social science learning tool with the learning model of Examples Non Examples. Learning model of Examples Non Examples can make the learning process more interesting because in this learning model teachers use the images media in delivering the material that can attract the attention of students in following the learning process, so students are more active in analyzing the image done by cooperating and discussing with the other students in the group. The analysis results of social science learning implementation based model Examples Non-Examples to improve the critical thinking skills of students in grade V of State Primary School 1 Jangka Distic Bireuen Regency can be concluded that some results have been obtained, they are, before conducting field trial phase, the researcher first do simulation phase. The simulation is done by the researcher with the aim to check the implementation of instructional devices, suitability of tools and learning time, so mending can be done if less appropriate.*

KEYWORDS: Media Assessment; Media Expert Validator; Social Science; Examples Non-Examples Model

INTRODUCTION

Effective learning process of the teacher is a learning that can make students be active in the learning process. In the learning process students are not only as audiences in learning but they are also involved in the learning process. Even in the learning process the students who develop knowledge with the guidance of the teacher, so that in the learning process, the teacher only as a facilitator or just as a mentor. Basically in an effective Social science education, students must be able to learn actively, creatively and independently as hoped, the learning is also empahsized on life ability, digging values of goodness and developing student's interest in studying and increasing socializing skill with the communitcy around them. Through social science education is expected to have an impact on students' better thinking and they are able to socialize with sorrounding community. This is the main aim of social science education itself. According to Setiawan (2016: 9), the main objective of Social Sciences is to develop the potential of learners to be sensitive to social problems that occur in society, to have a positive mental attitude towards the improvement of all inequities that occur, and skillfully overcome every problem that occurs everyday. The presence of curriculum 2013, social science education is expected to be more effective in improving students' skills and excavating the values of character, developing student interest in learning and improving socializing skills to the surrounding community and the main objectives of the social science education mentioned.

The curriculum 2013 is also expected to develop a learning experience that provides students to understand needed competency for present and future life. Curriculum 2013 is arranged to grow the potential of learners and to have critical thinking ability in solving social problems in society, so the curriculum 2013 consisting social science education make students having their critical thinking ability.

Critical thinking ability is very important so it needs to be studied further to see how its role in social studies education. Based on the results of previous research mentioned, students' critical thinking ability can develop. This can be seen from some previous research. One of the previous studies is Iskandar Z, Iskandar Z (2013: 74-75) mentions that efforts to develop the critical thinking skills of elementary school students is by providing problems that the answer requires analysis of elementary school students, it orients to teaching, trains the ways of critical thinking in handling the problems, so from the results of these studies. It is very necessary to form the ability to think critically of students by providing problems that the answer needs analysis, to orient to teaching, and to train the ways of critical thinking in handling the faced problem.

Then Iskandar Z (2013: 75) in his research states, the ability to think critically can help people to make the right decision based on logic, systematic, careful effort and to consider various points of view. It is not only teaching the skills that need to be done, but also teaching the nature, attitudes, values, and characters that support critical thinking. It means that the students need to be educated to think critically, so according to the opinion the ability of critical thinking can help students to make the right decision based on a careful, systematic, logical effort and to consider from various points of view. For children / students, training them to think critically since young is possible, of course by considering the stage of their development. It can be done by preparing an education curriculum based on critical thinking. The theoretical view of critical thinking ability, according to Johnson (Ruskandi and Ferdian, 2015: 71), states that critical thinking is a well-directed and clear process used in mental activities such as problem solving, decision making, analyzing assumptions, and conducting scientific research. Then Silvester Mas (2012: 48) states that there are three aspects of critical thinking that need to be developed in the learning activities are: (1) the ability to understand the definition and clarification of the problem, (2) the ability to assess and process information, and (3) the ability to solve problems / make a conclusion. To develop these three aspects of critical thinking then we need to understand about the criteria or the characteristics of critical thinking.

Criteria or the features of critical thinking according to Ennis (2015: 71), there are 12 indicators of critical thinking skills that are grouped into five activities: (1) Providing simple explanations (focus questions, analyze questions and ask questions, and Answer questions about an explanation or statement); (2) Building basic skills (considering whether the source is reliable or not, and considering an observation report); (3) Summarizing (deducting or considering the results of deduction, inducing or considering induced results, and making and determining outcome considerations); (4) Providing further explanation (identifying terms, definitions and dimensions, and identifying assumptions); (5) Setting strategies and techniques (determining actions and interacting with others). From the description of the experts above, the ability to think it is very important to be improved.

To realize all the indicators above, then in the learning process by using the curriculum 2013 conducted in the classroom by teachers does not only provide knowledge to students, but teachers also are required to make students play an active role in shaping the potential students into the ability to think critically in Solving social problems in the community. In addition,

teachers can provide ease in the learning process by providing opportunities for students to find their own or apply their own ideas. Thus, social science education in the curriculum 2013 can be effective. In addition, the use of image media in the delivery of learning materials aims to encourage students with friends in groups to learn to think critically by analyzing examples of images, photographs, or cases that are problematic, then solve the problems contained in the images presented, and discuss the results of the discussion. There are current learning conditions in relation to critical thinking, (1) students are able to provide simple explanations (focusing questions, analyzing questions and asking questions, and answering questions about an explanation or statement); (2) students are able to build basic skills (considering whether the source is reliable or not, and considering an observation report); (3) the student is able to deduce (deduce or consider the result of deduction, induce or consider the induction result, and make and determine the result of consideration); (4) students are able to provide further explanation (identify terms, definitions and dimensions, and assumptions); (5) students are able to manage strategies and techniques (determining actions and interacting with others).

While the condition of state primary school 1 Jangka, five grade, social science education in the curriculum 2013 is still found some weaknesses, 70% of students still not appropriate of criteria or indicators of critical thinking skills. Criteria or indicators of critical thinking skills that are not appropriate yet include: students who have not been able to build basic skills (considering whether the source is reliable or not, and considering an observation report), students have not been able to deduce (deduce or consider the results of deduction, induce or consider The results of induction, and make and determine the results of consideration), students have not been able to provide further explanation (identifying terms, definitions and dimensions, and assumptions), students have not been able to set strategies and techniques (determine actions and interact with others. If the weakness is not corrected, what the hope of education will never be realized in improving the quality of education. There needs of improvement in the learning process that is done on social science education in the curriculum 2013 by making students to be able to develop their critical thinking ability in the learning process. If students are able to develop their critical thinking skills in the learning process, the potential for them will also develop and the social science education process in the curriculum 2013 is more effective.

The use of a good learning tool will also affect the determination of students' critical thinking skills, so that the process of social science education process is more effective. The effective learning tool taught to form the critical thinking ability of students is to develop an social science learning tool with the learning model of *Examples Non Examples*. Learning model of *Examples Non Examples* can make the learning process more interesting because in this learning model teachers use the images media in delivering the material that can attract the attention of students in following the learning process, so students are more active in analyzing the image done by cooperating and discussing with the other students in the group. Thus, students have been given the opportunity to play more active role in the learning process than the teacher. The shortcomings of the learning model *Examples Non Examples* which have been applied by teachers in state primary school 1 Jangka is that the teacher has not been able to find good pictures or quality. The teacher is still lacking in giving the opportunity to the students to analyze the pictures because the teacher more use in lecturing method. Therefore, the researcher offers a development of learning tool with the model learning of *Examples Non Examples*, so with learning tool learning model is expected to improve students' critical thinking ability and can improve the ability of teachers in using the model in the learning process.

THEORITICAL REVIEW

Learning Model of *Examples Non Examples*

As explained above that the learning model is a series of activities undertaken from the beginning to the end of the learning process including various activities in it, then the learning model *Examples non Examples* is one of the learning model. Learning *Examples Non Examples* is one example of learning models that use media. Media in learning is the source used in teaching and learning process. According to Hamzah B. Uno (2012: 65) learning media is a tool used to convey messages or information from teachers or information from teachers or instructors to students / learners. The benefit of this media is for teachers to assist in the teaching process, approaching the situation with the real situation. with the media expected learning and teaching process is more communicative and interesting. Learning Model *Examples Non Examples* or also called *Examples And Non-Examples* is a model of learning that uses images as a media of learning. The use of this media is arranged and designed, so students can analyze the image into a brief description of what is in the picture. One of the learning process is drawing. The image media is one of the tools used in the teaching and learning process that can help encouraging students to train them in developing their mindset. By applying the expected image media in learning can be functionally useful for all students, so in the learning activities students are expected to be actively motivated to learn.

According to Utri A. (Yensy B. 2012: 29) cooperative learning model of type *Examples Non Examples* is a learning model that uses examples (examples and not examples). Examples can be obtained from cases / images that are relevant to basic competencies. Similar opinion is also presented according to Mahfud and Joko (2013: 567), cooperative learning model with *Examples Non Examples* method is a teaching method that uses examples media of images or illustrations in accordance with learning objectives. Examples taken from pictures or illustrations must also be relevant to the basic competencies desired. The principle of this method comes from the theory that images can explain more than words or writings. In another opinion expressed by Istarani (2011: 9), the learning model of *Examples Non Examples* is a series of teaching material delivery activities to the students by showing the relevant images that have been prepared and students are given the opportunity to analyze it with friends in the group and then discussion result is asked.

The Definition of Critical Thinking Ability

According to Duron and friend (2006), critical thinking is very simply stated, the ability to analyze and evaluate information. Critical thinkers raise vital questions and problems, formulate them clearly, gather and assess relevant information, use abstract ideas, think open-mindedly, and communicate effectively with others. Furthermore according to Sanjaya (2006: 230), basically thinking is someone's mental process that is more than just remembering and understanding. Therefore the thinking ability requires the ability to remember and understand. Essentially critical thinking skill which is part of thinking is high-level thinking skills that require a person to think systematically, organized, directed, and clear that allows students to formulate questions and to evaluate evidence, to use logic, to solve problems, to make decisions, to analyze assumptions , and to conduct scientific research, as well as to collect various information and then to make a conclusion from the various information. Various definitions is presented by experts related to critical thinking skills.

Definition of Social Science Learning

Learning is the interaction process of students with educators in a learning environment that exchanges information derived from teaching materials. Fundamentally, Social science learning is related to human life that involves all the behavior and needs. Social science deals with the way of people meet their needs, whether the needs to meet their material, culture, and spiritual, utilize existing resources on the surface of the earth, regulate their welfare and governance and other needs in maintaining community life. In short, social science studies, reviews, and examines human life systems on this earth in social context or human as members of society. Social Science also known as Social Studies, is a study about human beings with all aspects in the system of social life. Social science studies how human relationships of human being with each other in their own environment, with close neighbors to far. Social science also examines how humans move and meet the needs of life.

The Curriculum Center defines Social Science as an integration of various branches of social sciences such as sociology, history, geography, economics, politics, law and culture. Social Sciences is formulated on the basis of reality and phenomena of social that embody an interdisciplinary approach and social science branches such as sociology, history, geography, economics, politics, law and culture (Curriculum Center, 2006: 5). Susanto (2014: 6-7) formulates that social science is an educational program that is a whole, which is essentially questioning human beings in the physical natural environment, as well as in their social environment whose material is derived from various social sciences such as geography, history, economics, anthropology, sociology, politics and social psychology. It can also be said that the social lesson is a combination of a number of social studies subjects, or social science is a subject using certain parts of the social sciences.

The Essence of Social Science

Social Sciences Education essentially serves to help the development of students to have a good self-concept, to help the introduction and appreciation about the global community and cultural composition, socialization of social processes, economics and politics, to help students to know the past and now as the basis for making decisions, to develop the ability in solving problems and assessment skills, to foster the learner to participate actively in community life, Skeel (in Alfi, 2011).

Social science education attempts to form learners into good citizens, able to behave in accordance with the values and norms that exist in society Bank and Clegg (in Alfi 2011). Furthermore, Banks and Clegg state that decision-making skill is the goal of social science education. One of the essential components of decision-making factor is knowledge that includes scientific, high-level, and interdisciplinary. Therefore, the way of packing a learning experience designed for learners who study social science will greatly affect the meaningfulness of the experience for them. According to Raka Joni (in Alfi, 2011) a more learning experience indicates the relation between conceptual both intra and inter-fields of study will increase the chances for effective learning. That is why the integrated social science learning is needed. The integrated learning approach in social science is often called an interdisciplinary approach. Integrated learning is essentially a learning system that enables learner both individual and groups actively to seek, explore, and discover concepts and principles in a holistic and authentic way (education and culture department, 1996: 3). The essence of social science especially is viewed from the aspect of learners is as knowledge that will lead them to learn in a positive direction. Conducting changes is based on the desired

conditions by the modern world or the creative power of development, the basic principles and value systems adopted by the community and foster the future life of society in a more brilliant and better way to be passed on to the derivatives in better way. Social science as a combination of a number of science subjects, is more emphasis on the formation of good citizens and it does not just emphasize the content and discipline of the subject. Social science has two main functions: 1) fostering knowledge, intelligence and skills that are beneficial to the development and continuation of students' education, and 2) fostering attitudes in harmony with the values of Pancasila and the Constitution 1945. Social science subjects in primary school aims so that learners have the following abilities;

1. Know the concepts related to the life of society and its environment.
2. Have basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life.
3. Have commitment and awareness of social and human values and have the ability to communicate, cooperate, and compete in a pluralistic society locally, nationally and globally (Susanto, 2014: 31).

Based on the definition above, it can be concluded that the teaching of social science is a subject that integrates the social life of reality in society life. Thus social science has a very important role that is to educate learners to develop knowledge, attitudes, and skills, so it can take part actively in life later as a member of society and good citizens, where the citizens are proud and love their homeland. Social Science Education is also an educational program in the learners to recognize the social world around the environment.

RESEARCH METHOD

Type of Research

The type of research conducted by the researcher is research and development. According to Sugiono (2009: 407), research and development methods are a research method used to produce a certain product, and test the effectiveness of the product, so this study is to produce a certain product, and to test the effectiveness of the product. The product will be produced in the form of learning devices.

In this study, researcher wants to develop learning device based on learning models of *Examples Non Examples* to improve the critical thinking skills of V grade students of State Primary School 1 Jangka Bireuen Regency that is realized in the form of lesson plan in it which there is worksheet and media. The development model used is the learning development model according to Thiagarajan (Four-D Models). According to Trianto (2010: 189), this model consists of 4 stages of development that is Define, Design, Develop, and Disseminate or adapted into 4-D model, that is defining, designing, developing, and spreading or abbreviated to 4P.

Location and Research Time

This research is conducted in State Primary School 1 Jangka in Jangka District, Bireuen Regency Academic Year 2016/2017 held in second semester academic year 2016/2017.

Subject of Research

The subject of this research is V grade students in State Primary School 1 Jangka in Jangka district Bireuen Regency. Subject is researched by observing the subject during teaching and learning activities, where the researcher records how learning in the school, State Primary School 1 Jangka.

Data Analysis

Data in this research consist of qualitative and quantitative data. Quantitative data is obtained through an analysis of the students' answers on the Essay-shaped test of 10 items, which is adopted from the indicator of critical thinking ability. Qualitative data is obtained through the results of device validation sheet, observation, and questionnaire. Qualitative data is analyzed descriptively to support the completeness of quantitative data. The description of the used analysis is as follows:

1. Device validation is obtained by searching for the average of each category and the average of each aspect in the validation sheet, until finally the average total of validator's assessment of each learning device is obtained.
 - a. Recapitulating validity assessment data of learning devices into tables which include: Aspects (A_i), indicators (I_i), and V_{ji} values for each expert and practitioner.
 - b. Determining the average value of expert and practitioner for each indicator by the formula:

$$I_i = \frac{\sum_{j=1}^n V_{ji}}{n}$$

V_{ji} = value data from assessor -j to towards indicator -i,

N = many assessors (experts and practitioners)

The results obtained later are written on the columns in the corresponding table.

- c. Determining the average value for each aspect by the formula:

$$A_i = \frac{\sum_{j=1}^m I_{ij}}{n}$$

A_i = the average value for the aspect -i,

I_{ij} = the average for the aspect -i of the indicator -j,

M = many indicators in the aspect-i

The results obtained are then written on the columns in the corresponding table.

- d. Determining the value V_a or the total average value for all aspect by the formula:

$$V_a = \frac{\sum_{i=1}^n A_i}{n}$$

V_a = total average value for all aspects

A_i = the average value for the aspect -i,

N = many aspects

The obtained results are written on the columns in the appropriate table. Furthermore the value of V_a or total average value is referred to the interval of determining the level of validity of oriented learning devices to the model of learning *Examples Non Examples* as can be seen as follows:

Table. 1: Examples non Examples Model

Criteria	Description
$1 \leq V_a < 2$	Not valid
$2 \leq V_a < 3$	Less valid
$3 \leq V_a < 4$	Quite valid
$4 \leq V_a < 5$	Valid
$V_a = 5$	Very valid

Information:

V_a is the value of determining the level of validity orienting to the model *Examples Non Examples*.

Criteria states that learning devices orienting to the model *Examples Non Examples* have a good degree of validity, if at least the level of validity achieved is the level of validity achievement under the valid, it needs to be revised based on input (correction) experts and practitioners. Furthermore, validation activities are conducted again, and so on to obtain the ideal learning device from the size of content validation and constructs. The validation calculation format can be seen in table 2.

Table 2. The Validation Calculation Format of Leaning devices

Assessment Aspect	Number	Obtained Score	The Average Score	Categories
Total				
Average				

- Students' respond data by counting the positive respond percentage of each aspect. The percentage of each positive respond is counted by the formula:

$$\text{Percentage of students' respond} = \frac{A}{B} \times 100\%$$

Where:

A = Proportion is chosen by the students

B = Number of student (responden)

Criteria is if 80% or more students respond in positive category, so students' respon is said positive, there complete students' respond can be seen in the table.3.

Table 3. Interpretation of Students' respond

Students' respond	Criteria of respond
80% < Percentage of Students' Respond ≤ 100%	Very positive
60% < Percentage of Students' Respond ≤ 80%	Positive
40% < Percentage of Students' Respond ≤ 60%	Quite
20% < Percentage of Students' Respond ≤ 40%	Less
0% < Percentage of Students' Respond ≤ 20%	Low

3. To know the activity of teacher and student by using learning model *Examples Non Examples* is analyzed by using the formula: percentage score each action of observer toward teacher and student, so the formula is used as follows:

$$\text{Score of Percentage SP} = \frac{\text{Obtained Score}}{\text{maximal score}} \times 100\%$$

for the average of percentage score, each action of researcher, so used as follows:

$$\text{SP} = \frac{\text{SP 1} + \text{SP 2}}{2} \times 100\%$$

Information :

SP = Score of observer's percentage

SP 1 = Score of one observer

SP 2 = Score of two observers

The success level of learning process

90% < SP < 100%: Very Good

80% < SP ≤ 90% : Good

70% < SP ≤ 80% : Quite

60% < SP ≤ 70% : Less

0% < SP ≤ 60% : Very Less

4. To know the test of students' result learning measuring students' critical thinking skill by using learning model *Examples Non Examples* by using the formula is as follows:

For the completeness classically:

$$\text{Classical Percentage} = \frac{\text{the number of complete students}}{\text{number of students}} \times 100\%$$

While to individual completeness it can be seen from minimal completeness criteria determinated in the school is score > 75. there the success criteria used in this research

presented by Usman and friends (2008:23) is “if $\geq 80\%$ students get score > 75 on the last test”.

DISCUSSION

Media Expert Validation of Learning Media referring to lesson plan of V grade State Primary School 1 Jangka with the theme "History of Human Civilization" sub-theme 2 "Relic of the Kingdom of Islam in Indonesia" to get the worthy appraisal from validator of media expert. Learning media are made using power point media assessed by media experts including: slide quality, color quality, text quality, image quality, animation quality, ease of use, quality of media operation (Navigation), and clarity of user manual. The assessment results of learning media from media experts can be seen in Table 4.

Table 4. The result of Media learning assessment by Media Expert validator

Assessment Aspect	Numbers	Obtained Score	Average Score	Categories
Slide quality	1	4	4	QuiteValid
	2	4		
Color quality	3	3	3	Less Valid
Text quality	4	3	3	Less Valid
Image quality	5	4	4	Quite Valid
	6	3		
	7	5		
	8	4		
Animation Quality	9	1	2	Not Valid
	10	3		
	11	2		
Ease of use	12	5	5	Very Valid
Quality of media operation	13	4	4	Quite Valid
Clarity of Instruction	14	2	2	Not Valid
Total		47		
Average		3,35	Quite Valid	

Based on the analysis result of learning media assessment by Media Expert validator above, it can be seen that the assessment of the components that exist in the learning media include: slide quality, color quality, text quality, image quality, animation quality, ease of use, quality of media operation (Navigation), and clarity of instructions. Overall in the table above it can be seen that the assessment of learning media by media expert validators getting the value with the category is quite valid. However, the learning media needs to be revised based on the suggestions of media expert validators.

CONCLUSION

Based on the analysis results of social science learning implementation based model *Examples Non Examples* to improve the critical thinking skills of students in grade V of State Primary School 1 Jangka Distric Bireuen Regency can be concluded that some results have been obtained, they are, before conducting field trial phase, the researcher first do simulation phase. The simulation is done by the researcher with the aim to check the implementation of instructional devices, suitability of tools and learning time, so mending can be done if less appropriate. In the simulation process, the researcher observes teacher activity, students' critical thinking ability, distributes questionnaire of student response, and also conducts student learning result test. In observation activities teachers still need improvement, so teachers can be more effective again in field trial phase which will be done after simulation phase finishes. In the observation towards students' critical thinking ability, the learning that has been implemented is appropriate with the leveled lesson plan and able to improve students' critical thinking ability. Furthermore, in the responses questionnaire of student, students' responses at the simulation stage are included in the positive criteria. From the results it can be concluded that the students quite agree and show a positive response to the learning process with the model of learning *Examples Non Examples*. Similarly, based on the test results of students in the simulation phase, the obtained percentage is 87% because there are 2 students who do not complete the test results of learning.

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