Jurnal Cakrawala Pendas
Vol. 11 No. 1, January 2025
DOI: http://dx.doi.org/10.31949/jcp.v11i1.11809

p-ISSN: 2442-7470
e-ISSN: 2579-4442

IMPROVING CRITICAL THINKING ABILITIES IN SOCIAL STUDIES LEARNING USING THE PROBLEM BASED LEARNING (PBL) MODEL USED BY AUDIO VISUAL MEDIA IN ELEMENTARY SCHOOL STUDENTS

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Abstract
The Problem Based Learning model is a learning model that focuses on problem solving so as to stimulate critical thinking skills. The purpose of this study is to improve critical thinking skills in grade V students of SD Negeri Ciptasari I Pangkalan in social studies learning with the Problem Based Learning approach. This type of research is Classroom Action Research with data collection techniques using observation techniques, written tests, and documentation. The research is divided into three cycles, each cycle is divided into several stages; 1) Planning; 2) Implementation; 3) Observation; 4) Reflection. The results of this study are, Implementation of learning with the PBL approach in three stages, namely initial activities, core activities, and closing. In the pre-cycle the number of students who met the minimum criteria was 5 students with a percentage of 35% of all students, in cycle I it increased to 7 students with a percentage of 50%, and in cycle III it increased by 12 students with a percentage of 85.7%. Teacher and student observation sheets increased in each cycle. Teacher observation in cycle I reached 77%, cycle II 88%, cycle III 92%. Student observation sheets in cycle I 65%, cycle II 77%, cycle III increased to 85%. Based on these results, it can be concluded that the critical thinking skills of fifth grade students in social studies learning can be increased through the application of the Problem Based Learning (PBL) model assisted by audiovisual media.
Keywords: *Critical Thinking Skills; Problem Based Learning Model; Audiovisual Media*

Abstrak
Model Problem Based Learning adalah model pembelajaran yang berfokus pada pemecahan masalah sehingga merangsang kemampuan berpikir kritis. Tujuan penelitian ini adalah meningkatkan kemampuan berpikir kritis pada siswa kelas V SD Negeri Ciptasari I Pangkalan pada pembelajaran IPS dengan pendekatan Problem based Learning. Jenis penelitian ini adalah Penelitian Tindakan Kelas dengan teknik pengumpulan data menggunakan teknik observasi, tes tulis, dan dokumentasi. Penelitian terbagi dalam tiga siklus, dalam setiap siklus dibagi dalam beberapa tahapan;1) Perencanaan; 2) Pelaksanaan; 3) Pengamatan; 4) Refleksi. Hasil dari penelitian ini adalah, Pelaksanaan pembelajaran dengan pendekatan PBL dalam tiga tahapan, yaitu kegiatan awal, inti kegiatan, dan penutup. Pada pra siklus jumlah siswa yang sesuai dengan kriteria minimal berjumlah 5 siswa dengan persentase 35% dari seluruh siswa, pada siklus I meningkat menjadi 7 siswa dengan persentase 50%, dan pada siklus III meningkat sebanyak 12 siswa dengan persentase 85,7%. Lembar observasi guru dan siswa mengalami peningkatan disetiap siklusnya. Observasi guru pada siklus I mencapai 77%, siklus II 88%, siklus III 92%. Lembar observasi siswa pada siklus I 65%, siklus II 77%, siklus III mengalami peningkatan menjadi 85%. Berdasarkan hasil tersebut dapat disimpulkan bahwa kemampuan berpikir kritis siswa kelas V pembelajaran IPS dapat meningkat melalui penerapan model *Problem Based Learning* (*PBL*) berbantuan media audiovisual.
Kata Kunci: Kemampuan Berpikir Kritis; Model *Problem Based Learning;* Media Audiovisual

Received	: 2024-11-12	Approved	: 2025-01-13
Reviesed	: 2025-01-06	Published	: 2025-01-31

Introduction

In education, student understanding plays a very important role in achieving learning objectives and overall educational goals. Deep understanding allows students to truly understand the concepts being taught, rather than just memorizing facts. By understanding concepts deeply, students can relate them to prior knowledge and integrate them in a meaningful way. Deep understanding also has an impact on student motivation and engagement. When students truly understand the learning material, they feel motivated and actively involved in the learning process.

Social studies is a subject that aims to build scientific literacy. The purpose of this subject is to strengthen students to study more complex natural and social sciences. In studying the environment, students see natural and social phenomena as interrelated phenomena. Students get used to observing or observing, researching and carrying out activities that encourage other inquiry skills that are very important as a foundation for learning before continuing to higher education (Culture, n.d.).

In addition, students must learn how to overcome difficulties in everyday life and in society (Prasetyo, 2020). The aspects of intelligence, skills, and attitudes are one of the educational goals that need to be pursued. The goal of national education is to prepare students to become people who are pious, knowledgeable, healthy, creative, independent, capable, responsible, democratic, and have noble morals. The government is trying to prepare a generation of the nation with character and intelligence with the Pancasila Student Profile. The Pancasila Student Profile is an effort to educate students so that they have character and competence according to the values in Pancasila (Febriyanti et al., 2023). The Pancasila Student Profile is expected to strengthen the values of Pancasila and influence students' perspectives in life.

The Pancasila Student Profile has 6 main profiles, namely: 1) Faithful and Pious, and Noble; 2) Global Diversity; 3) Independent; 4) Mutual Cooperation; 5) Creative; 6) Critical Reasoning (Kemendikbudristek, 2021). As an effort to realize the Pancasila Student Profile, there is a Social Sciences subject. The importance of IPS being given as a subject in schools is expected to be able to improve the fading values of citizenship of students today. Pancasila Education is a subject that is prepared for the internalization of the noble values contained in Indonesian culture in students' lives (Natalia et al., 2023). IPS is taught from elementary to higher education. One way used to improve the quality of learning is by selecting the right learning model according to the material to be taught (Widiastuti, 2021). Meanwhile, Dakhi (2020) stated that the process of assessing learning outcomes can provide teachers with information about student progress in achieving their learning goals through learning activities.

The purpose of social studies education or IPS, as stated by Maryani (Sapriya 2007), is to build commitment and awareness of human values; to develop social skills and problem-solving abilities; to increase the capacity to compete and cooperate in society at the national and international levels; and to build basic knowledge of social and natural sciences. It is clear that understanding and developing information, values, attitudes, and social skills are the main goals of education. However, in reality, IPS learning does not meet expectations because of problems that arise during the learning process, namely students' lack of interest in IPS learning.

Therefore, teacher creativity and innovation in raising students' courage in expressing opinions in class are very necessary for a person's ability to manage all personal activities, competencies, and skills independently with the basic abilities possessed by the individual, especially in the learning process. All of these abilities require creative teaching methods and active student participation. Discussion of moral dilemmas is what teachers can use because it

helps students develop their ability to reason, their attitudes, and their ability to make the best judgments. The abilities and attitudes developed through social studies are aimed at achieving harmony and balance in community life (Nugroho et al., 2020). One of the factors that influences students' success in mastering core competencies in social studies knowledge is their thinking skills, especially their critical thinking skills. Critical thinking skills will help prepare students to become strong problem solvers, mature decision makers, and people who never stop learning. It is very important for students to become critical thinkers because along with the increasing types of jobs in the future, reliable individuals who have critical thinking skills will always be needed (Saputri, 2020).

Critical thinking skills are important for everyone because critical thinking is something very essential and functions effectively in all aspects of life. Critical thinking is essential for every human being, especially for students. The following is an explanation of why critical thinking is important for students: 1) Critical thinking allows students to evaluate the evidence of assumptions, logic, and language that underlie other people's statements. 2) Critical thinking allows students to find the truth amidst the flood of information that surrounds them every day. 3) Critical thinking will enable students to study problems systematically, face millions of challenges in an organized manner, formulate innovative questions, and design original learning designs (Budiarti and Arinda., 2019). Are related to the ability to identify, analyze, and solve problems creatively and think logically so as to produce the right considerations and decisions". Like reading, writing, speaking, and listening, critical thinking is an active, coordinated, complex activity that combines a thought process that begins with gathering information and ends with making reasonable decisions (Helena Hurjui, 2014). Critical thinking skills in students are demonstrated by their ability to recognize problems, collect relevant data, and propose potential solutions; speak well, reason logically, and be able to draw conclusions. Every student must be able to think critically, especially in studying social studies, because they will inevitably face problems that are relevant to everyday life. Students who think critically can use appropriate and logical reasoning to solve the problems presented to them.

One solution to improve student abilities is to improve teacher learning strategies through appropriate learning models to develop their teaching methods by implementing interesting and innovative learning models and media. A teacher should provide exercises and assignments to hone 3 student abilities. In the curriculum there are several learning models that can be used as a reference in implementing learning that can improve student learning outcomes, one of which is problem-based learning, where problems play an important role in learning in the classroom. This PBL model has stages that begin with introducing the problem to students, after which students are asked to identify the problem, then students are directed to discuss with their group members to align their understanding of the problem, then students discuss and design solutions to solve the problem that will be achieved at the end of learning. The next step is for students to integrate various knowledge from various sources that can be obtained from books, research results, the internet or other sources of knowledge (Kristiana & Radia, 2021). With this problem-solving-focused learning model, students can practice their critical thinking skills when exchanging ideas, practicing discipline, and learning independence to find solutions to the problems presented by compiling the knowledge they have. In the study (Halimah et al., 2023) showed the success of using the Problem Based Learning learning model at the Elementary School level with the conclusion that learning activities using the Problem Based Learning learning model can improve critical thinking skills.

Learning media such as audio-visual media can have a positive impact on learning. Audio-visual media, which combines image and sound elements, can increase students' interest

in learning, clarify the delivery of concepts, and build a better understanding of complex material (Setiyawan, 2021). The effectiveness of audio-visual media in learning has also been proven to stimulate students' imagination and facilitate understanding of abstract concepts (Intaniasari et al., 2022).

Based on the results of observations conducted on fifth grade students in the social studies learning process, students are less active in responding to the material presented by the teacher, students are less free to express their opinions, only a small number of students respond to teacher questions, and they also struggle to draw conclusions from the material. In addition, the learning environment is not interesting and ineffective, which prevents students from taking the initiative to voice their opinions. These factors indicate that students' critical thinking skills have not developed or been trained. This causes a lack of interaction between teachers and students, between students and other students, so that learning becomes ineffective. This has an impact on low student learning outcomes. Applying critical thinking skills to solve everyday situations is very important to improve student understanding (Amin et al., 2020). Therefore, the learning process only focuses on completing the material contained in the textbook. When viewed from the objectives of social studies learning, students lack experience in exploring facts and formulating concepts, in addition, teachers do not utilize the use of media, models, methods and strategies, teachers also rarely involve students in the learning process and do not hone the thinking process to solve social problems in depth.

Efforts that can be made by researchers from the problems that occur in class V SDN Ciptasari I are that teachers must be able to choose the right learning models and media in order to improve students' critical thinking skills in social studies subjects according to the subject matter and class conditions. Where learning models and media are a way for teachers to present learning materials in order to achieve the expected goals.

Research Methods

The research method used in this study is classroom action research (Classroom Action Research) which is carried out in the form of a research design cycle used in accordance with the rules of classroom action research. The purpose of this classroom action research is carried out as an effort to improve a learning practice through providing action in a class that begins with a learning plan that is continued with classroom action and reflection on the action and initial planning after learning. The model developed by Stephen Kemmis and Robbin McTaggart is a development of the Kurt Lewin model, so it still looks very close to the Lewin model. Kemmis and McTaggart are essentially devices or strands with one device consisting of four components, using a spiral system and starting from planning, acting, observing, reflecting, and continuing again with replanning as the basis for the problem based learning model.

The Kemmis and McTaggart model action design according to this research can be described as follows:

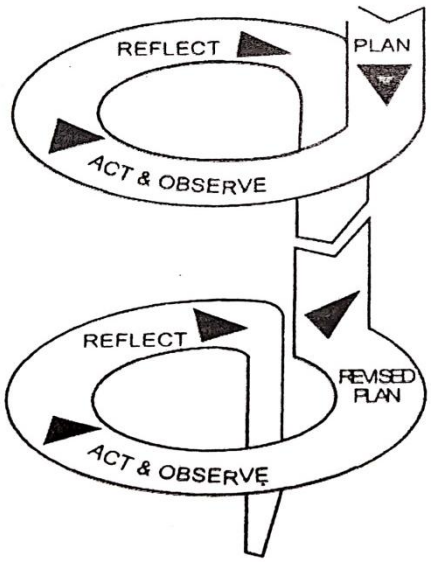

Figure 1. Source: Suharsimi Arikunto. (2013)

The stages of action intervention in this action research go through four stages, namely planning, implementing (acting), observing, and reflecting (replanning). The explanation of the four stages is as follows:

1. Planning

At the planning stage, action planning is made which includes general and specific planning. General planning is made to compile action planning in all aspects while specific planning is made to compile action planning in learning in each cycle. General planning includes planning the implementation time of the research which is carried out for approximately two months. Some of the preparations made are meetings with the principal for consultation, planning the arrangement of class conditions, and preparing the learning materials and media/learning tools needed. Specific planning is prepared by adjusting the learning schedule and is made in each cycle of implementing the action. Some of the preparations made are making a learning plan that contains what is done when carrying out the action, materials, materials, media or learning tools needed, observation sheets for the learning process, evaluation instruments, and collecting other data related to this research.

2. Acting

This stage is carried out according to what is stated in the Teaching Module (RPP) in each cycle and the implementation schedule is adjusted to the study time scheduled by the school. If the first cycle has not obtained the desired results, then it is continued with the next cycle with actions derived from the results of developing reflections in the previous cycle. In each action, observations are made and field notes are made regarding events that are missed from the observation sheet, to strengthen the data as a basis for the next action.

3. Observation

Observation is an activity carried out by researchers and collaborators on the implementation of critical thinking skills in social studies lessons through a problem-based learning model that is in accordance with the learning scenario that has been designed during

the learning process. This observation uses a prepared observation sheet, recording the indicators studied that concern the success of the action.

4. Reflecting

Reflection is an assessment of success or failure in achieving temporary goals. The results obtained in the observation stage of each cycle are collected and analyzed. Reflection is carried out together with collaborators where it also discusses the differences between before and after the action is carried out.

The data used in this study are test results, student activity guidelines and teacher activities and field notes in exploring the critical thinking skills of elementary school students through the problem based learning (PBL) method assisted by audio visuals in learning Social Sciences (IPS). The study was conducted at SD Negeri Ciptasari I. Kp Krajan, Ciptasari Village, Pangkalan District. South Karawang, Karawang Regency, West Java Province. The subjects used in this study were grade V students, Grade V teachers, and 14 grade V students who attended SD Negeri Ciptasari I. From 14 students, critical thinking skills were tested using the PBL model of classroom action research assisted by audio visual media.

In this study, data were collected using a teaching module/RPP with the implementation of teaching carried out by the teacher directly. Observers observed the actions of teachers and students in the learning process using the Problem Based Learning model. The instruments used in this study were tests and teacher action monitoring instruments provided as many as 24 statements and student action monitoring instruments 23 statements, as well as field notes. After that, the researcher also held a discussion with the observer directly, to discuss points that had not been implemented in the learning process. To create documents in the form of photos and videos, the researcher was assisted by colleagues.

Data analysis techniques are carried out since the observation and data collection activities during the implementation of the action. The data in this study includes qualitative and quantitative data analysis techniques paying attention to data selection (data reduction) that is relevant to the purpose of improving learning, describing observation data, and drawing conclusions to improve critical thinking skills in the subject.Data collection analysis includes developing field notes. Data analysis intended to see the impact of the actions given is seen through testing the action hypothesis. If there is an increase, the results of the action monitoring data analysis are used as material for planning the next cycle.

To analyze the level of success or percentage of success, a critical thinking ability assessment test is carried out at the end of each cycle. And a pretest is also carried out at the beginning by determining two students who are in the low and high groups based on critical thinking skills in the class. This is to be the focus of observation of the increase after the action is carried out using the problem based learning model assisted by audio-visual media.

Results And Discussion

Judging from the results of the pre-action, that the level of students' critical thinking skills is low, in 14 students, students who get scores below 70 are 64% or 9 students are still lacking in critical thinking skills. Here is the explanation:

Table 1. Results of Critical Thinking Skills Completion in Pre-Cycle

Critical Thinking Skills Results	Number of Students	Persentase
Completed	5	35%
Not yet finished	9	64%
Amount	14	100%

Cycle I

Observation of teacher actions using observation sheets, based on statements observed in using the problem based learning (PBL) model. The results of the observer's observation scores in cycle I can be seen in the following table:

Table 2. Results of Observation of Teacher Actions in Cycle I

Meeting	Scor	Percentage
Ke-1	16	67%
Ke-2	21	88%
Ke-3	18	75%
Total Score	**55**	**230%**
Average	**18,3%**	**77%**

At meeting 1, the teacher's activity got a score of 16 with a percentage of 67%. Furthermore, at meeting 2, the teacher's activity got a score of 21 with a percentage of 88%. At meeting 3, it got a score of 18 with a percentage of 75%. The average achievement of the teacher's activity indicator at meetings 1, 2, and 3 was 77% with a sufficient category.

Based on these results, the target of teacher activity of 90% has not been achieved, therefore improvements will be made in each subsequent cycle. Based on the observation of the cycle I action, students carry out learning process activities based on the design in the teaching module/RPP, the learning process begins with initial activities, core activities, and final activities. The learning activity process that has been carried out by students is observed by observers based on student activity guidelines. The results of observations of student actions in cycle I are as follows.

Table 3. Results of Observation of Student Actions in Cycle I

Meeting	Scor	Percentage
Ke-1	12	51%
Ke-2	18	78%
Ke-3	15	65%
Total Score	**45**	**194%**
Average	**15%**	**65%**

The results of the students actions above, the students got a score of 12 with a percentage of 51% at the 1st meeting, at the 2nd meeting the students' learning activities increased to a score of 18 with a percentage of 78%, at the 3rd meeting a score of 15 with a percentage of 65% was obtained, so that the average result of the students' activities at meetings 1, 2, and 3 was 65%. Based on these results, the students' action activities have not reached the expected target of 85%. Therefore, improvements need to be made to the students' activities in each subsequent cycle.

It can be concluded from the results of the data obtained from the critical thinking ability test, in the observation of teacher activities and student activities, it has not reached the predetermined achievement criteria, namely 90% of teacher activities, 80% of student activities, and 80% of students achieving a minimum score of 70 for the results of social studies learning in students. therefore, improvements need to be made to overcome the weaknesses that occur in the learning process of cycle I.

Table 4. Cycle I Findings and Improvements to be Made

Actions Not Successfully Performed	Corrective Actions to be taken in cycle II
1. Teachers are not yet optimal in guiding and directing students to be actively involved in the learning process.	Teachers should pay more attention to students in the learning process
2. There are still students who look confused about the assignments given by the teacher.	Teachers must also be smart in encouraging students to focus on finding information from the problems given.
3. There are some students who are still hesitant in answering questions.	Teachers must guide students in collecting information.
4. Lack of mastery of the material makes students reluctant to give their opinions when other groups come forward to read the results of their discussions.	Teachers help students to solve the problems given
5. The condition of students is still difficult to control and some students are still difficult to manage.	Teachers must be able to motivate students so that students are more active and participate in learning.
6. There are still students who copy their friends' work.	Teachers pay more attention to students who are seen cheating, asking about problems and providing guidance.
7. Students also still seem shy to express their opinions.	Apart from that, teachers must also master the material in detail so that the material can be delivered to students optimally.

Cycle II

The teacher's action activity increased in cycle II, at the 1st meeting the score was 21 with a percentage of 88%, at the 2nd meeting the score was 24 with a percentage of 100%%, and at the 3rd meeting the score was 18 with a percentage of 75%, the average for meetings 1, 2 and 3 was 88%. Based on these results, the teacher and student action activities increased. This is still not in accordance with the expected target of 90%.

The student action activity in cycle II increased at the 1st meeting getting a score of 18 with a percentage of 78%, the 2nd meeting a score of 20 with a percentage of 87%, the 3rd meeting a score of 15 with a percentage of 65%. The average student action at meetings 1, 2 and 3 was 77%. These results have increased from cycle I.

It can be concluded that the results of the power obtained from the critical thinking ability test in social studies learning and observation of teacher and student activities are as follows: Teacher activity has reached the target of 90%, however, student activity has not met the target of 85%, in addition, students have not achieved a minimum score of 70 results in critical thinking ability in social studies learning. Therefore, improvements need to be made to overcome the problems that occur in the learning process of cycle II. These improvements are carried out at the reflection stage. The following is a reflection carried out on teacher and student activities.

Cycle III

Table 5. Observations of Teacher Actions Cycle III

Meeting	Scor	Percentage
Ke-1	24	100%%
Ke-2	24	100%%
Ke-3	18	75%
Total Score	**66**	**275%**
Average	**22%**	**92%**

Based on the table above, the teacher's actions at the 1st meeting scored 24 with a percentage of 100%%, the 2nd meeting scored 24 with a percentage of 100%%, and at the 3rd meeting scored 18 with a percentage of 75%. The average score was 92%. So it can be concluded that the teacher's actions have increased and are in accordance with the target achievement of 90%. This can be seen in the following table.

Table 6. Comparison of Teacher Action Observations in cycles I, II, & III

Action	Percentage
Cycle I	77%
Cycle II	88%
Cycle III	92%

Based on the table above, teacher activity has reached 92% with the category of success in the social studies learning process. Therefore, learning activities are sufficient in cycle III and do not need to be repeated in the next cycle.

Table 7. Results of observations of student actions in cycle III

Meeting	Score	Percentage
Ke-1	21	91%
Ke-2	23	100%%
Ke-3	15	65%
Total Score	**59**	**256%**
Average	**19,6%**	**85%**

Based on the table above, the monitoring results of student actions in the 1st meeting got a score of 21 with a percentage of 91%, the 2nd meeting got a score of 23 with a percentage of 100%%, and at the 3rd meeting got a score of 15 with a percentage of 65%, so the average percentage of student activity actions was 86%. The results of student activity actions increased from cycles I, II, and III, as can be seen in the following table.

Table 8. Comparison of Student Activities in Cycles I & II

Action	Percentage
Cycle I	65%
Cycle II	77%
Cycle III	85%

Based on the table above, there is an increase in student activity by 10% from cycle II to cycle III. The results of the action have been said to be successful according to the target, namely 85% in the social studies learning process using the problem based learning (PBL) model assisted by audiovisual media. With the results that have been obtained, there is no need to carry out social studies learning activities in the next cycle. Based on the problems that have been found,

then with the existence of a learning model that provides convenience and stimulates students to be actively involved in the learning process.

Meanwhile, teacher and student activities are also more meaningful because of better communication between teachers and students. Students are better able to solve problems sharply and can work together in their groups well so that learning objectives can be achieved and learning becomes more meaningful by implementing the PBL model assisted by audiovisual media, the results of data analysis show that there is an increase in students' critical thinking skills. the increase in critical thinking skills is based on the results of the post-test in cycles I, II and III which show better changes in each cycle.

In the process of implementing learning cycle I, the results of students' critical thinking skills averaged 64%, students' critical thinking skills are still far from the expected target. Therefore, it is necessary to re-implement steps to improve students' critical thinking skills. To improve students' critical thinking skills, ongoing guidance is needed to produce new, diverse, and unique ideas which will later make students have creative abilities. In line with Adinda (2018) who stated that critical thinking can draw conclusions from what they know, use information to solve problems, and find related sources of information to support their solutions. Critical thinkers can draw conclusions from what they know, know how to use knowledge to solve problems, and identify related sources of information to help in solving problems (Rahma, 2017). Based on this opinion, critical thinking skills are one of the abilities that are not easy for students to master because they require continuous practice to solve problems faced by students in the learning process. In the pre-cycle learning process, it will be continued in the next cycle.

This study supports previous research conducted by Oktaferi & Desyandri (2020) that the results of the study were carried out in two cycles showing that the Problem Based Learning model can improve the critical thinking skills of grade IV students of Elementary School 16 Campago Ipuh. Improvements in the learning process and learning outcomes also occurred in research by Mareti, Hadiyanti (2021) researchers the application of the Problem Based Learning (PBL) model can improve critical thinking skills and learning outcomes of grade VA students of SD Kanisius Sengkan. This is shown from the results of data analysis on the variable of students' critical thinking skills showing an increase in the average value of critical thinking skills proven to be effective, the research was carried out in two cycles.

Based on the results of students' critical thinking skills from cycle I to cycle III using audiovisual media, there was an increase. Learning activities by implementing the problem-based learning model can make the atmosphere more enjoyable if carried out with the help of audiovisual media because this audiovisual media can attract attention and motivation to participate in learning activities. Audiovisual media is a tool that contains messages in the form of auditive and visualitative (can be heard and seen) and can stimulate students' thoughts, feelings, attention, and abilities to learn (Lestari, et al., 2020). This audiovisual learning media plays a very good and important role in encouraging students' motivation, interest, and learning outcomes in the learning process through the media used. Learning using audiovisual media is a new experience for students, so that students can be motivated to participate in the learning process, in addition, audiovisual learning media makes learning activities exciting and enjoyable for students.

Conclusion

The findings in this study can be concluded that, the implementation of critical thinking skills learning using the problem based learning (PBL) model assisted by audiovisual media in social studies learning has increased critical thinking skills by applying the PBL model showing

quite good success in each cycle, in the learning process in cycle I in student activities, critical thinking skills at SDN Ciptasari I with the PBL model assisted by audiovisual media the average percentage has increased from the previous 64%, in cycle II it increased to 77%, and in cycle III it increased to 85%. This shows that the critical thinking skills of students at SDN Ciptasari I have increased, namely students can already be problem-oriented, students are able to organize students to learn, students are able to be guided by individual and group investigations, students are able to develop and present work results and students are able to analyze and evaluate the problem-solving process. Therefore, learning activities are sufficient in cycle III, there is no need to repeat them in the next cycle. Thus, the application of the Problem Based Learning (PBL) model assisted by audiovisual media can improve the critical thinking skills of social studies students in grade V of SDN Ciptasari I.

So it can be concluded To use the Problem Based Learning (PBL) model in the learning process especially in elementary schools appropriately so that students have a deep understanding of the content or learning materials so that they are able to have problem-solving skills in real life. Suggestions for further research, conducting the development of the Problem Based Learning (PBL) model assisted by creative audiovisual media in the learning process especially for Grade 5 Elementary School Students is very suitable for use in elementary schools. The use of a combination of models and media in learning can increase student involvement so that in the learning process students look active.

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