Nia Kurniawati_Infusi PCTS dalam implementasi kurikulum merdeka. fix

by Cilla Turnitin

Submission date: 19-Sep-2023 12:09AM (UTC-0500)
Submission ID: 2167634623
File name: iawati_Infusi_PCTS_dalam_implementasi_kurikulum_merdeka._fix.pdf (343.79K)
Word count: 5760
Character count: 33122

Inovasi Kurikulum - p-ISSN 1829-6750 & e-ISSN 2798-1363
Volume 21 No 1 (2024) 1-14

Inovasi Kurikulum
https://ejournal.upi.edu/index.php/JIK

Infusion PCTS Syntax in the Implementation of the Middle School Science Curriculum

Nia Kurniawati[1], Rudi Susilana[2], Laksmi Dewi[3]
[1]Universitas Pendidikan Indonesia, Bandung, Indonesia
[2] Universitas Pendidikan Indonesia, Bandung, Indonesia
[3] Universitas Pendidikan Indonesia, Bandung, Indonesia
niamalika69@upi.edu[1], rudi_susilana@upi.edu[2], laksmi@upi.edu[3]

ABSTRACT

Curriculum implementation is an important stage in supporting the success of a curriculum designed by educational institutions. This research aims to apply the PCTS syntax in one of the science learning materials in junior high schools. PCTS is a learning model that focuses on improving students' critical thinking abilities through solving contextual problems. The method used in this research is a qualitative method using a descriptive approach. Data was collected through document study. Data analysis techniques through reduction, presentation, and concluding. The findings obtained are that the PCTS model is quite easy to apply to science learning as a form of curriculum implementation, and is very supportive of improving students' critical thinking through the PCTS syntax, especially in the last two steps of the syntax. The conclusion is that the PCTS model is believed to support the implementation of the Merdeka Science Curriculum for Middle Schools in improving the critical thinking of individual students through the infusion of PCTS model syntax in science learning at the middle school level.

ARTICLE INFO

Article History:
Received: 31 Jan 2024
Revised: 26 Feb 2024
Accepted: 10 Mar 2024
Available online: 11 Mar 2024
Publish: 1 Jun 2024

Keyword:
PCTS Model; Science Learning; Curriculum Implementation; Critical Thinking

Open access
Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Implementasi kurikulum merupakan tahapan penting dalam menunjang keberhasilan suatu kurikulum yang dirancang oleh institusi pendidikan. Tujuan penelitian ini adalah untuk mengaplikasikan syntax PCTS dalam salah satu materi pembelajaran IPA di SMP. PCTS merupakan model pembelajaran yang berfokus pada peningkatan kemampuan berfikir kritis siswa melalui penyelesaian masalah kontekstual. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif menggunakan pendekatan deskriptif. Data dikumpulkan melalui study dokumen. Teknik analisis data melalui reduksi, penyajian dan penarikan kesimpulan. Temuan yang didapat yaitu model PCTS ini cukup mudah diaplikasikan kedalam pembelajaran IPA sebagai bentuk implementasi kurikulum, dan sangat mendukung terhadap peningkatan critical thinking siswa melalui syntax PCTS, khusunya pada dua langkah terakhir syntax tersebut. Kesimpulannya bahwa Model PCTS ini diyakini akan mendukung implementasi Kurikulum Merdeka IPA SMP dalam meningkatkan critical thinking siswa secara individu melalui infusi syntax model PCTS dalam pembelajaran IPA tingkat SMP.

Kata Kunci: *Model PCTS; Pembelajaran IPA; Imlementasi Kurikulum; Critical Thinking.*

How to cite (APA 7)
Ghifari, Y., Amanda, D. A., & Hadiapurwa, A. (2024). Analysis effectiveness of online learning during the COVID-19 pandemic. *Inovasi Kurikulum, 21*(1), 1-14.

Peer review
This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymized during the review.

https://doi.org/10.17509/jik.v21i1.000000

INTRODUCTION

The success of the learning process in an educational institution cannot be separated from the curriculum. The heart of education is in the curriculum, therefore the implementation of education in an institution must pay attention to everything related to curriculum implementation starting from the preparation, organizing, implementation, evaluation, and supervision stages. (Angga et al., 2022a, 2022b; Arifin, 2012; Hamalik, 2007; *Inovasi Kurikulum Merdeka Belajar*, n.d.; *MANAJEMEN KURIKULUM*, n.d.; Ruhimat, 2011a, 2011b; Zulaiha et al., 2022). Students who are in line with the objectives of the National Education program will be produced by educational institutions with well-regulated and established curricula. A set of plans and agreements regarding the subject matter of instructional materials and the approaches utilized as benchmarks for teaching and learning activities make up the curriculum. To accomplish educational objectives that call for innovation and development, the curriculum is viewed as an educational program that is created and put into place. As a result, the curriculum is always evolving and adjusting to the requirements of students as well as changes in the learning environment that take place at the global, national, and educational unit levels. (Hamalik, 2007).

As explained in the book (Oliva, 2005), the curriculum is "What and the End" and learning is "How and Mean", so we can understand this to mean that curriculum and learning are two things that are closely related and support each other. The curriculum can be interpreted as what is to be achieved and the results or output of the education itself, while learning is how to achieve the goals that have been designed and give meaning to the results obtained at the end of the learning process.

Currently, the Indonesian government, through the Ministry of Education and Culture, has just rolled out a new curriculum called the Merdeka Curriculum, one of the characteristics of which is the element of decentralization. The decentralized aspect of the Independent Curriculum allows teachers to create learning objectives, learning flow, material structure, and even the depth of material to be studied with students. In the Independent Curriculum, the government through the Ministry of Education and Culture divides education levels into several phases and provides learning outcomes for each phase. Learning outcomes are a collection of skills that students are expected to master when the learning phase is complete(Magdalena et al., 2023; Pendidikan et al., 2023).

The Independent Learning Program will be a step forward in learning that focuses on improving the quality of human resources, said the Minister of Education and Culture. It is not only intended to answer future challenges but also to provide new colors and ways for teaching and learning activities that encourage students to think and create more freely according to their characteristics. With the independent learning program which is considered a transformation in education, teachers will certainly experience many changes and adjustments (Angga et al., 2022a; Zulaiha et al., 2022).

One of the reasons behind the rollout of the Merdeka Curriculum is considering the low level of students' critical thinking skills, this can be seen from the PISA and TIMSS scores which have remained low in recent years. (Rosnawati, n.d.,2013). The achievement of school quality report cards, especially for critical reasoning competency at school, district/city, provincial, and national levels, is still in the low category (Kemdikbud.go.id). This shows that current learning is still not optimal enough in improving students' critical thinking abilities (Emilia, 2010; Ennis, 1987; Fisher, 1997; Kennedy et al., 1991; Lai, 2011; Yang & Chou, 2008).

Currently, several learning models are believed to be able to improve student's critical thinking abilities, such as problem based learning (PBL), project-based learning (PJBL), discovery learning, and inquiry models. However, if you look at the learning outcomes that are still low, it can be assumed that the current learning models are not able to focus on improving students' critical thinking skills (Dwyer et al., 2014;

https://doi.org/10.17509/jik.v21i1.000000

Rosnawati, n.d.,2013). So various innovations and breakthroughs in new learning models are needed which are expected to improve student learning outcomes, especially for students' critical thinking competencies. One of the new learning models that is currently being developed is the problem-centered thinking skills (PCTS) model. This PCTS model is an alternative model initiative that can bridge students' difficulties in improving their critical thinking skills. It is hoped that it can focus more on improving students' critical thinking skills. through its syntax which includes a combination of collaborative and individual learning which is intended to further explore students' tactical thinking abilities. (Dewi et al., 2023a).

Based on the background explained above, the author is interested in conducting a study or research on the process of infusion or integration of PCTS model syntax into junior high school science learning as an effort to further improve the quality of implementation of the Merdeka curriculum, especially at the junior high school level, so the research title "Infusion of PCTS Syntax" was formulated. in the Implementation of the Middle School Science Curriculum".

LITERATURE REVIEW

Curriculum Implementation

The National Education System UU. No. 20 of 2003 defines the curriculum as "a set of plans and arrangements regarding objectives, content, and learning materials, as well as methods used as guidelines for implementing learning activities to achieve specific educational goals.

Curriculum implementation management can be interpreted as a process of managing (managing) all educational resources, individuals, groups, and other resources that enable the process of delivering curriculum objectives and content into the learning process in schools. Curriculum implementation can be seen as a process of implementing ideas, ideas, goals, and the entire program contained in a curriculum. Curriculum implementation requires a strong and good management process (Adolfien Katuuk, n.d.,2013). What is meant by curriculum implementation is an effort to achieve educational goals, which are stated in the PP. No. 4 of 2022 concerning National Education Standards, of the eight existing SNPs, there are four standards that are regulations and directly correlate with curriculum implementation at the education unit level, namely Graduation Standards, Content Standards, Process Standards, and Assessment Standards.

in the book Curriculum Management. According to Prof. Syafaruddin, M.Pd, and Dr. H. Amiruddin, MS, MA (2017: 73–74), the following guidelines are used to apply the curriculum in each educational unit: 1) The curriculum is implemented based on the student's potential, growth, and readiness to learn skills that will benefit them personally. In this situation, children must obtain top-notch educational services and be given the chance to express themselves freely, vibrantly, and joyfully; 2) The five pillars of learning—namely, a) learning to believe in and be committed to the One God; b) learning to understand and appreciate; c) learning to be able to carry out and act effectively—are upheld in the curriculum's implementation.; d) learn to live together and be useful to others; e) learn to build and discover self-identity through active, creative, effective and fun learning; and f) the implementation of the curriculum allows students to receive services that are remedial, enriching and/or accelerated in accordance with the potential, stage of development and condition of students while still paying attention to the integration of students' personal development in the divine, individual, social and moral dimensions; 4) With the principles of tutwuri handayani, ing madia mangun karsa, and ing ngarsa sung tulada (in the background providing power and strength, in the middle building enthusiasm and initiative, and in the front providing a role model), the curriculum is implemented in a relationship between students and educators that accepts and respects each other; 5) With the principle that nature is not a teacher, the curriculum is implemented using a variety of multi-strategy and multimedia approaches, adequate learning resources, and technology, as well as by utilizing the surrounding environment as a learning resource. The natural environment is used as a learning resource, example, and role model for everything that occurs in society

https://doi.org/10.17509/jik.v21i1.000000

and the immediate environment; 6) utilizing the environment as a learning resource, utilizing technology to support learning, and adhering to the principle that nature is not a teacher (everything that occurs, occurs, and develops in society and the environment is used as a learning source, example, and role model); 7) An appropriate and acceptable balance, connection, and continuity between classes and types and levels of education is maintained in a curriculum that covers all components of academic competency, local content, and self-development.

Curriculum and Learning

Curriculum definition (Oliva, 2005) covers the "what" and "how" elements of curriculum in the context of theory and practice of curriculum development in schools. The relationship between the two, if studied in the context of theory and practice, is as follows:

a. Definition of "What" Curriculum: what is meant by "what" curriculum is the scope of the materials or materials taught in the curriculum. This includes determining educational goals, skills, topics, ideas, and skills that students are expected to learn. This component shows how important it is to choose learning materials and content that suit educational needs and goals. Linkage to Praxis: This “what” component emerges when curriculum planning begins. At this stage, the curriculum development team will select appropriate topics and learning materials, as well as determine the desired goals and competency standards. This includes selecting and organizing learning materials to be taught to students.
   Linkage to Theory: From a theoretical perspective, the "what" elements of the curriculum reflect various theories and perspectives on what is considered important to learn in education. These theories include philosophy, educational principles, and educational research, and help in determining what should be taught and learned.
b. Definition of "How" of Curriculum: The term "how" of curriculum refers to the ways and methods used to teach and manage the learning process. This includes learning approaches, teaching strategies, class organization models, and assessment methods that will be implemented in the curriculum.
   Linkage to Praxis: At the curriculum implementation stage, the "how" element appears. By choosing an effective approach to delivering lessons to students, teachers, and education employees will implement appropriate teaching strategies. Assessment and feedback, classroom organization, and interactions between teachers and students also fall into this “how” component.
   Linkage to Theory: The "how" part of the curriculum is also related to the theories and learning methods applied in schools. Constructivist approaches, collaborative learning, or project-based learning are some examples of educational approaches. Effective methods for teaching and empowering students in the learning process are provided by these theories.

According to(Oliva, 2005), the link between the definition of "What" and "how" of the curriculum is very important to ensure that there is a relationship between what is taught (content) and the way it is taught (method). Curriculum content must support appropriate teaching methods so that students can understand and achieve learning goals. Educational theory also provides the basis for a good curriculum.

Model Problem-centered Thinking Skills (PCTS) in Science Learning

Science education is more than just providing students with scientific knowledge; it also teaches them how to conduct scientific research. Obtaining scientific information requires the use of scientific procedures and rationality. Teachers must teach students the scientific method at every level of the inquiry process that focuses on scientific inquiry. Thus, students who study science and practice their knowledge will have good abilities to reason and argue about scientific problems (MOE, 2013). Scientific education must be

https://doi.org/10.17509/jik.v21i1.000000

taught not just as facts; instead, students must be trained to cooperate with others. This will help students understand how the scientific community influences their personal and professional growth. Considering students' diverse social, cultural, and personal backgrounds, teachers need a variety of new skills. One of the new skills needed by teachers is increasing critical thinking abilities.

Critical thinking became very popular in Indonesia after the 1998 Reformation Era when people sought greater freedom as citizens (Emilia, 2010). There is a need for more critical thinkers who can combine different ideas and find the best ways to help our country progress through transformation. Therefore, critical thinking skills are an important component of educational programs in Indonesia. A critical thinker can convey their ideas both orally and in writing. Barry (2007) states that better expression of more complex ideas is associated with better social science writing.

To be able to prepare the next generation of an internationally competitive nation, the government expects students to have many skills, including higher-order thinking skills (HOTS). Currently, skills such as creative thinking, innovation, and self-confidence are needed to succeed in the world of work, so the government has made a list of things that will be prioritized as 21st-century skills. To facilitate the growth of scientific knowledge, classroom activities in science learning must be communicative.

As an effort to improve high-level thinking skills, learning can begin by presenting problems related to the material that students will study. Problem-based activities should start with easy tasks and progress to more complex tasks for the next generation of the world's competitive nations so that students can customize their learning experience (Ellerton, 2003). The problem-based learning (PBL) model includes this type of learning model.

The concept of oriented instructional design, which influences the student learning process, is the initial principle of teaching put forward by Merrill (2002). Merrill's concepts can be used in any learning system and have many practical applications. Merrill also said that students can learn well if they are actively involved in solving real problems that are closely related to their circumstances and situations. The problems presented start from simple to complex, don't forget to allow students to solve them in their way until they are complete. According to (Merrill, 2002), learning is divided into several phases as follows,

Phase 1 (activation). Students are invited to interact with the problems presented using their prior knowledge. In this phase, students examine the problem and call on their memory or initial knowledge to respond to the problem.

Phase 2 (demonstration). In this phase, students show the results of their thinking in the activation phase with comments, arguments, or questions. The role of media is important to help students build their knowledge.

Phase 3 (application). Students begin to apply or bring problems into the real world. Consider possible solution plans based on the results of his thinking. Teacher assistance is important to foster self-confidence and a sense of support in students.

Phase 4 (integration). At this stage, students can choose an alternative plan. Based on considerations, media, teacher assistance, and results of peer discussions.

Between the two learning models mentioned above, namely Problem-Based Learning (PBL) and the instructional model proposed by Merrill, there is one learning model that is being initiated in the article. (Dewi et al., 2023b)which is called Problem-Centered Thinking Skills (PCTS).

In the article(Dewi et al., 2023a), PCTS is believed to be a learning model that can improve students' critical thinking abilities, especially in science learning at the basic education level. This PCTS model is a learning model that will explore the potential in facing problems, collaborating to solve these problems by constructing students' initial knowledge into new knowledge, communicating the results of their group work to get suggestions and corrections from other parties, developing new knowledge as the best solution for

https://doi.org/10.17509/jik.v21i1.000000

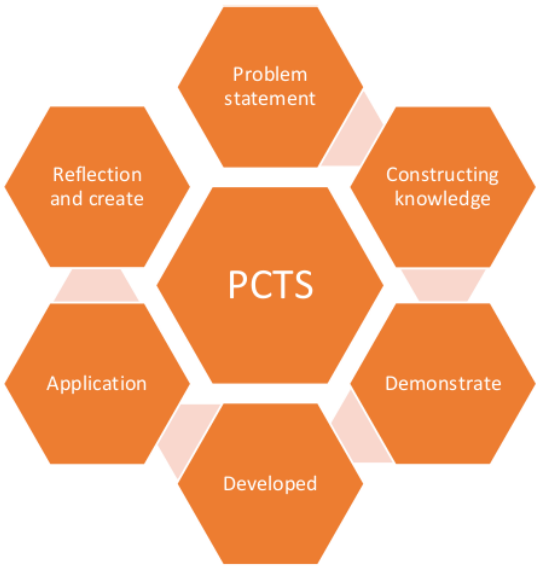
problems faced, and then apply this knowledge, reflect on it, and also try to create from this new knowledge individually. All stages in the PCTS model, especially the stages of applying, reflecting, and creating,

To be clearer regarding the syntax of the PCTS learning model, the author tries to illustrate it in the form of tables and pictures below.

Tabel 1. PCTS Model Syntax

Syntax	Activity Description
Problem statement	- Presenting problems as the center of learning activities - The problem presented is a contextual problem - Problems are presented at various levels according to student characteristics
Constructing knowledge	Pada titik ini, siswa memiliki kesempatan untuk menggabungkan pengetahuan baru dengan pengetahuan yang telah mereka pelajari sebelumnya untuk memecahkan masalah yang dihadapi.
Demonstrate	Siswa mengkomunikasikan hasil diskusi kelompok
Developed	Siswa mengembangkan pengetahuan yang didapat merujuk pada pemahaman akhir hasil masukan diskusi kelas
Application	Siswa menggunakan pengetahuan mereka dalam masalah yang berkaitan dengan kehidupan sehari-hari.
Reflection and create	Siswa merefleksikan dan atau menghasilkan produk/karya

Source: (Dewi et al., 2023a)



Gambar 1. PCTS Syntax
Source (Dewi et al., 2023a)

Of the six steps in the PCTS syntax above, the problem statement, constructing knowledge, demonstrating, and developing stages prioritize the principle of collaboration where students work in teams or groups to identify problems, form new knowledge based on old knowledge that students have in an orientation to solve existing problems. presented, communicated, and ultimately developed new knowledge which was added to the results of class discussions at the demonstration stage. Meanwhile, for the next two stages, which are also the final two stages of PCTS syntax, students begin to work

https://doi.org/10.17509/jik.v21i1.000000

independently to be able to apply, and internalize the new knowledge they have acquired, so that in the end they can reflect and even create.

METHODS

This research uses a descriptive method, namely a method used to find out the picture, or situation, of something by describing it in as much detail as possible based on existing facts. Descriptive research can also be understood as a method that is useful for describing an existing phenomenon and is carried out according to the actual research conditions (Ain & Huda, 2018). Thus, this method is useful for seeing an overview of all research in detail.

The secondary data collection method in this research was carried out through library techniques. Library research can be defined as a data collection technique that involves sorting and collecting various information and data using library sources available in the library, both online and offline (Sari & Asmendri, 2020). The collection of various data and information was used as a reference for the author in making the PCTS model infusion syntax matriculation in one of the science learning materials in junior high school.

RESULT AND DISCUSSION

After conducting studies from various sources, the author then tried to design a form of PCTS syntax infusion in one of the science learning materials, namely in the Pollution Chapter in the class 7 science subject, phase D. The author packaged the results of the infusion in table form as follows:

Tabel 2. PCTS Syntax Infusion in Middle School Science Learning

No	PCTS Syntax	Learning Activities	Part of the lesson plan	How to learn
1	Problem statement	- The teacher shows several pictures/articles/videos related to various cases of environmental pollution that are currently occurring in the surrounding environment and on a national scale based on the latest information available on the internet. - Each group tries to identify problems related to the image/article/video that they are studying with their group.	Core Activities	Group
2	Constructing knowledge	- Each study group gets an LKPD to help explain discussion activities. first by the teacher regarding the work on the LKPD - Students collect relevant data in groups according to their learning style (process differentiation)	Core Activities	Group
3	Demonstrate	- Each group presents the results of their group work - Other groups respond and provide input - The teacher reinforces at the end of the discussion for each group.	Core Activities	Group
4	Developed	Each group is allowed to prepare a final report on their group discussion activities after making improvements or additions based on responses and input from other groups and also the teacher.	Core Activities	Group

https://doi.org/10.17509/jik.v21i1.000000

No	PCTS Syntax	Learning Activities	Part of the lesson plan	How to learn
5	Application	Students individually make notes/essays consisting of 150-250 words regarding what they can do to prevent or overcome problems that are the subject of discussion in their respective groups.	Core Activities	Individual
6	Reflection and create	- Students refill the "question corner" either to answer existing questions or create follow-up questions. - Students are given the task of making posters/infographics/short videos/articles/items that can encourage other people or be useful for overcoming pollution problems in the surrounding environment (product differentiation).	Closing	Individual

Source: Teaching Module Systematics Kemdikbud.go.id

In the table above, it is explained that in the initial part of the PCTS syntax students are faced with a contextual problem in the form of images, articles, or videos, which are adapted to the student's learning style. The problems presented are packaged in the form of links or barcodes that students can scan using their Android devices. To assist group discussion activities, students are also given Student Worksheets according to the group's learning style type (Content and process differentiation) (Al et al., 2021a, 2021b).

In the next step, students work in groups, collect data, interpret, and then create broadcast material to be presented in class discussions. In this section, students receive various suggestions and input both from other students and from the teacher, and based on these suggestions and input, students build and perfect their knowledge regarding solving the problems presented and packaged in the form of activity reports.(Burrow, 2018; Karantzas et al., 2013; Mykytyn et al., 2008).

For the last two steps in the PCTS syntax mentioned above, namely the application, reflection, and creation stages, the way students learn is changed from groups to individuals. In these last two stages, when students learn individually, it is hoped that they will further train students' critical thinking skills. In this way, teachers can more accurately map students' critical thinking abilities, and can more easily classify which students have developed critical thinking abilities, and which students have not developed and need remedial learning. (Bailin & Siegel, 2002, 2003; Facione, 1998; Hitchcock, 2018).

Discussion

If we look carefully, the syntax of the Problem-centered Thinking Skills (PCTS) model is similar to the Problem-Based Learning (PBL) model, one of the things that is visible is that at the beginning of learning, students are faced with a contextual problem.(Karantzas et al., 2013; Mykytyn et al., 2008). According to the article(Dewi et al., 2023a), the creation of a learning model Problem-centered Thinking Skills (PCTS) is a combination of the Problem-Based Learning (PBL) learning model (Nargundkar et al., 2014) and also Merrill's Instructional Design (Merrill, 2002). The difference is in steps five and six of the syntax problem-centered Thinking Skills (PCTS), where students learn to apply, reflect, and also create individually (Dewi et al., 2023a). It is believed that through individual learning there are in the last two steps of the syntax model Problem-centered Thinking Skills (PCTS) will focus more on training students' critical thinking skills, so it is hoped that they will be more effective in improving students' critical reasoning abilities.

https://doi.org/10.17509/jik.v21i1.000000

Science learning, with its scientific method steps and very close ties with scientific reasoning activities, is very suitable to be infused with this Problem-centered Thinking Skills (PCTS) learning model.(Febrianti et al., 2021; Sari & Asmendri, 2020).

CONCLUSION

The conclusion that can be drawn from this study is that The Problem-centered Thinking Skills (PCTS) learning model is very likely to be applied in junior high school science learning, as an effective curriculum implementation step in improving students' critical thinking abilities. The steps in the Problem-centered Thinking Skills (PCTS) syntax are in line with the steps of the scientific method in science learning, where the steps of the scientific method are intended to grow and train students' critical reasoning abilities which are also one of the one-dimensional character of the Pancasila Student Profile in the Independent Curriculum. As explained in the previous section, one of the reasons behind the rollout of the Merdeka curriculum is based on the achievement scores of PISA, TIMSS, as well as education quality reports which are still low in terms of students' critical reasoning abilities. Therefore, it is hoped that the infusion of the Problem-centered Thinking Skills (PCTS) model syntax into science learning can be one of the efforts to improve the quality of implementation of the Merdeka curriculum, which in the end is expected to significantly improve students' critical reasoning character.

Since this study was only carried out on science subjects, the author recommends that future researchers try to infuse the Problem-centered Thinking Skills (PCTS) model syntax in other subjects. Furthermore, because the Problem-centered Thinking Skills (PCTS) model is a newly developed learning model, the author would like to provide suggestions so that teachers can use this Problem-centered Thinking Skills (PCTS) model in collaboration with other teachers in the form of lesson study. This is intended so that fellow teachers can give each other suggestions and correct things if there are things that are not quite right or need improvement in the classroom learning process.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

REFERENCES

Adolfien Katuuk, D. (n.d.). *MANAGEMENT OF CURRICULUM IMPLEMENTATION: A STRATEGY FOR STRENGTHERNING THE 2013 CURRICULUM IMPLEMENTATION*. http://www3.weforum.

Ain, N., & Huda, C. (2018). Pendekatan Saintifik di Sekolah Dasar. *Momentum: Physics Education Journal*, *2*(1), 1. https://doi.org/10.21067/mpej.v1i1.2368

Al, M. T., Bringin, K., Ngawi, E., & Java, I. (2021a). *MANAJEMEN KURIKULUM ADAPTIF DALAM MENINGKATKAN EFEKTIFITAS PEMBELAJARAN DI SEKOLAH DASAR Shokhif Mas'ud Wahyudi* (Vol. 3, Issue 1). http://jurnal.permapendis.org/index.php/managere/indexhttp://jurnal.permapendis.org/index.php/managere/index

Al, M. T., Bringin, K., Ngawi, E., & Java, I. (2021b). *MANAJEMEN KURIKULUM ADAPTIF DALAM MENINGKATKAN EFEKTIFITAS PEMBELAJARAN DI SEKOLAH DASAR Shokhif Mas'ud Wahyudi* (Vol. 3, Issue 1).

https://doi.org/10.17509/jik.v21i1.000000

http://jurnal.permapendis.org/index.php/managere/indexhttp://jurnal.permapendis.org/index.php/managere/index

Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022a). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889. https://doi.org/10.31004/basicedu.v6i4.3149

Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022b). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut. *Jurnal Basicedu*, *6*(4), 5877–5889.

Arifin, Z. (2012). *Konsep dan model pengembangan kurikulum: konsep, teori, prinsip, prosedur, komponen, pendekatan, model, evaluasi dan inovasi*.

Bailin, S., & Siegel, H. (2002). *Critical Thinking Critical Thinking The Nature of Critical Thinking*.

Bailin, S., & Siegel, H. (2003). Critical thinking. *The Blackwell Guide to the Philosophy of Education*, 181–193.

Burrow, A. K. (2018). Teaching Introductory Ecology with Problem-Based Learning. *The Bulletin of the Ecological Society of America*, *99*(1), 137–150. https://doi.org/10.1002/bes2.1364

Dewi, L., Susilana, R., Setiawan, B., Alias, N., & Zulnaidi, H. (2023a). A proposed problem-centered thinking skill (PCTS) model at secondary schools in Indonesia and Malaysia. *International Journal of Instruction*, *16*(3), 615–638.

Dewi, L., Susilana, R., Setiawan, B., Alias, N., & Zulnaidi, H. (2023b). A proposed problem-centered thinking skill (PCTS) model at secondary schools in Indonesia and Malaysia. *International Journal of Instruction*, *16*(3), 615–638.

Dwyer, C. P., Hogan, M. J., & Stewart, I. (2014). An integrated critical thinking framework for the 21st century. *Thinking Skills and Creativity*, *12*, 43–52.

Ellerton, M.-L. (2003). Preceptorship: the changing face of clinical teaching. *Nurse Educator*, *28*(5), 200–201.

Emilia, E. (2010). *Teaching writing: Developing critical learners*. Rizqi Press Bandung, Indonesia.

Ennis, R. H. (1987). Critical thinking and the curriculum. *Thinking Skills Instruction: Concepts and Techniques*, 40–48.

Facione, P. (1998). Critical thinking. *L Lea d Er Sh Ip*, *104*.

Febrianti, N. S., Utomo, A. P., & Supeno, S. (2021). Kemampuan berpikir kritis siswa SMP dalam pembelajaran IPA menggunakan media aplikasi android getaran dan gelombang. *Optika: Jurnal Pendidikan Fisika*, *5*(1), 26–33.

Fisher, A. (1997). What critical thinking is. *Studies in Critical Thinking*.

Hamalik, O. (2007). *Manajemen pengembangan kurikulum*.

Hitchcock, D. (2018). *Critical thinking*.

Inovasi Kurikulum Merdeka Belajar. (n.d.).

Karantzas, G. C., Avery, M. R., MacFarlane, S., Mussap, A., Tooley, G., Hazelwood, Z., & Fitness, J. (2013). Enhancing critical analysis and problem-solving skills in undergraduate psychology: An evaluation of a collaborative learning and problem-based learning approach. *Australian Journal of Psychology*, *65*(1), 38–45. https://doi.org/10.1111/ajpy.12009

Kennedy, M., Fisher, M. B., & Ennis, R. H. (1991). Critical thinking: Literature review and needed research. *Educational Values and Cognitive Instruction: Implications for Reform*, *2*, 11–40.

Lai, E. R. (2011). Critical thinking: A literature review. *Pearson's Research Reports*, *6*(1), 40–41.

Magdalena, I., Elyipuspita, M., & Irmawati, N. (2023). Analisis Proses Pembuatan Tujuan Pembelajaran Berdasarkan Capaian Pembelajaran pada Siswa Kelas IV SDN Pondok Jengkol. *MASALIQ*, *3*(3), 362–369.

MANAJEMEN KURIKULUM. (n.d.).

https://doi.org/10.17509/jik.v21i1.000000

Merrill, M. D. (2002). A pebble-in-the-pond model for instructional design. *Performance Improvement*, *41*(7), 41–46.

Mykytyn, K., Pearson, A., Paul, S., & Mykytyn, P. P. (2008). The Use of Problem-Based Learning to Enhance MIS Education. In *Decision Sciences Journal of Innovative Education* (Vol. 6).

Nargundkar, S., Samaddar, S., & Mukhopadhyay, S. (2014). A guided problem-based learning (PBL) approach: Impact on critical thinking. *Decision Sciences Journal of Innovative Education*, *12*(2), 91–108. https://doi.org/10.1111/dsji.12030

Oliva, P. F. (2005). Developing the curriculum. *(No Title)*.

Pendidikan, J., Sains, D., Magdalena, I., Elyipuspita, M., & Irmawati, N. (2023). *M A S A L I Q ANALISIS PROSES PEMBUATAN TUJUAN PEMBELAJARAN BERDASARKAN CAPAIAN PEMBELAJARAN PADA SISWA KELAS IV SDN PONDOK JENGKOL*. *3*, 362–369. https://doi.org/10.58578/masaliq.v3i3

Rosnawati, R. (n.d.). *Prosiding Seminar Nasional Penelitian, Pendidikan dan Penerapan MIPA, Fakultas MIPA*.

Ruhimat, T. (2011a). *Kurikulum dan pembelajaran*. Jakarta: Rajawali Press.

Ruhimat, T. (2011b). *Kurikulum dan pembelajaran*. Jakarta: Rajawali Press.

Sari, M., & Asmendri, A. (2020). Penelitian kepustakaan (library research) dalam penelitian pendidikan IPA. *Natural Science*, *6*(1), 41–53.

Yang, Y. T. C., & Chou, H. A. (2008). Beyond critical thinking skills: Investigating the relationship between critical thinking skills and dispositions through different online instructional strategies. *British Journal of Educational Technology*, *39*(4), 666–684. https://doi.org/10.1111/j.1467-8535.2007.00767.x

Zulaiha, S., Meisin, M., & Meldina, T. (2022). Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, *9*(2), 163–177.

https://doi.org/10.17509/jik.v21i1.000000

Nia Kurniawati_Infusi PCTS dalam implementasi kurikulum merdeka. fix

ORIGINALITY REPORT

20%	19%	8%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ejournal.upi.edu Internet Source	5%
2	www.e-iji.net Internet Source	2%
3	repository.uinsu.ac.id Internet Source	2%
4	eudl.eu Internet Source	1%
5	journals.mindamas.com Internet Source	1%
6	www.researchgate.net Internet Source	1%
7	pusdikra-publishing.com Internet Source	1%
8	ejournal.uin-suka.ac.id Internet Source	1%
9	Desak Made Anggraeni, Binar Prahani, Nadi Suprapto, Noly Shofiyah, Budi Jatmiko.	1%

"Systematic Review of Problem Based Learning Research in Fostering Critical Thinking Skills", Thinking Skills and Creativity, 2023
Publication

10	Sri Widayati, Suryanti Suryanti, Wiryanto Wiryanto. "Strengthening the Relationship with Parents; School Creativity to Overcome School's Infrastructure Problems", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
11	journal.uinsgd.ac.id Internet Source	<1 %
12	jurnal.uns.ac.id Internet Source	<1 %
13	Lilis Rohmayanti. "Strategic Management of Increasing Competency of Students Through Strengthening Character Education (PPK) and School Literation Movement (GLS) at Muhammadiyah Junior High School Margasari", International Conference of Moslem Society, 2019 Publication	<1 %
14	arci.nusaputra.ac.id Internet Source	<1 %
15	Bhakti Karyadi, I. Ansori, P. Aswin. "Understanding Skill of Junior High School	<1 %

	Students on Environmental Pollution Topic by Environmental-based Science Learning", Journal of Physics: Conference Series, 2019 Publication	
16	Ismail, Nagwa M.. "Developing the Learning of Critical Thinking in Higher Education: A Case Study Based on an International University in Egypt", The University of Liverpool (United Kingdom), 2023 Publication	<1 %
17	Submitted to Universitas Islam Indonesia Student Paper	<1 %
18	www.neliti.com Internet Source	<1 %
19	research-information.bris.ac.uk Internet Source	<1 %
20	www.elejournals.com Internet Source	<1 %
21	www.journal.staihubbulwathan.id Internet Source	<1 %
22	www.scribd.com Internet Source	<1 %
23	edunesia.org Internet Source	<1 %
24	eprints.iain-surakarta.ac.id Internet Source	<1 %

25	ijtihad.iainsalatiga.ac.id Internet Source	<1 %
26	download.garuda.ristekdikti.go.id Internet Source	<1 %
27	jurnal.iainponorogo.ac.id Internet Source	<1 %
28	jurnalfkip.unram.ac.id Internet Source	<1 %
29	repository.upi.edu Internet Source	<1 %
30	vbn.aau.dk Internet Source	<1 %
31	www.edream.ma:8080 Internet Source	<1 %
32	www.ejournal.yasin-alsys.org Internet Source	<1 %
33	www.mdpi.com Internet Source	<1 %
34	www.scilit.net Internet Source	<1 %
35	Intan Pertiwi, Leni Marlina, Ketang Wiyono. "Kajian Literatur: Implementasi Kurikulum Merdeka di Sekolah - Sekolah Penggerak", Al-	<1 %

Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 2023
Publication

36	Lamtiar Ferawaty Siregar, Novike Bela Sumanik, Heru Christianto. "Analysis of Teacher's Ability in Setting Learning Objectives, Flow of Learning Objectives, And Modules in The Merdeka Curriculum", SHS Web of Conferences, 2022 Publication	<1 %
37	jurnal.uinsu.ac.id Internet Source	<1 %
38	Dwi Suny Wardhany. "Promoting English movie as a means of enhancing EFL learners' cultural competence", JOALL (Journal of Applied Linguistics and Literature), 2022 Publication	<1 %
39	zombiedoc.com Internet Source	<1 %

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		