Improving Critical Thinking Ability through Social Studies Learning

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ABSTRACT : Education is an effort to prepare human resources with skills and expertise. A teacher is expected to be able to plan a learning activity that prepares students to face changes in all aspects of life for the present and future. The development of the 21st century is marked by the progress and demands of the period that demands the existence of human resources who have the ability to think critically. Some problems related to Social Science learning in schools are: (1) the unpreparedness of teachers to teach Social Science integratedly; (2) unavailability of supporting facilities for Social Science learning that suit students' needs; and (3) the low learning outcomes for Social Science. On the other hand, there are still many conventional media used by teachers in the Social Science learning process. This study was interested to conduct an analysis on students' critical thinking skills in term of their ways to carry out it in the Social Science learning. Moreover, the 2013 curriculum demands that students are required to have the ability to think and act effectively and creatively in the terms of abstract and concrete thing as the development of their learning in school independently as in accordance with their talent and interest.

KEYWORDS: Critical Thinking Ability, Social Studies, Learning.

I. INTRODUCTION

The 21st century is an era of openness. It means that the human's life experiences fundamental changes. The advancement of technology cause any change in various aspects of human's life. One of which is education. The 21st century is known as the age of knowledge. The fulfilling on the needs of education, economic development, community development and empowerment, and development in the field of industry are also based on knowledge [1]. The 21st Century is also marked by some indications, namely: (1) the flexible and accessible information; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from any place and any time. [2]. the globalization era also impacts to children by the rapid development of science and technology, especially information media. They can easily obtain fast and abundant information through radio, television, internet, and various printed media [3, p. 57]. However, the 21st century learning is a learning that integrates literacy skills, knowledge skills, attitudes, and mastery of technology [4].

In essence, education is an effort to prepare human resources who have the skills and expertise in accordance with the demands of national development [5, p. 25]. The teacher is expected to be able to plan a learning activity to prepare students for changes in all aspects of life in the present and the future time, because education actually prepares students to be able to compete in the working space [6, p. 727].Critical thinking, creative, communication and collaboration are high-level thinking skills to be achieved in the 21st century learning. The development of the 21st century world is marked by the progress and demands of the times, so that there are human resources that have the ability to think critically. The 21st century learning aims to improve the ability to think at a higher level or High Order Thinking Skills (HOTS) [7].Some of the problems associated with Social Science learning in in school are: 1) the unpreparedness of teachers to teach Social Science in an integrated manner due to the limited teaching staffs; 2) the unavailability of supporting facilities for Social Science learning that suit students' and teachers' needs; and 3) the low results of Social Science learning in school. However, the Social Science learning in Junior High School (SMP) still has fundamental problems, especially those concerning the teacher who teaches them. This problem cannot be ignored and a solution must be found, so that students receive Social Science learning meaningfully for their daily lives [8]. The problem of Social Science education that becomes an attention is the learning process. The complaints on Social Science education are recorded through various studies that Social Science learning seems to boring, not challenging, add to the burden of learning, none of benefit, specified only for those who are less intelligent, specified only for those

Who are strong at memorizing, and the material cannot be used in daily life. The Social Science learning process is also considered monotonous where students listen more and take notes on it [9]. Additionally, Hasan also explains that many assumptions about the assessment of Social Science learning outcomes prioritizes the mastery of facts and has never tested students' thinking abilities in analysis, synthesis, evaluation, and application skills. The common problems on students can resemble: (1) the slow response of students in capturing information from the teachers, (2) students are less active in the learning process, (3) seems easily bored, and (3) only writing materials delivered by the teachers. The difficulty of teachers in activating students is caused of the teachers are lazy to make any innovation in learning. The Social Science's teachers can improve learning strategies and interested in making any innovation [10]. The purpose of understanding the concepts and principles of Social Science is highly necessary to make students to be good citizens [11], while the teacher's problem is generally the use of media is limited to source books in teaching, tends to apply lecturing method, and less interactive in teaching, because communication is only one way-directed activity for which the teacher is very dominant [12].

There are still many conventional media used by teachers in the Social Science learning process, such as maps, atlases, globes and textbooks. The use of the internet in the learning process is still lack because of school policies prohibit students from using mobile phones in class. The lack of information received by students from various media is what causes the low mastery of the material being taught. This is in line with the general condition of the index and the average results of the National Examination (UN) from 2017 to 2019 (see table 1).

Table 1
National Exam Integrity Index (IIUN)

IIUN	Year		
	2017	2018	2019
	77.5	**81.18**	**82.58**

Source: National Examination Data for SMP 1 Cimenyan 2019

Table 2
The Average Score of National Examination (UN)

National Examination	Year		
	2017	2018	2019
Indonesian Language	66.9	63.9	63.8
English Language	53.3	62.1	47.4
Mathematics	51.8	62.8	38.9
Natural Science	51.1	59.7	44.1

Source: National Examination Data for SMP 1 Cimenyan 2019

The previous table indicates that the National Examination Integrity Index (IIUN) has increased from year to year, but the average of the exam's score has decreased significantly from 2017 to 2019. This is the basis for the authors to focus and research on analyzing the learning process. It seems that the teacher has not been able to fully improve students' critical thinking in the learning process, though critical thinking or HOTS is one indication of the success of increasing human resources in the field of education in the 21st century. The two reasons that the critical thinking is important, is that students can excel at school and grow into adults who make positive contributions to society. The curriculum renewal is in response to the rapid changes in society as a result of advances in science and technology to improve the quality of learning in schools [13].As consideration, the writer is interested in analyzing the students' critical thinking skills. The focus is on the ways undertaken by teachers to improve students' critical thinking skills.

II. METHOD
The approach of this study was qualitative approach as to obtain accurate data, and allows to examine the focus of the problem to be deeply studied. The study was conducted at SMPN 1 Cimenyan, Bandung Regency. The researchers used a human-to-human approach, because all processes in the study were highly in contact with people around the research location, namely the school and classroom environment. This approach was beneficial for researchers to be free to search for detailed information and data about various things needed for research purposes.This study was also acknowledged by the students' perspective that the Social Science (IPS)

material was less interesting, because there were many theories and memorization. These ways was difficult to understand. On the other hand, the media and learning methods used by teachers were monotonous and did not attract the attention of students, so that the learning process ran passively. Besides, the facilities and infrastructures related to information media and technology belonged to the school were limited. The assessment was done by teachers did not meet to the HOTS criteria, so it has not encouraged students to be able to think critically. Based on these parameters, the research subjects that have met the characteristics in data collection were the Social Science teachers, and students themselves.

III. RESULT AND DISCUSSION

The Social Science teachers selected for being interviewed were Erna Novianti, S.Pd. (EN), Abdul Aziz Muslim, S.Pd. (AAM), Ibrahim Ruliyadi, S.Pd., M.Pd. (IR), and Mulyati, S.Pd. (M). The names of the informants were abbreviated as initial to respect their personal information and identity. The scope of the interview included how teachers designed learning, the use of media, materials of teaching, method, and assessments. Designing Social Science learning include arranging administration before learning began in the form of syllabus, Learning Plan (RPP), materials of teaching, and learning media, Social Science teachers collaboration among teachers in the same field and some schools formulated into Subject Teachers' Gorup for Discussion (MGMP) in each region. Regarding the use of media, the informants explained the use of in-focus by displaying videos, students' books, maps, atlases, globes, and the internet. The use of the internet according to informants has made students comfortable and tended not to think as usually "copy and paste". In addition, the students accessed the internet through their mobile phones by utilizing a WiFi network.

Regarding teaching materials, some of the informants informed that there were some classes whose students were more silent when the Problem-based Method (PBM) was taking place, and teachers has a dificulty to condition students to be active in learning. Additionally, there were some classes whose students asked questions and answered the questions without teacher's instruction. Most teachers have tried to be able to foster students' critical thinking by using teaching materials that varied according to the subject matter. On the other hand, some teachers designed the use of digital maps with the Google Earth application with an expectation that the learning would be more interesting and eased students to understand the teaching material.Furthermore, the use of learning method could be in the form of lecturing, question and answer (Q&A), discussion, and assignment. The lecturing method is still a primary (cornerstone) as combined with the use of various learning models, included Inquiry-based Learning and Project-based Learning. Based on the video show, the teacher asked students to discuss further.

Finally, in the assessment process, the informants based on the 2013 curriculum, where some aspects being assessed were attitude, knowledge, and skill. Some attitude assessments were carried out through observation by observing students' activities during the learning process, namely discipline, self-confidence, honesty, resilience to deal with problems, responsibilities, curiosity, and concerned for the environment. Meanwhile, the knowledge assessment was performed through test or daily assessment (PH), individual or group assignment, mid-term assessment (PTS), and final semester assessment (PAS) or final year assessment (PAT). Finally, the skill assessment was carried out in the form of project, product, and practice or portfolio.

The 21st Century Learning : Technological progress is a thing that cannot be avoided in life, because it will go along with the advancement of knowledge. Every innovation is created to benefit human's life [14]. Challenges as well as opportunities faced by the world of education have required a renewal (innovation). An absolute and primary prerequisite for the achievement of educational goals in the 21st century is that a compulsory of an increase in the quality of teaching and educational staff (administration) [15]. The 21st century (known as iTunes-U), is a current development resource for educators to share and obtain teaching resources on a global scale. To get an access to the main resources and as to find inspiration to improve teaching and learning with technology that can connect and adapt Social Science teachers to the internet through the iBook store and App Store that can enable them to gather material of teaching. This study also searched for the comprehensive instructional materials and the types of instructional resources that can be used for effective teaching of Social Science in the 21st century [16].

The use of information and communication technology is currently used in all aspects of life, including the learning process. Teacher's planning in designing learning especially Social Science learning is preparing learning administration and collaborating with other teachers through activities, such as MGMP in the regional context. In the context of the 21st century learners, they are very inclined towards collaborative activities rather

Than the traditional strategies provided by their teachers [17]. The three possible futures for education and technology can create some characterizations of students as follows: (a) 'subtle users', improving themselves, (b) 'digital nomads', seeking for freedom, individualism and aesthetic joy, and (c) participatory, democratic, amd human's ecology as embedded in a 'collective body' that views institution as a space to explore [18].This study also explored (1) how a collaborative learning environment was compulsory be established in future classes, and (2) what technological elements were needed. The four collaborative learning scenarios were proposed, namely: (a) Project-based Collaborative Learning using presentation and communication tools; (b) Story-based Collaborative Learning using role-playing games; (c) playing collaboratively using interactive carpets; and (d) Inquiry-based Collaborative Learning using in-depth display. For each scenario, a collaborative learning model as well as a classroom environment and supporting technology for collaborative learning are suggested to this context [19].

Nowadays, the use of technology in education has become more popular. A special attention has been given to the adaptation of computer as technology into the teaching-learning process for effective learning as to improving achievement. In recent years, there are great benefits in implementing computer in Social Science classes. The first objective of this study was to review computer and Internet-supported instructional strategies in Social Science learning in the classroom. The second objective of this study was to investigate the level of application of this strategy in Social Science classes. Thus, based on the literature review, the results of research concerning the computer technology in Social Science class has been concised and that the implication of education is discussed. Besides, some suggestions for further research can be offered [20].The teacher plans the media according to the provisions of law Number 14 of 2005 concerning teacher and lecturer, that teacher's work includes some main activities, namely ability to plan education, carry out an active learning, assess the results of learning, train students and guide to be able to understand, and carry out some additional tasks if necessary. Thus, it is suggested for teachers to use learning media-based e-Learning. In addition, the facilities and infrastructures in the classroom must be provided to support the optimal usage of media [21]. The results of the study has found that the teaching-learning process by using media has a positive impact on students by an indication that more than 63.4% of media usange in teaching-learning activity has increased student achievement in Jawi education. Besides, the use of computer can also stimulate an effective learning and improve the performance of Jawi education as well as increasing high level of interactivity among students [22].

Critical Thinking Ability as An Aspect of the 21st Century Skill: Living in the 21st century requires a variety of skills that must be mastered by everyone. It is expected that education can prepare students to master these skills to become successful individuals. The important skills in the 21st century include learning to know, learning to do, learning to be and learning to live together. The achievement of the 21st century skill is done by updating the quality of learning, helping students to develop participation, adjusting learning personalization, emphasizing Project/Problem-based Learning, encouraging collaboration and communication, increasing student's involvement and motivation, instilling creativity and innovation in learning, utilizing the correct and apropriate tools for learning, designing learning activities that are relevant to the real world, empowering metacognition, and developing Student-Centered Learning. The role of teachers in implementing the 21st century learning is highly important in realizing a better future for the nation's youth.

The ability to think critically is a fundamental skill in the 21st century learning. One of the capabilities that the students should possess in the 21st century is HOTS [23]. HOTS means students' thinking abilities, for which students are able to apply their knowledge skills that have been developed and use them to solve new problems through various concepts that have been taught in their schools. Besides, HOTS consists of three aspects, namely analysis, evaluation and manufacturing [24]. On the other hand, critical thinking skill include the ability to access, analyze, and synthesize information that can be learned, trained and mastered [25]. Critical thinking skill also describes other skills, such as communication and information skill as well as the ability to examine, analyze, interpret, and evaluate variety of evidences [26]. Besides, critical thinking is the ability of reflective thinking that focuses on patterns of decision-making about the thing that compulsory be trusted and carried out. The purpose of practicing critical thinking skill for students is to prepare students to be a critical thinker, able to solve problems, and become an independent thinker. By these abilities, they can go through their lifes, overcome any problem, and make decisions appropriately and responsibly.The competencies and survival skills required by students, the working space, and citizenship in the 21st century are emphasized in the following seven skills, namely (1) critical thinking skill and problem solving; (2) collaboration and leadership; (3) dexterity and adaptability; (4) initiative and entrepreneurial spirit; (5) able to communicate effectively both orally and writing; (6) able to access and analyze information; and (7) have curiosity and imagination [27].

US-based Apollo Education Group has identified ten skills required by students to work and survive in the 21st century, namely critical thinking skill, communication, leadership, collaboration, adaptability, productivity and accountability, innovation, global citizenship, the ability and spirit of entrepreneurship, and the ability to access , analyze, and synthesize information (Barry, 2012, p. 11) [28]. Based on the results of research conducted by the OECD, there are three dimensions of learning in the 21st century, namely information, communication, and ethics and social influence [29].In addition, the US-based Partnership for the 21st century skills (P21) has identified the competencies required in the 21st century, namely "The 4Cs" that consists of communication, collaboration, critical thinking, and creativity. These competencies are important to be taught to students in the context of core subject areas and the 21st century. Besides, the assessment and teaching of the 21st century skills (ATC21S) categorizes the 21st century skills into four categories, namely (a) way of thinking, (b) way of working, (c) tools for working, and (d) skills for living in the world [30].

Meanwhile, way of thinking includes creativity, innovation, critical thinking, problem solving, and decision making, while way of working includes the skills to communicate, collaborate and work in team. Tool for working includes awareness as global and local citizen, life and career development, and a sense of responsibility as a person and social being, whereas skills for living in the world are skills based on information literacy, mastery of new information and communication technologies, and the ability to learn and work through digital social networks. Critical thinking skill is a directed and clear process used in mental activities, such as problem solving, decision making, persuading, analyzing assumption, and conducting scientific research. Critical thinking leads to the activity of analyzing ideas in more specific direction, distinguishing things sharply, choosing, identifying, studying, and developing in more perfect direction. Thus, critical thinking is the ability to argue in an organized manner and the ability to systematically evaluate the substance of personal and people's opinion [31]. Furthermore, the critical thinking is used to systematically investigate person's thought process in using evidence and logic in the process of thinking [32]. Critical thinking in learning is carried out by students who are able to answer questions about 'how' and 'why' by using principles and concepts. Based on the integrated thematic learning guide by the Ministry of Education and Culture in 2013, teachers must train students in the form of high-level thinking abilities or HOTS that purposes to increase the ability of students to answer more complicated questions and solving more complicated problems [33].

High-level thinking is the ability to think; not just to remember (recall), restate, and refer without processing. High-level thinking is associated with critical thinking and problem solving. Critical thinking can be trained based on classroom learning. Critical problem solving includes analyzing unfamiliar situations, evaluating problem solving strategies and creating new methods of problem solving. Bloom's cognitive process [34] states that the HOTS is carried out through the cognitive processes of memory, understanding, application, analysis, evaluation, and creation. A good model pf learning must be imbued by HOTS-based learning. Therefore, forming the character of skilled students in critical thinking ultimately have a positive impact on literacy or reading habit. HOTS-based learning requires active students in learning, so teachers merely act as a facilitator [23]. It means that they lead and address (giving any direction) students when students find difficulties in solving problems.

Improving Critical Thinking Ability in Social Science Learning : In fact, the teaching and learning process generally do not encourage and stimulate the achievement of critical thinking skills. There are two factors that cause critical thinking not to develop during learning processes. First, the curriculum is generally designed with broad material targets, so that teachers are more focused on completing the material. That is the reason that the completeness and completion of the material is prioritized over students' understanding of mathematical concepts. Second, learning activities in the classroom that have been carried out by the teacher are meaningless, but the delivery of information (lecturing method) from teachers is still consistently carried out, while the students passively listen as well as a teacher asks questions and the student occasionally answers [35].

There are four stages in creative thinking, namely; (1) **exploring**; means that identifying what things the students want to do in the current condition, (2) **inventing**; means that seeing or reviewing various tools, techniques, and methods that possibly help to eliminate the traditional ways of thinking, (3) **choosing**; means that identifying and choosing ideas that are most likely to be implemented, and (4) **implementing**; means that creating an idea that can be implemented [36]. The ability to think critically must be possessed by students to face various personal and social problems in their lives. The results showed that the students' critical thinking ability was low. It indicated that their critical thinking ability still needed to be trained in order it could be improvised [37]. Furthermore, the critical thinking skill consists of six abilities, namely interpretation, analysis, inference, evaluation, explanation, and self-regulation. Interpretation is a person's ability to understand and redraw the

information and messages being received. Analysis is the process of observing and describing information being received in-detail. Inference is the ability to make conclusion. Evaluation is measuring and comparing a thing or matter. Exploration is the ability to explain information, and self-regulation means the ability to manage themselves [38].In this context, teachers can use Twitter for communication, such as in classroom activities. The themes and projections that lead to ways in which Social Science educators use Twitter are explained to provide insights for educators to use social media professionally. The internet has once offered the consumption of mass information through static sites created by some foundations, but the Web 2.0 tool such as blogs and video-sharing sites reduced participation costs and made it easier for more people to produce their own media content. However, the social media services like Facebook, Google, Edmodo, and Twitter are able to be a platform even more conducive participation and interaction. Some differences (like teacher's/student's dichotomy) and limitations (like time and space limitation) of traditional education can be reduced in online spaces [39].

In the 2013 curriculum of learning, students are required to develop critical thinking skills as the 2013 Curriculum's indicator namely "the Standard for Graduates Competency (SKL)". In this context, students are required to have the ability to think and act effectively and creatively as the development and follow-up of their learning at school independently (according to their talent and interest) [40].Social Science learning tools that must be prepared by teachers are syllabus and lesson plan. The teacher prepares a lesson plan based on the Core Competencies (KI) and Basic Competencies (KD) in the syllabus. Core Competencies and Basic Competencies in Social Science for Junior High School [41] include four competencies, namely (1) spiritual attitude, (2) social attitude, (3) knowledge, and (4) skills/performance. The competency is achieved through intracurricular, co-curicular and extra-curricular learning processes. As this study, the students on class VII have indicated the characteristics of knowledge and skills competencies in the following table.

Table 3
Competency of Knowledge and Skills on Social Science in Class VII Junior High School

CORE COMPETENCE 3 (KNOWLEDGE)	CORE COMPETENCE 4 (SKILL)
Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science and knowledge, technology, art and culture related to visible phenomena and events.	Processing, presenting, and reasoning in concrete domains (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with those being studied in school and other sources in the same point of view/theory.

BASIC COMPETENCIES	BASIC COMPETENCIES
Understand the concept of space (location, distribution, potency, climate, and shape of the earth's surface, geology, flora, and fauna) and interactions between spaces in Indonesia and their effects on human life in economic, social, cultural, and educational aspect.	Explain the concept of space (location, distribution, potential, climate, shape of the earth's surface, geology, flora and fauna) and interactions between spaces in Indonesia and their effects on the lives of Indonesian in economic, social, cultural, and educational aspect.
Identifying social interactions in space and their influence on social, economic and cultural life in terms of values, norms, social, and cultural institution.	Presenting the results of identification on social interactions in space and their effects on social, economic and cultural life in terms of values, norms, social and cultural institution.
Understanding the concept of interaction among human and space to produce various economic activities (production, distribution, consumption, demand, and supply) and interaction between spaces for the survival of Indonesia's economic, social and cultural life.	Explaining the results of the analysis on the concept of interaction among human and space to produce various economic activities (production, distribution, consumption, demand, and supply) and interactions between spaces for the survival of Indonesia's economic, social and cultural life.
Understanding the chronology of change and continuity in the life of the Indonesian in the political, social, cultural, geographical and educational aspects from the pre-literary period to the Hindu-Buddhist and Islamic period.	Describing the chronology of change, and continuity in the life of the Indonesian in the political, social, cultural, geographical and educational aspects from the pre-literary period to the period of Hindu-Buddhism and Islam.

Source: [41]

Knowledge and Skills Competencies for students on class VIII can be seen in the following table

Table 4
Knowledge and Skill Competence in Social Science of Class VIII Junior High School

CORE COMPETENCE 3 (KNOWLEDGE)	CORE COMPETENCE 4 (SKILLS)
Understanding and applying knowledge (factual, conceptual and procedural) based on curiousity about science and knowledge, technology, art and culture related to the phenomenon and the appearance of the view point.	Processing, serving, and reasoning in the realm of concrete (using, unraveling, arranging, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing); in accordance with those being studied in school and other sources in the same point of view/theory.
BASIC COMPETENCIES	**BASIC COMPETENCIES**
Examining spatial changes and interactions among spaces in Indonesia and ASEAN countries caused by natural and human factor (technology, economics, land use, politics) and their influence on the survival of economic, social, cultural and political life	Presenting the results of a study on spatial changes and interactions among spaces in Indonesia and ASEAN countries caused by natural and human factor (technology, economics, land use, politics) and their effects on the sustainability of economic, social, cultural and political life.
Analyzing the effect of social interaction in different spaces on social and cultural life as well as the development of national life	Presenting the results of an analysis on the effect of social interaction in different spaces on social and cultural life as well as the development of national life
Analyzing the advantages and limitations of space in supply and demand, technology, and its influence on the interaction among spaces for economic, social and cultural activities in Indonesia and ASEAN countries.	Presenting the results of an analysis on the advantages and limitations of space in supply and demand, technology, and their influence on inter-spaces interaction for economic, social, cultural activities in Indonesia and ASEAN countries.
Analyzing the chronology, change and continuity of space (geographical, political, economic, educational, social, cultural) from the colonial period until the growth of the spirit of nationalism.	Presenting the results of a chronological analysis, changes and continuity of space (geographical, political, economic, educational, social, cultural) from the colonial period to the growth of the national spirit.

Source: [41]

Knowledge and Skills Competencies for students on class IX are formulated in the following table.

Table 5
Knowledge and Skill Competence of Social Sciences on Class IX Junior High School

CORE COMPETENCE 3 (KNOWLEDGE)	CORE COMPETENCE 4 (SKILLS)
Understanding and applying knowledge (factual, conceptual and procedural) based on curiousity about science and knowledge, technology, art and culture related to the phenomenon and the appearance of the view point.	Processing, serving, and reasoning in the realm of concrete (using, unraveling, arranging, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing); in accordance with those studied in schools and other sources in the same point of view/theory.

BASIC COMPETENCIES	BASIC COMPETENCIES
Examining spatial changes and interactions among Asian countries and other continents caused by natural and human factor as well as their effects on the sustainability of human life in the economy, socialial, education and politics.	Presenting the results of a study on spatial changes and interactions among Asian countries and other continents due to natural and human factor as well as their effects on the sustainability of human life in the economic, social, educational and political spheres.
Analyzing the changes in the social and cultural life of the Indonesian in the view of globalization to strengthen national life.	Presenting the results of an analysis on changes in the socio-cultural life of the Indonesian in the ciew of globalization to strengthen national life.
Analyzing inter-spaces dependency viewed from the economic concept (production, distribution, consumption, price, market) and its influence on population migration, transportation, social and economic institutions, employment, education, and community welfare.	Presentng the results of an analysis on inter-spaces dependency viewed from economic concepts (production, distribution, consumption, prices, markets) and their effects on population migration, transportation, social and economic institutions, employment, education, and community welfare.
Analyzing the chronology, change and continuity of space (geographical, political, economic, educational, social, cultural) from the beginning of independence until the beginning of reformation.	Presenting the results of a chronological analysis, changes and continuity of space (geographical, political, economic, educational, social, cultural) from the beginning of independence until the beginning of reformation.

Source: [41]

Strictly speaking, a teacher must provide motivation in the form of stimulus, so that students can focus themselves on the topic being discussed, such as through visual media, learning videos and other interesting media. Musfiqon [42] states that the function of learning media is the use of instructional media in the teaching and learning process that can establish new desires and interests, generate motivation and stimulation of learning activities as well as to bring psychological influences on students. In this case, a learning that utilizes multimedia has proven to be more effective and efficient as well as enable to improve students' learning outcomes. The determination of teaching material must be adjusted to the objectives that students need to achieve. In this context, Hamalik [43] argues that teaching material is an important learning element that receives attention from teachers. Through teaching materials, students can learn many things that are needed to achieve learning goals. Therefore, it is possibly construed that the teaching material that is being developed by using interesting media can motivate students to think critically.

On the other hand, the method used by teachers to deliver teaching material is generally in the form of lecturing, question and answer (Q&A), discussion, and assignment. The lecturing method is considered to be less effective in conveying material, because it is saturating and unattractive. Therefore, teachers are required to use picture and audio visual media as tools for teaching material. In the same idea, Sagala [44] says that lecturing method is an activity to provide information with words that are often obscured and sometimes interpreted incorrectly. Further, it is also explained that this method is a good method with approximately some clues, namely: (1) it can be carried out only if there are a large number of audiences; (2) it can be performed only if the teacher introduce new material; (3) it can be done properly only if the audience has been able to receive information through words; (4) it should be interspersed with explanation through pictures and other visual tools; and (5) before the lecturing begins, the teacher should practice giving a lecture.The previous explanation has addressed that the teacher also frequently uses the question and answer (Q&A) method in delivering the material, because it is said effective in stimulating students' interest and motivation towards the lesson and it also encourages students to answer questions being given. Mukrimaa [45] has clarified that the advantage of question and answer (Q&A) method is that it can attract students' interest in the lesson, knowing the quality of students, stimulating students as well as encouraging students to express their answers.

Basically, the learning model needs to be understood by a teacher to be able to carry out learning effectively in improving learning outcomes. According to Isjoni [46], the learning model practically must be carried out in accordance with the needs of students, because each learning model has different objectives, principles, and main pressures. The use of varied learning methods can foster creative and critical thinking of students. This is

consistent with Susanto's opinion [47] that modern learning models that can be used in Social Science are, Problem Solving Learning model (base problem solving), inquiry, and Cooperative Learning. These models can foster creative and critical thinking of students. This study has succeeded in developing the e-Learning model in Social Science for the fifth grade students; in this case, the e-Learning model has proven to be more effective and produce higher grading results than conventional models. E-learning is able to produce high attractiveness and motivation to learn for students. Learning will be more fun, so students can learn more optimally and effectively [48].

The assessment process is carried out by a teacher to determine students' thinking abilities during the learning process. The assessment is not only focused on learning outcomes, but also the learning process. Students are involved in the process of self-assessment and peer-to-peer assessment as a means of practicing assessment [4]. The teacher motivates students to speak up to express their opinion and raising questions when they have not understood the material being discussed. The assessments made by teachers include attitude aspect (spiritual and social), knowledge, and skill. The techniques for evaluating spiritual and social attitude can be carried out through observation. During the learning process, a teacher observes the students' attitudes, such as discipline, self-confidence, honesty, resilience in facing problems of responsibility, curiosity, and care for the environment. Knowledge assessment is done through written and oral tests, where a teacher prepares questions that characterize the HOTS (Higher Order Thinking Skills) category. The HOTS assessment will test students' ability to analyze (C-4), evaluate (C-5) and create (C-6). The implementation of the 2013 curriculum has encouraged teachers to carry out learning and assess learning outcomes on HOTS aspects of knowledge. Learning that applies HOTS is characterized by the transfer of knowledge, critical thinking, creativity and problem solving. HOTS is the ability to think that is not merely to remember (recall), restate (restate), and referring without processing. The HOTS is given to: (1) transferring one concept to another; (2) processing and applying information; (3) searching for links from various different information; (4) using information to solve problems; and (5) critically examining ideas and information [49]. In HOTS learning, the level of ability given to students is no longer low level ability (Lower Order Thinking Skills/LOTS), such as remembering (C-1), understanding (C-2), and applying (C-3), but the ability of higher order (Higher Order Thinking Skills/HOTS), such as analyzing (C-4), evaluating (C-5), and creating (C-6). The dimensions of cognitive processes (cognitive level) can be seen in the following table.

Table 6
Dimensions of Cognitive Process

		COGNITIVE PROCESS	DEFINITION
C1	L O T S	Remembering	Taking relevant knowledge from memory.
C2		Understanding	Building up the meaning of the learning process, including oral, written and picture communication.
C3		Applying	Performing or using procedures in unusual situations.
C4	H O T S	Analyzing	Breaking down the material into parts and determine how the parts are connected to the overall structure or purpose.
C5		Assessing/Evaluating	Making considerations based on criteria or standards.
C6		Creating/Creating	Placing elements together to form a whole coherently or functionally; rearrange the elements into new patterns or structures.

Source: [50]

The assessment is conducted to determine the indicator of the achievement level of a Basic Competencies. According to the assessment manual published by the Ministry of Education and Culture, to know the achievement of Basic Competencies (KD), the educators must formulate a number of indicators as a reference for the assessment. Educators must also determine the criteria to decide whether a student has reached the Standard for Minimum Completeness (KKM) or not [4].

This work is carried out to demonstrate the syllabus of Social Science teaching-learning. At the end of this study, the data obtained was achieved in the final result; it meant that there was a sufficient information about the alternative technique of assessment for which the Social Science teachers preferred to traditional assessment and concept mapping belonged to the alternative evaluation technique. Besides, the application of the alternative assessment technique has a positive value and not to waste a time for teachers to assess their students [51]. Both assessment techniques can be used by Social Science teachers as model. Teachers, generally prefer the project task and working group for alternative assessment and evaluation method. The scanning method is used as a model. Teachers generally prefer project assignments and performance for alternative assessment method and evaluation tool [52]. Students who have completed and reached the KKM, has also reached the learning enrichment given by the teachers, for example students are assigned to search articles through magazines, newspapers and the internet that relate to the material being taught. Students who have not yet been completed and reached the KKM will be given Remedial learning. The teacher conducts remedial learning in the form of some programs, namely: 1) individual tutoring for maximum 20% of incompleteness; 2) group of study is possible when it reaches more than 20%, but less than 50%; and 3) The re-learning ends with an assessment only if the students have not completed in 50% or more. The enrichment and remedial activities are carried out after the results of daily tests of students have been declared.

IV. CONCLUSION

The subject of Social Science is expected to be able to develop students' critical thinking skills and solving problems characterized by high curiosity, creativity, imagination, ability to interact with the environment, courage to ask questions, and express opinions during the learning process. There are two underlying reason on the urgency of HOTS. First, students can excel at school and grow wisely that can make positive contributions to the community. Second, the critical and creative thinking can encourage students to always face every problem critically, and try to find a solution creatively. Therefore, they can obtain a better new thing and useful in their life.

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