MANAGING CRITICAL THINKING SKILLS TO RESILIENCE PROFILE OF PANCASILA STUDENTS IN INDONESIA USING CONTROVERSIAL PUBLIC ISSUES MODEL

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ABSTRACT

\textbf{Purpose:} How to manage critical thinking skills in order to resilience Profil Pelajar Pancasila using controversial public issues model is what is the purpose of the research.

\textbf{Theoretical framework:} Managing critical thinking skills is the ability to analyze, evaluate, explain, inference, and interpretation of information obtained in a qualitative or quantitative in writing and verbal using controversial public issues models.

\textbf{Method/design/approach:} The research conducted using the quasi-experimental method. This study uses data collection techniques in the form of tests consisting of paper-based pretests and postests supported by documentation needed during the study.

\textbf{Results and conclusion:} The result was that managing critical thinking skills using the controversial public issues method was effective in resilience of the Profil Pelajar Pancasila.

\textbf{Research implications:} Controversial Public Issues models can increase the dimension of critical thinking skills, so that they can reach the dimensions contained in the Profil Pelajar Pancasila as a transition to implementing the Merdeka Curriculum.

\textbf{Originality/value:} This research contributes to the growing literature on critical thinking management as a form of thinking that learners are required to have in the new Profil Pelajar Pancasila policy contained in the Merdeka curriculum. This research provides original insights related to the effectiveness of the implementation of the CPI model in improving critical thinking skills in the Profil Pelajar Pancasila, so that it has an impact on fulfilling the obligations of teachers to make students become students with Pancasila character.

\textbf{Keywords:} Controversial Public Issues, Managing Critical Thinking Skills, Profil Pelajar Pancasila.

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GESTÃO DE COMPETÊNCIAS DE PENSAMENTO CRÍTICO PARA O PERFIL DE RESILIÊNCIA DOS ESTUDANTES DE PANCA SILA NA INDONÉSIA UTILIZANDO O MODELO DE QUESTÕES PÚBLICAS CONTROVERSAS

RESUMO

Objetivo: O objetivo da investigação é saber como gerir as competências de pensamento crítico para resiliência do Profil Pelajar Pancasila utilizando o modelo de questões públicas controversas.

Referencial teórico: Gerir competências de pensamento crítico é a capacidade de analisar, avaliar, explicar, inferir e interpretar informações obtidas de forma qualitativa ou quantitativa, por escrito e verbalmente, utilizando modelos de questões públicas controversas.

Método/desenho/abordagem: Com base nos resultados da investigação efectuada através do método quase-experimental. Este estudo utiliza técnicas de recolha de dados sob a forma de testes que consistem em pré-testes e pós-testes em papel, apoiados pela documentação necessária durante o estudo.

Resultados e conclusão: O resultado foi que a gestão das competências de pensamento crítico utilizando o método das questões públicas controversas foi eficaz na resiliência do Profil Pelajar Pancasila.

Implicações da pesquisa: Assim, devido às questões públicas controversas, os modelos podem aumentar a dimensão das competências de pensamento crítico, para que possam alcançar as dimensões contidas no Profil Pelajar Pancasila como uma transição para a implementação do Currículo Merdeka.

Originalidade/valor: Esta investigação contribui para a crescente literatura sobre a gestão do pensamento crítico como uma forma de pensamento que os alunos devem ter na nova política do Profil Pelajar Pancasila contida no currículo Merdeka. Esta investigação fornece informações originais relacionadas com a eficácia da implementação do modelo IPC na melhoria das competências de pensamento crítico no Profil Pelajar Pancasila, de modo a ter um impacto no cumprimento das obrigações dos professores de fazer com que os alunos se tornem alunos com caráter Pancasila.


GESTIÓN DE HABILIDADES DE PENSAMIENTO CRÍTICO PARA EL PERFIL DE RESILIENCIA DE ESTUDIANTES DE PANCA SILA EN INDONESIA USANDO EL CONTROVERTIDO MODELO DE ASUNTOS PÚBLICOS

RESUMEN

Objetivo: El objetivo de la investigación es conocer cómo manejar las habilidades de pensamiento crítico para la resiliencia de Profil Pelajar Pancasila utilizando el polémico modelo de preguntas públicas.

Referencia teórica: La gestión de las habilidades de pensamiento crítico es la capacidad de analizar, evaluar, explicar, inferir e interpretar la información obtenida cualitativa o cuantitativamente, por escrito y verbalmente, utilizando modelos de preguntas públicas controvertidas.

Método/Diseño/Enfoque: Basado en los resultados de la investigación realizada por el método cuasi-experimental. Este estudio utiliza técnicas de recolección de datos en forma de pruebas consistentes en pre-pruebas y post-pruebas en papel, respaldadas por la documentación necesaria durante el estudio.

Resultados y conclusión: El resultado fue que el manejo de las habilidades de pensamiento crítico mediante el método de temas públicos controvertidos fue efectivo en la resiliencia de Profil Pelajar Pancasila.

Implicaciones de la investigación: Así, debido a cuestiones públicas controvertidas, los modelos pueden aumentar la dimensión de las habilidades de pensamiento crítico, de modo que puedan alcanzar las dimensiones contenidas en el Perfil Pelajar Pancasila como una transición a la implementación del Plan de Estudios de Merdeka.
Originalidad/valor: Esta investigación contribuye a la creciente literatura sobre la gestión del pensamiento crítico como una forma de pensar que los estudiantes deben tener en la nueva política de Perfil Pelajar Pancasila contenida en el currículo de Merdeka. La presente investigación aporta información original relacionada con la efectividad de la implementación del modelo IPC en el mejoramiento de las habilidades de pensamiento crítico en el Perfil Pelajar Pancasila, con el fin de incidir en el cumplimiento de las obligaciones de los docentes para que los estudiantes se conviertan en estudiantes de Pancasila.

Palabras clave: Temas Públicos Controvertidos, Gestión de Habilidades de Pensamiento Crítico, Perfil Pelajar Pancasila.

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1 INTRODUCTION

Today, every country is interconnected and increasingly dependent on others and show that the world is increasingly interconnected. Every country is connected to other countries, including its citizens. Likewise, the challenges and opportunities in the 21st century are increasingly borderless. The development of digital information technology has simplified and facilitated the relationship between individuals in one country and individuals in other countries. In this globalization era, Everyone has the opportunity to learn from different countries through the development of information technology. Being a global citizen means being part of the digital society as well as the physical world. This includes advances in information technology that facilitate educational activities.

Changes from an increasingly advanced industrial era also require changes in the era of knowledge, globalization, and technological innovation which bring changes to all aspects of life, one of which is learning activities (Halpern, 1997). The same challenges also occur in 21st century learning in facing the challenges of industry 4.0 critical thinking skills are related to scientific thinking where these thinking skills are expected to be mastered by students in every educational unit, especially at the high school level with learning assistance through a scientific approach. In the 4.0 revolution era, the learning system does not only target students who are rich in knowledge, but also applies the target abilities. The capacity for creativity, critical thinking, teamwork, communication, social skills, and moral character need to incorporate a wide range of learning approaches and components. The character education program in secondary schools, especially senior high schools, fails to reach the depth of the matter because the schools are unable to implement proper management of character education (Lintang, et.al., 2021). Extensive knowledge will not be used effectively if they are unable to manage the
knowledge they have (Zanjani, 2009). One way to manage knowledge is to direct scientific knowledge to think critically on the information that has just been obtained in stages. That is why the ability to think is one of the abilities that is targeted to be mastered by students who are at the level of high-order thinking skills. Critical thinking skills are also not abilities that students naturally acquire from birth. It takes the habit of thinking in learning activities that manage the development of their critical thinking skills.

2 THEORETICAL FRAMEWORK

Societies, education, industry and organizations must adapt to a rapidly changing world. People are starting to return to institutions of learning to improve their qualifications and more young people are starting to seek higher education. As a result, the massification of education began to occur. Educational institutions should update their curricula more frequently, every two to four years. Therefore, with these new challenges. The Indonesian government, which oversees the education sector through the Regulation of the government in the field of education, changed the curriculum from the Curriculum Revision 2013 to an Independent Learning namely Merdeka Curriculum. This curriculum focuses on the long-term strategy of education development for the next four years, or 2020–2024. The curriculum changes were made in order to develop innovation in learning activities by educational activity actors at various levels in order to deal with changing target abilities that must be mastered in learning activities. Low literacy skills make students less able to think critically, which can be seen during the learning process, especially during discussions, students are less active in asking questions in discussions, less able to express opinions, less able to respond to friends' questions, less able to conclude the results of the discussion, and do not use sources when speaking (Lamshiar, et.al, 2020). So, the Merdeka Curriculum contains various policies aimed at achieving national educational goals.

One of them is character learning Profil Pelajar Pancasila is a policy in new learning activities developed by the government in the field of education as a form of solution to overcome the learning crisis that happened for a long time, especially with the existence of a pandemic which has also exacerbated the situation of student learning outcomes. In order to overcome these problems, a new policy created by the government in the form of learning changes with the Profil Pelajar Pancasila character which had been running as a form of
preparation for the transition towards implementing the Merdeka Curriculum after learning had recovered from the Covid-19 pandemic and also repairing previous educational problems.

In order to resilience the dimensions of the Profil Pelajar Pancasila as stated, a strategy is needed, one of which is by designing a learning model that is in line with policy and also oriented towards the Merdeka Curriculum that applies a student-centered approach by utilizing learning resources on public controversial public issues, namely the controversial public issues model. Therefore, researchers are interested in examining how the management of critical thinking skills is able to achieve the strengthening of students with Profil Pelajar Pancasila characteristics through the controversial public issues model in order to deal with changes in the field of education towards Merdeka Curriculum.

3 MODOLOGY

An impure quasi experimental research method used in this research with the non-equivalent group pretest-posttest design. In this experimental design, there are two classes involved, namely the experimental class and the control class. The research instrument was in the form of questions and documentation during the activity. Research instruments which include indicators on the dimensions of critical thinking skills by adjusting the flow in the Profil Pelajar Pancasila policy namely Illinois essay test questions were chosen. The research hypothesis was formulated that management critical thinking skills through the application of the controversial public issues model resilience the character of the Profil Pelajar Pancasila.

Data collection techniques

a. Test

The data collection technique in this study was carried out by giving tests to students. The type of test used in this study is a written test in the form of an essay description test through a Test Sheet. Tests in the form of essay questions in the form of the Illonos Critical Thinking Skill Test and Guidelines for Scoring Illonos Critical Thinking Skill Test were chosen because in this case students are required to reason, and can pour their thinking patterns critically into a writing. Essay tests in the format of open ended tests are stated to be more comprehensive than multiple choice tests.

b. Documentation

Data collection techniques in this study were also carried out with documentation in the form of photographs or videos of the learning process carried out during the research.
4 RESULTS AND DISCUSSION

The research was conducted using two classes at SMAN 1 Lawang, as an experimental class, namely learning using the controversial public issues model and The control class uses a learning model that is equivalent to it, namely a discovery learning model. After being given different learning model treatments, the results were obtained both the control class and the experimental class to measure their critical thinking skills. The following table 2 Critical Thinking Skills Test results in the experimental class and the control class.

Table 1
The result of Critical Thinking Skills Test

<table>
<thead>
<tr>
<th>Description</th>
<th>Critical Thinking Skills Test Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Experiment (n=32)</td>
</tr>
<tr>
<td></td>
<td>Pre-Test</td>
</tr>
<tr>
<td>Average</td>
<td>50.313</td>
</tr>
<tr>
<td>Average Increase</td>
<td>72.14 %</td>
</tr>
<tr>
<td>Number of Samples</td>
<td>32</td>
</tr>
<tr>
<td>Maximum Score</td>
<td>75.00</td>
</tr>
<tr>
<td>Minimum Score</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Source: Author Document, 2023

Table 1 above shows a comparison of the results of the critical thinking skills test obtained between the experimental class and the control class where by using 32 samples for each class there was an increase in CTS in the experimental class higher when compared to the control class.

Based on table 1, it has been shown that the average value of the critical thinking skills test results for the experimental class and control class after being given treatment has increased in the experimental class and control class. The difference in the average increase in critical thinking skills in the experimental class and the control class was 35.88%. Implementing the Controversial public issues model towards critical thinking skills has been able to achieve higher scores than learning using other models. For experimental class and control class students showed on the following bar chart containing the results of the critical thinking skills test.
Figure 1

*Critical Thinking Skills Test Result Diagram*

Figure 1 is a diagram illustrating the results of the CTS Test conducted in the experimental class in the form of pretest and posttest results using the CPI model and in the control class in the form of pretest and posttest results using the DL model.

The increase in critical thinking skills has also been shown in table 2 below.

**Table 2**

*Value Increase Test (N-Gain Score)*

<table>
<thead>
<tr>
<th>N-Gain Test</th>
<th>Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
</tr>
<tr>
<td>N-Gain</td>
<td>Experiment</td>
</tr>
<tr>
<td></td>
<td>Control</td>
</tr>
</tbody>
</table>

Table 2 shows the results of the CTS improvement using the N-Gain Score test between the experimental and control classes.

**Table 3**

*Interpretation Category N-Gain*

<table>
<thead>
<tr>
<th>Presentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40</td>
<td>Ineffective</td>
</tr>
<tr>
<td>40-55</td>
<td>Less Effective</td>
</tr>
<tr>
<td>56-75</td>
<td>Quite Effective</td>
</tr>
<tr>
<td>&gt;76</td>
<td>Effective</td>
</tr>
</tbody>
</table>

Table 3 is the interpretation of the N-Gain test category with the classification of the percentage interpretation of the CTS test results.
Based on Tables 2 and 3, it can be seen that the Controversial Public Issues (CPI) learning model is quite effective in helping students achieve increased dimensions of critical thinking skills, and has better results compared to the equivalent learning model in the control class.

**Table 4**

**Independent Samples T-test**

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t test for Equality of Means</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>T</td>
<td>Df</td>
</tr>
<tr>
<td>NGAIN_P</td>
<td>15.616</td>
<td>.000</td>
<td>5.791</td>
<td>62</td>
</tr>
<tr>
<td>ERSEN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author Documents, 2023

Table 4 is the result of the Independent Samples T-test to show the results of the significance of the effectiveness of implementing the CPI model to improve CTS.

In economics class XI IPS Controversial Public Issues (CPI) has been able to strengthen the students to have the character of the Pancasila student profile. The results of the analysis have shown that there is a significant difference in students' critical thinking skills between the experimental class group using the controversial public issues model and the control class group using the discovery learning model. It means that there is a significant difference in results in the application of critical thinking skills through the controversial model.

4.1 MANAGING CRITICAL THINKING SKILLS USING CONTROVERSIAL PUBLIC ISSUES MODELS

The processing of knowledge within students should be accompanied by the ability to process thinking critically, so that this knowledge will have an impact on effectiveness in conveying questions, statements, making decisions so that they are not rushed in conveying the results of their thoughts. This ability cannot be obtained easily, good management is needed in implementing learning which is able to bridge students' thinking activities with learning resources originating from the surrounding environment.
The implementation of the controversial public issues model carried out in this research discusses public issues related to the topic of international economic cooperation in high school economics subjects. This model is expected to be able to bridge student learning activities with their environment. The controversial public issues model is applied as a form of implementation of a learning model that describes how the process of learning activities from beginning to end is presented in a unique way by the teacher (Komalasari, 2010).

The controversial public issues model is a process of learning activities that from start to finish uncovers public issues that utilize information technology which is currently easily accessible to answer the need to achieve high-level thinking skills, namely critical thinking skills. Implementing the controversial public issues model becomes a new learning experience for students who have never previously taken economics subjects. The learning model applied is more focused on honing thinking skills by utilizing economic issues that occur both within and outside the country which provides new insights into student learning activities.

This new insight will become a source of information for students in their learning. In order to obtain new information and competencies in accordance with the objectives that have been set, student activities are needed which are carried out through learning experiences (Sanjaya, 2008: 160). It is the learning experience that forms better critical thinking skills results compared to experience with different models. The Critical thinking skills was the target of the implementation of the model that expects an increase in skills that need to be developed for students through learning in each subject, critical thinking skills are measured using indicators that refer to several aspects, which include analysis, evaluation, explanation, inference, and interpretation abilities that will integrated into learning activities (Facione, 2011: 5). This is in line with the statement Cahyono (2017: 50) that critical thinking skills are part of the skills that must be mastered by students and trained in their skills through teaching and learning activities in economics subjects. It is possible to realize the following by designing learning activities according to learning outcomes required based on the latest curriculum developments. The change in curriculum has not been fully implemented by the government in schools starting from the lower level to the tertiary level. A transition is needed to prepare for the implementation of the new curriculum policy by providing directions on what needs to be prepared in learning. One of them, learning is structured by paying attention to learning designs that are student-centred or have a student-centred approach. It’s prior to the implementation of the Merdeka Curriculum, directives were given to schools to implement the Pancasila Dimension Policy (Profil Pelajar Pancasila Dimension) in order to integrate efforts in the
framework of realising the vision of Indonesian education, namely realising a developed Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students.

The Controversial Public Issues (CPI) model is the right model to be a variation of student-centered learning. However, in its implementation it still has to pay attention to the character of students as previously described. This is in line with (Assriyanto et al., 2014) which states the appropriateness of the application of the model also needs to be considered in order to create active, effective and interactive learning. that the success of learning activities is influenced by the model applied. Therefore, in this research this model was chosen to be implemented because it has the advantage of being able to develop differences of opinion to train students' abilities to be better at expressing opinions. In practice the learning process is carried out analogically, synthetically in thinking. This Controversial Public Issues (CPI) model is a learning variation that trains students' ability to have different opinions which will provide insight and improve students' thinking skills so that learning objectives can be achieved properly. The results of this research have proven that managing learning activities using the CPI model has an effect on increasing students' critical thinking skills. Johnson (2009: 183) has stated that critical thinking has become a directed and clear process used in mental activities, started with solving problems, decision makers, convincing, analysing opinions or assumptions, and conducting scientific research. So, the conclusion is because of the the CPI model can help students to think critically about issues that arise in business as a source of information in learning.

The Critical thinking abilities have been formed through the implementation of a learning model that is guided by the critical reasoning process (CPI Model). This learning activity discusses problematic issues related to learning topics to stimulate their thinking in making decisions, solutions or opinions that are focused on the issues discussed. The following is an activity for processing critical thinking skills through learning activities with the help of the CPI learning model which utilizes public issues as a learning resource that expands knowledge and sharpens thinking skills.

Table 5

<table>
<thead>
<tr>
<th>CPI Model Activity</th>
<th>Critical Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher provides material that contains several answers questions on the LKPD.</td>
<td>Analysis: Identify issues or problems by</td>
</tr>
</tbody>
</table>
issues that require thinking in accordance with the topic of International Economic Cooperation that will be studied by students. Students are asked to brainstorm discussing the issues available in the LKPD in groups within the allotted time.

2. Students work in groups to gather information and share or exchange opinions or improve their respective opinions on the issues that have been given. **Evaluation:** Deciding the credibility of the information and brainstorming as a group.

3. Each group compares their answers with other groups in the class to exchange opinions between groups (counter arguments). **Explanation:** Considering opinions and justifying opinions based on evidence between groups.

4. Students make conclusions regarding the opinions they have and the opinions of other groups in the class. **Inference:** Summarize the results of the discussion.

5. The teacher re-evaluates the opinions that have been discussed by students. **Interpretation:** Translating data.

Source: Author Documents, 2023

Table 5 above shows that there are five steps that must be fulfilled in carrying out learning activities by utilizing the CPI learning model where each learning step is also accompanied by CTS achievement indicators at each stage.

### 4.2 RESILIENCE PROFIL PELAJAR PANCASILA THROUGH MANAGING CRITICAL THINKING SKILLS USING CONTROVERSIAL PUBLIC ISSUES

The Merdeka Curriculum which contains the Profil Pelajar Pancasila policy can be applied in changes in the field of education through adaptation that starts from answering any challenges that demand mastery of abilities that must be owned by students with the Profil Pelajar Pancasila character. The elements of the Profil Pelajar Pancasila focus on managing information with the aim of providing directions for students in making decisions orally, in writing and taking action through critical reasoning abilities.

The Curriculum changes become an educational agenda that cannot be avoided, but must be able to adapt to changes where this also occurs due to needs as well as principles in improving the world of education in Indonesia (Sadewa, 2022). Therefore, in learning activities during the transition to the Merdeka Curriculum, adaptations are needed to develop these thinking skills, a controversial public issues model is implemented. This model is applied as an
application of learning variations in order to help learning needs in the era of Merdeka Curriculum transition learning to meet the achievements of students with character. In the transition period towards changing the Merdeka Curriculum, several schools prepared themselves to implement student policies based on the Profil Pelajar Pancasila character. Students should have to achieve 6 dimensions in learning activities in all subjects is what this policy required.

The character values used are adapted to the basic competencies to be achieved in each lesson. In this way, students become accustomed to reviewing, analyzing, responding and acting on an issue or phenomenon around them in accordance with the character values of Pancasila. In addition, this character value is also used to discuss current issues that are developing in society from the perspective of Pancasila. Currently, these Pancasila values are beginning to be applied to all subjects. (Antar, 2020). This is realised by planting character values in every learning activity in class. In fact, the character values that will be applied in each of these lessons must already be formulated in the lesson plan that has been prepared beforehand. In this way, students can continue to follow the evolution of globalization but still carry on the values of Pancasila.

### Table 6

<table>
<thead>
<tr>
<th>CPI Model Activity</th>
<th>Pancasila Dimension Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning activities that begin with prayer activities according to each religion and belief. As well as, providing motivation and role models to students through learning activities in economics subjects.</td>
<td>Faith in God and Good Morals</td>
</tr>
<tr>
<td>2. Get used to mingle with each other in completing assignments given during learning activities and forming study groups fairly regardless of SARA differences.</td>
<td>Global Diversity</td>
</tr>
<tr>
<td>3. Applying independence in completing activities on student activity sheets by giving responsibility for the results of their own thinking to be included in group discussions.</td>
<td>Independent</td>
</tr>
<tr>
<td>4. Provide learning activities that utilize group discussions to complete worksheets with models that utilize public issues in learning activities.</td>
<td>Mutual Cooperation</td>
</tr>
<tr>
<td>5. Objectively students are able to express orally or in writing ideas to accept or reject the issues discussed based on information both qualitatively and quantitatively in discussion activities.</td>
<td>Critical Thinking</td>
</tr>
</tbody>
</table>
6. Stating original ideas that come from their own thinking in responding to public issues

5 CONCLUSIONS

Implementation of controversial public issues learning models is effective in increasing critical thinking skills. That is, the controversial public issues learning model that utilizes economic issues that occur both at home and abroad can increase the dimensions of critical thinking skills through activities to managing critical thinking skills starting from the aspect of analysis, evaluation, explanation, inference, and interpretation which will be integrated through self-regulation into learning activities on public issues in the economic field so as to be able to achieve the dimensions contained in the Profil Pelajar Pancasila as a transition to implementing the Merdeka Curriculum. This is based on the Profil Pelajar Pancasila policy from the government policy makers in the field of education regarding the transition towards implementing the Merdeka Curriculum.

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