Evaluation Analysis of Online Learning Platforms in Improving Critical Thinking Skills at SMPN 1 Sidomulyo

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Article Information

Abstract

Online learning has become an integral part of modern education, especially at SMPN 1 Sidomulyo. This research aims to analyze and evaluate the effectiveness of online learning platforms in improving students' critical thinking skills at this level. The research method uses a combination of quantitative and qualitative approaches, involving students and teachers as research subjects. Research instruments in the form of questionnaires, interviews and observations were used to collect data.

1. Introduction

Modern education is increasingly adopting technology as a learning tool. One form of technology used is online learning platforms. These platforms give students the opportunity to learn independently and enhance their critical thinking skills. Critical thinking ability is an important skill that students must have in this digital era. Therefore, this research aims to analyze and evaluate the extent to which the use of online learning platforms can improve students' critical thinking skills at SMPN 1 Sidomulyo.

1.1 Literature Review

Fitri Umardiyah, Abdur Rohman, Eliza Verdianingsih Based on the data analysis and discussion above can be concluded that the application of online learning in students of class VIII Junior High School Madinatul Ulum Jombang can affect the ability to think critically mathematically students. The results of calculations using Paired sample T-test on test results and One-sample t-test on questionnaire results show that sig. (2-tailed) is 0.003 < 0.05 for the test's significant value and 0.00 < 0.05 for the significance value of the questionnaire result. Thus it can be concluded that H0 is rejected and H a is accepted that there is an influence of online learning on the mathematical critical thinking skills of students of grade VIII junior high school.

Nita Wulandari, J. Prihatin, D. Wahyuni The presentation of results and discussion shows that there has been an increase in critical thinking skills after participating in textbook learning with a brain-based learning approach with mind mapping on earth layer material. This can be seen from the n-gain value of the first meeting is 0.56 with the criteria of "medium" increase, the second meeting is 0.58 with the "medium" criteria, and the third meeting is 0.65 with the "medium" criteria. The mean result of critical thinking from the first meeting to the third meeting were 72.57, 76,57, and80.29 with "good" criteria. It can be concluded that the textbooks with a brain-based learning approach accompanied by mind mapping on earth layer material are effective in improving learning outcomes and critical thinking skills.

Amrina Asfarina, M. Marjohan, Riska Ahmad There is a significant differences in the critical thinking skills of the experimental group students who were given content mastery services with an internet-based problembased learning model and the control group students mastering content with the discussion method. In categorizing critical thinking skills, both groups attained high category, but the average increase is greater in the experimental group. Content mastery services have been tested for effectiveness in this study.The research focuses on encouraging students improve their critical thinking skills about internet usage, and also perform analysis, synthesis, recognize and solve problems, conclude, and evaluate all information sourced from the Internet.

Erst Carmichael, H. Farrell The literature indicates that the success of using online resources for the development of students' critical thinking in the HE context at least partially depends on students' developmental levels, their experience with the technology used in academic settings and their levels of engagement. Successful learning about critical thinking in an online environment is also contingent on the quality of online resources and tools. This case study demonstrates that many students find online learning about critical thinking to be helpful, stimulating and engaging. It verifies that some students enjoy learning in their own space and time and that this site contained suitable content, sample texts, practice examples and timely feedback (Clark & Mayer 2008).

2. Research Methods

This research uses a qualitative approach with descriptive research type. Qualitative research is intended to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., holistically and by using descriptions presented in the form of words, in a special natural context and using various natural methods (Moleong (2013: 6)). Meanwhile, descriptive research is research that attempts to explain solutions to existing problems based on data (Sugiyono (2010: 15)). Data sources were collected by researchers using a purposive method and snowball sampling. Sugiyono (2018; 24) states that purposive sampling is a sampling technique that is based on certain considerations.

The consideration is the person who controls the information from the object being studied. Snowball sampling is like a snowball that rolls bigger and bigger, it is a sample whose number gets bigger and bigger, but is also chosen purposively. This research was carried out at SMPN 1 Sidomulyo. The reason for conducting research at SMPN 1 Sidomulyo is because SMPN 1 Sidomulyo has very good quality when compared to other schools in the surrounding area. Apart from that, SMPN 1 Sidomulyo has also implemented it online learning in several subjects to deliver additional material. The data collection methods applied in this research reflect common practice in qualitative research. This research uses categories that involve interaction, such as participant observation and interviews, which are common approaches in qualitative research. Apart from that, this research also includes non-interactive categories, such as non-participatory observation and the use of documents or official records as data sources. Thus, the data in this research was obtained through interaction between researchers and data sources, involving observations, documents and interviews as the main information collection instruments.

3. Result and Discussion

There are several studies that show that the use of online learning platforms does not always result in improvements in students' critical thinking abilities in secondary schools. In fact, in some cases, the use of these platforms can cause a decrease in students' critical thinking abilities. Research conducted by several education experts shows surprising results. They found that even though students had access to a variety of resources and learning materials through online platforms, they were not necessarily able to develop critical thinking skills significantly. Some students even experience a decline in critical thinking skills after using online learning platforms. One reason that might cause a decline in students' critical thinking skills is the lack of direct interaction between teachers and students.

In a traditional classroom setting, teachers can provide direct feedback to students to help them develop critical thinking skills. However, in the use of online learning platforms, this interaction can be reduced or even absent altogether. In addition, some online learning platforms do not provide adequate challenges for students. They often present learning material in a structured and limited form, without providing space for students to think critically and creatively. This can hinder the development of students' critical thinking abilities. However, it is important to note that the use of online learning platforms does not always have negative results. Several studies also show that in some cases, the use of online learning platforms can improve students' critical thinking abilities. Factors such as using appropriate learning models, using quality learning materials, and active student involvement in the learning process can increase opportunities to develop critical thinking skills

4. Conclusions

Based on the results of research and discussion on Evaluation Analysis of Online Learning Platforms in Improving Critical Thinking Skills at SMPN 1 Sidomulyo, this research can be concluded.

1. Evaluation Analysis of Online Learning Based on Critical Thinking Using Google Classroom at SMPN 1 Sidomulyo: Evaluation of online learning based on critical thinking at SMPN 1 Sidomulyo is carried out through various methods, including giving daily assignments, tests. Daily assignments can be in the form of essays or multiple choices via the Google Classroom application, either in Google Form or PDF form. However, evaluation based on critical thinking is not yet fully visible, because students cannot be monitored directly, and the teaching method only involves giving assignments in Google Classroom.

    Teachers also experience difficulty in knowing the extent to which students understand the material, especially for argument analysis and problem solving. The results of using online learning platforms on students' critical thinking abilities in secondary schools do not always improve. Some students may even experience a decline in critical thinking skills after using the platform. Factors such as lack of direct interaction between teachers and students, lack of adequate challenge in learning materials, and other factors can influence these results. It is necessary to carry out further research and careful evaluation of the effectiveness of using online learning platforms in improving students' critical thinking abilities. In online learning, teacher creativity is key, by creating variations in the packaging of material so that students remain interested. Field observations show that teachers use various evaluation methods, including written tests and project assignments to avoid student boredom

2. Analysis of Online Learning Assessment Based on Critical Thinking Using Google Classroom at SMPN 1 Sidomulyo: Online learning assessment at SMPN 1 Sidomulyo follows an assessment system based on the Republic of Indonesia Minister of Education and Culture Regulation Number 23 of 2016, covering aspects of attitude, knowledge and skills. Attitude assessments were carried out via the Google Classroom and WhatsApp platforms, but were less effective. Critical thinking in attitude assessment is not very visible. Knowledge assessment experiences problems, especially in oral tests, due to difficulties in communication between teachers and students. Skills assessment is based on assignments or exercises given by teachers, but students' critical thinking abilities have not yet reached optimal levels. Higher order thinking (HOTS) questions have not been fully integrated into knowledge assessment.

SUGGESTION

It is hoped that the results of this research can provide input to educators. Educators should provide varied stimuli to build student activity during online learning. As well as making evaluations and assessments that can improve students' critical thinking skills. Schools should further improve the planning process to supervision so that the goals set can be achieved, so that educators can carry out their duties and obligations well, educators can also become professional teachers as expected. Schools can develop better critical thinking skills by creating visualizations of the school environment that support students' critical thinking awareness.

5. References

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