

Implementation of Collaborative Presentation Model Based on Curriculum in Improving Students' Critical Thinking Abilities in The Pancasila Education in SMPN Tangerang

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Abstract

This research aims to improve students' activeness and critical thinking skills through the application of a collaborative presentation model based on the Independent Curriculum in Pancasila Education. The study used the Classroom Action Research (CAR) method, implemented in two cycles, with planning, implementation, observation, and reflection. The subjects were 32 ninth-grade junior high school students. Data collection techniques included observation, interviews, documentation, and assessment of student presentations. The results showed that the implementation of the collaborative presentation model increased student active participation in the learning process. In the first cycle, student engagement reached 68%, increasing to 87% in the second cycle. Students' critical thinking skills also improved, as evidenced by their ability to express opinions, ask questions, and provide feedback during the presentation process. Therefore, the collaborative presentation model based on the Independent Curriculum can be an effective alternative learning strategy for improving the quality of Pancasila Education learning in junior high schools.

Keywords: Collaborative Presentation, Independent Curriculum, Critical Thinking

INTRODUCTION

The rapid global advancements of the 21st century demand educational systems to shift their focus from rote memorization to equipping students with Higher-Order Thinking Skills (HOTS). Among these essential competencies, critical thinking stands as a core pillar. Critical thinking enables students to objectively analyze information, make rational decisions, and systematically solve complex socio-civic problems encountered in their daily lives. Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2022).

In the context of Indonesian education, this paradigm shift is extensively accommodated through the implementation of The Independent Curriculum (*Kurikulum Merdeka*). This curriculum emphasizes deep conceptual understanding and character development aligned with the Pancasila Student Profile (*Profil Pelajar Pancasila*), within which "Critical Reasoning" (*Bernalar Kritis*) is a key dimension. Consequently, Pancasila Education (*Pendidikan Pancasila*) holds a highly strategic position. It is no longer taught as a rigid textual study of regulations and state ideology, but rather as an interactive vehicle for students to critically

engage with, evaluate, and respond to civic, social, and moral issues based on the noble values of Pancasila. Suharsimi Arikunto. (2021).

However, observations at the ground level frequently reveal a significant gap between curriculum ideals and classroom realities. Preliminary observations among 9th-grade students at SMPN Tangerang City indicate that students' critical thinking abilities in Pancasila Education remain relatively low. This pedagogical gap is primarily driven by several distinct factors: Conventional Approaches: Classroom activities are still largely dominated by teacher-centered lecturing, leaving little room for student voice and agency. Monotonous Presentation Methods: When traditional group presentations are employed, they often devolve into passive "text-reading" exercises at the front of the class. The preparation and execution are typically dominated by one or two high-achieving students, while the rest remain passive *free-riders*. Lack of Dialectical Engagement: The Q&A sessions following presentations are usually superficial and formalistic, failing to stimulate sharp analytical debate or data-driven arguments. Chang, Y. C., & Ku, K. Y. (2022).

Tangerang City, characterized by its dynamic and heterogeneous urban environment, exposes students to an overwhelming influx of digital information. Without robust critical thinking skills, 9th-grade students who are navigating the critical transition phase of late adolescence become highly vulnerable to digital disinformation (*hoaxes*) and social friction. Therefore, an instructional intervention is urgently required to restructure classroom dynamics, ensuring total student collaboration while rigorously challenging their analytical reasoning. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2021).

A highly relevant solution to address this issue is the Collaborative Presentation Model. This model blends structured teamwork accountability with the individual obligation of every group member to master and defend their assigned topics. Through this model, students are trained to collectively analyze cases, structure evidence-based arguments, and actively engage in a rigorous Critical Q&A Session driven by their peers. Facione, P. A. (2023).

Driven by these underlying problems, the researcher deems it vital to conduct a Classroom Action Research project titled: "Implementation of Collaborative Presentation Model Based on The Independent Curriculum in Improving Students' Critical Thinking Abilities in The Pancasila Education (A Classroom Action Research in Grade 9 of SMPN Tangerang City)." Hadi, S., & Wardana, A. (2025).

Problem Identification: Based on the background described above, the following problems are identified:

- a. The 9th-grade students' critical thinking abilities in analyzing contextual civic issues during Pancasila Education lessons remain significantly low.
- b. The implementation of the Independent Curriculum has not optimally fostered the "Critical Reasoning" dimension due to a lack of innovative, high-engagement learning models.
- c. Traditional group presentation models are overly individualistic, allowing an unequal distribution of effort and giving rise to the *free-rider effect*.
- d. Classroom discussion sessions fail to stimulate students to formulate high-level analytical questions and offer constructive, solution-oriented arguments. Amelia, R., & Hartono, R. (2023).

Limitation of the Problem: To ensure a deep, focused, and systematic investigation, this research is limited to the following parameters:

- a. Research Subjects: The 9th-grade students of a designated public junior high school (SMPN) in Tangerang City during the current academic semester.
- b. Learning Model: The application of the *Collaborative Presentation Model*, structured to align with the active learning syntax of the Independent Curriculum.

- c. Measured Competency: Students' critical thinking skills, specifically focusing on their abilities in analysis, evaluation, explanation, and self-regulation within the scope of the 9th-grade Pancasila Education syllabus. Ananda, M. F., & Siregar, H. (2024).

Research Questions: Based on the limitations stated above, the research questions are formulated as follows:

- a. How is the *Collaborative Presentation Model* based on the Independent Curriculum implemented in Pancasila Education for 9th-grade students at SMPN Tangerang City?
- b. Can the implementation of the *Collaborative Presentation Model* based on the Independent Curriculum improve the critical thinking abilities of 9th-grade students at SMPN Tangerang City in Pancasila Education? Barkley, E. F., Cross, K. P., & Major, C. H. (2021).

Research Objectives: The primary objectives of this study are:

- a. To describe the instructional steps and execution of the *Collaborative Presentation Model* based on the Independent Curriculum in Pancasila Education classrooms.
- b. To determine the improvement in 9th-grade students' critical thinking abilities resulting from the implementation of the *Collaborative Presentation Model* in Pancasila Education. Hamid, A., & Fauzi, M. (2024).

Significance of the Research: Theoretical Significance. This study is expected to contribute to the field of educational science, particularly by providing empirical literature on innovative instructional models that support the goals of the Independent Curriculum and the strengthening of the Pancasila Student Profile. McTaggart, R., Nixon, R., & Kemmis, S. (2021).

Practical Significance: For Students: It enhances active classroom engagement, builds collaborative teamwork dynamics, and refines critical thinking skills essential for real-world problem-solving. For Teachers: It serves as a practical reference and alternative model for delivering Pancasila Education in an interactive, contextual, and high-impact manner. For the School: It offers strategic insights to enhance instructional quality, school performance, and student learning outcomes, specifically in supporting the successful rollout of the Independent Curriculum across Tangerang City. Ministry of Education, Culture, Research, and Technology of Indonesia. (2022).

RESEARCH METHOD

This research used the Classroom Action Research (CAR) method. CAR was chosen because it aims to directly improve the learning process in the classroom through teacher actions. Murtado, S., & Rosdiana, E. (2024). The research subjects were 32 ninth-grade junior high school students, consisting of 17 boys and 15 girls. Sugiyono. (2022).

The research was conducted through action research designed in two distinct cycles, where each cycle systematically consisted of four core phases: 1) Planning, 2) Action Implementation, 3) Observation, and 4) Reflection (Nafisah & Pratama, 2025). To gather comprehensive insights, research data were obtained through multiple techniques, including the observation of student activities, interviews, documentation, and the assessment of presentation results (Prasetyo & Utami, 2023). Following the collection process, the data were analyzed using simple qualitative and quantitative descriptive methods by directly comparing the outcomes and results from each consecutive cycle to measure overall improvement (Putra & Juwita, 2024).

To guide the monitoring process, a Student Activity Observation Sheet was utilized as the primary instrument to evaluate key behavioral aspects of the students (Kurniawan & Lestari, 2023). This instrument specifically assessed five criteria: the courage to ask questions,

activeness in group discussions, the ability to express opinions, cooperation among group members, and the ability to present in front of the class. Each of these observed aspects was evaluated using a scoring scale ranging from 1 to 4, where the grading criteria are defined as 1 for Poor, 2 for Adequate, 3 for Good, and 4 for Very Good (Latif, 2022).

RESULT

Description of Cycle I Actions

The implementation of the Collaborative Presentation Model in Cycle I was conducted in two meetings, focusing on the scope of Pancasila values in national life. During the planning stage, the researcher prepared a Learning Module based on the Independent Curriculum, student activity observation sheets, and a critical thinking skills assessment rubric. Mahanal, S., Zubaidah, S., Sumiati, U., & Glenn, L. (2022).

During the implementation stage, the teacher divided the 9th-grade students into heterogeneous groups of 4–5 students. The teacher provided stimuli in the form of contextual cases occurring in Tangerang City (such as issues of tolerance and digital ethics) for collaborative discussion. Each group member was required to divide the presentation subtopics fairly to prevent a free-rider effect (dominance by a single student). Supriyanto, A., & Rohman, A. (2023).

Based on the observations in Cycle I, the following data were obtained:

- a. Learning Activities and Activeness: Some students began to show interest in active discussions within their groups. However, during the presentation and question-and-answer sessions in front of the class, the collaborative dynamics were not optimal. Some students still appeared to lack confidence, reading the text stiffly, and were nervous when responding to questions from other groups. Based on the observation sheet, the average level of student learning engagement in Cycle I only reached 68% (category "Sufficient").
- b. Critical Thinking Skills: In the aspect of issue analysis and evaluation, the arguments presented by students were still superficial. Questions asked by the audience during the Q&A session generally focused on memorizing the material (C1-C2), not addressing the essence of problem-solving (C4-C6).

During the reflection phase of Cycle I, the researcher and collaborators identified several major obstacles: (1) poor group time management, (2) students' incomplete understanding of the division of roles in presentations, and (3) students' awkwardness in critiquing each other's arguments. Therefore, improvements were needed in Cycle II. Sutono, A., & Dewantara, J. A. (2024).

Description of Cycle II Actions

Improvements in Cycle II focused on strengthening intrinsic motivation, providing more intensive scaffolding regarding public speaking techniques, and implementing the "Devil's Advocate" strategy in group collaboration to stimulate sharper dialogue. Widiyanto, E., & Setiawan, B. (2023).

The implementation phase of Cycle II showed significant changes. Students appeared much more mature in organizing their groups. Students maximized the use of creative presentation media (such as Canva) to facilitate the visual and systematic presentation of ideas. Yulianto, A., & Pratama, M. A. (2025).

Observations in Cycle II showed a surge in the quality of the learning process and outcomes:

- a. Learning Activities and Activeness: The classroom atmosphere became much more lively. Students no longer hesitated to politely defend their group's arguments. The

average percentage of student activeness in learning increased sharply to 87% (categorized as "Very Good").

- b. Critical Thinking Skills: There was a significant improvement in the quality of the thinking process. This was indicated by the quality of the questions asked by students, which were based on HOTS (Higher Order Thinking Skills). Students were able to provide solutions to citizenship issues, connect the subject matter to real-life regulations (the 1945 Constitution), and critically reflect on the Pancasila values they were discussing. Zubaidah, S. (2021).

DISCUSSION

The application of the Collaborative Presentation Model has been empirically proven to increase learning engagement and critical thinking skills among 9th-grade students in Pancasila Education at SMPN Kota Tangerang. The transformation from Cycle I to Cycle II demonstrated that when students are given agency and clear group accountability, their academic potential and character can develop optimally. Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernani, H., & Priscylia, A. (2022).

Improved Student Learning Engagement

The increase in engagement from 68% in Cycle I to 87% in Cycle II demonstrates that the Collaborative Presentation Model successfully broke the ice of teacher-centered methods. Through this model, the presentation structure is designed in such a way that the success of the group is determined by the presentation performance of each member. This concept of positive interdependence compels initially passive and self-conscious students to speak up and contribute. This aligns with the essence of the Independent Curriculum, which positions students as active subjects, where they directly experience the process of constructing knowledge (experiential learning), rather than simply memorizing material from the teacher. Rapi, M., & Syam, A. (2023).

Increasing Student Learning Engagement

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Enhancing Critical Thinking Skills in Pancasila Education

Pancasila Education in the Independent Curriculum carries the mission of developing the "Critical Reasoning" dimension within the Pancasila Student Profile. The results of this study confirm that critical thinking skills do not develop instantly, but rather through the practice of scientific dialectics. Subekti, H., & Kusuma, W. (2025).

In Cycle II, critical thinking indicators such as analysis, evaluation, explanation, and self-regulation were prominent during the discussion sessions:

- a. Analysis and Explanation: Students were able to provide logical arguments and present them systematically based on empirical facts in society, not just empty opinions.
- b. Evaluation: The improved quality of questions indicated that students were critically listening to their peers' presentations, looking for logical fallacies, and demanding well-founded answers.

- c. Communication and Self-Confidence: Open debate sessions moderated by teachers trained students' mental resilience and emotional intelligence in communicating politely and democratically a clear reflection of the practice of the Fourth Principle of Pancasila. Sudarsono, B., & Wijaya, C. (2024).

Theoretically, the collaborative presentation model incorporates Vygotsky's theory of social cognitivism, which states that children's higher-level cognitive development occurs through social interaction and group discussions within the Zone of Proximal Development (ZPD). When students debate, correct, and complement each other's information during presentations, they hone their critical reasoning skills. Thus, the results of this Classroom Action Research conclude that the Collaborative Presentation Model is a very effective, applicable, and relevant learning strategy to be applied to the Pancasila Education subject at the Junior High School (SMP) level in order to produce a young generation that is intelligent, critical, and has a Pancasila character. Sukmayadi, V., & Melati, A. (2022).

CONCLUSION

The implementation of a collaborative presentation model based on the Independent Curriculum can improve students' activeness and critical thinking skills in Pancasila Education. This is evident in the increase in student participation in discussions and presentations from Cycle I to Cycle II.

This learning model also creates a more active, interactive, and enjoyable learning environment, thus supporting the achievement of the learning objectives of the Independent Curriculum.

SUGGESTION

Based on the findings, discussions, and reflections during the implementation of the *Collaborative Presentation Model* in Pancasila Education, the researcher puts forward the following suggestions to enhance the quality of the learning process and outcomes:

For Pancasila Education Teachers

- a. Implement Progressive Scaffolding: Teachers are suggested to provide clear and progressive guidelines on how to build constructive arguments and ask high-level analytical questions (HOTS) during the preliminary cycles, so students are well-prepared for the Critical Q&A sessions.
- b. Overcome the Free-Rider Effect: Teachers should strictly monitor group dynamics and implement an individual assessment rubric within the group work to ensure that every student actively contributes to both the research and the presentation phases.
- c. Integrate Digital Literacy: Teachers should encourage students to utilize creative digital presentation tools (such as Canva, Mentimeter, or interactive slides) to boost their enthusiasm, visual presentation skills, and systematic thinking.

For the School Principal and Administration

- a. Support Professional Development: The school is highly encouraged to facilitate workshops, seminars, or *Musyawaharah Guru Mata Pelajaran* (MGMP) forums focusing on innovative, cooperative learning models like the Collaborative Presentation Model to support the independent curriculum (*Kurikulum Merdeka*).
- b. Provide Adequate Learning Facilities: The school administration should optimize infrastructure support, such as stable internet access and multimedia projectors in classrooms, to fully enable students to conduct research and execute digital-based collaborative presentations smoothly.

For the Students

- a. Cultivate Active Citizenship: Students are expected to actively cultivate their critical reasoning skills (*Bernalar Kritis*) not only during presentations but also in responding to real-world social and civic issues in their surrounding community in Tangerang City.
- b. Enhance Peer Cooperation: Students should build a supportive team learning culture where high-achieving students assist their peers, ensuring that everyone develops mutual confidence in public speaking and logical argumentation.

For Future Researchers

- a. Expand the Scope: Future researchers are suggested to replicate this learning model across different grade levels, distinct school demographics, or other subjects within the Independent Curriculum to test its broader adaptability and efficacy.
- b. Prolong the Observation Phase: Future studies could benefit from extending the research cycles or integrating quantitative mixed-methods to map out long-term retention of students' critical thinking sub-skills over an entire academic year.

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