Play-Based Learning to Enhance Critical Thinking Capabilities

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The aim of this study was to test whether play-based learning with the focus on analysis, synthesis, and evaluation could enhance students' critical-thinking capabilities. Subjects from two elementary schools were collected using cluster sampling (N=61; with 27 receiving treatment and 34 not receiving treatment). In the pre-experiment the experiment group received treatment with the critical-thinking capabilities indicators being: (a) able to differentiate relevant and irrelevant information, (b productive in coming up with a solution, (c) able to deduct swiftly and accurately, (d) able to identify the truth of new information, and (e) able to ask complex questions. The results of the t-test showed a difference in the critical-thinking capabilities between the experiment group and the control group. It could be concluded that physical and health education through play-based learning using measurable principles could enhance students' critical-thinking capabilities.

Keywords: learning through play activities, critical thinking

Penelitian ini menguji apakah pembelajaran melalui aktivitas bermain yang menekankan analisis, sintesis, dan evaluasi, mampu meningkatkan kemampuan berpikir kritis siswa. Dengan *cluster sampling* diperoleh subjek dari dua sekolah dasar (N=61; 27 dikenai perlakuan dan 34 tanpa perlakuan). Melalui eksperimen semu diberikan perlakuan terhadap kelompok eksperimen yang indikator kemampuan berpikir kritisnya adalah: a) mampu membedakan informasi yang relevan dan tidak relevan, (b) produktif dalam memberikan solusi, (c) mampu menyimpulkan dengan cepat dan tepat, (d) mampu mengidentifikasi kebenaran informasi baru, dan (e) mampu bertanya hal-hal kompleks. Hasil *t-test* menunjukkan ada perbedaan kemampuan berpikir kritis antara kelompok ekperimen dan kelompok kontrol. Dapat disimpulkan bahwa pembelajaran pendidikan jasmani, olahraga, dan kesehatan melalui aktivitas bermain yang berdasarkan kaidah-kaidah terukur mampu melatih anak meningkatkan kemampuan berpikir kritisnya.

Kata kunci: belajar melalui aktivitas bermain, berpikir kritis

According to Law Number 20/2003 (Kemendikbud, 2011a) regarding the National Education System, Chapter X Article 37:1, concerning curriculum,

"...the elementary and intermediate education should have ten educational subjects, one of it being the Physical and Sports Education. It is an educational subject taught at schools starting from elementary schools until senior high schools. Sports education is physical and sports education conducted as part of the managed and continuous educational process in order to achieve knowledge, personality, skill, health, and physical fitness"

Government Regulation Number 3/2005 regarding National Sports System also stated that Physical and Sports Education, in the curriculum pararelly stated as

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Physical, Sports, and Health Education (PSH-E), is basically an educational learning process that uses physical activites to achieve a holistic change in the individual's quality, physically, mentally, and emotionally. (Kemdikbud, 2011b, appendix)

In the National Education Ministry Regulation Number 22/2006 it was stated that:

"Physical, Sports, and Health Education is an integral part of education as a whole, with the goal of developing the aspect of physical fitness, movement skills, critical-thinking capabilities, social abilities, rational thinking, emotional stability, moral conduct, healthy life pattern aspects, and clean environment introduction through physical, sports, and health activities chosen and planned systematically in order to achieve the goal of national education."

(Kemdikbud, 2011c, Chapter I, Article 1: 11).

Schematically, the goal of PSH-E consists of three domains as a unity, which are as follows in Figure 1.