

# THE IMPROVEMENT OF ABILITY TO CRITICAL THINK ABOUT STUDENTS THROUGH IMPLEMENTATION OF PROBLEM SOLVING LEARNING METHODS ON EDUCATION EYES EVALUATION OF EDUCATION POLICIES

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## ABSTRACT

The implementation of the master program is to provide students with various skills in academic, spiritual, social, and skills. With regard to academic skills, one student is required to have critical thinking skills, which in the end students are expected to have skills in solving problems accompanied by the ability to formulate alternative solutions to problems that exist within themselves and their communities. This study aims to: 1) know how to improve students' critical thinking skills through the implementation of problem solving methods in education policy evaluation courses, 2) how to improve students' critical thinking skills with the implementation of problem solving methods in learning education policy evaluation courses.

This study uses the Classroom Action Research method which is carried out through planning, implementation and observation, and reflection steps. Data sources are students who take education policy evaluation courses. Data collection techniques use tests, interviews, and observations with written test techniques, in-depth interviews, and passive participation observations. Data validity uses informant review and triangulation. Data analysis uses quantitative data analysis and qualitative data analysis. The target to be achieved in this study is to increase the critical thinking ability of students who take education policy evaluation courses. The output of this research is the compilation of research articles that will be published in indexed international journals or accredited national journals.

The results of the study show that: The application of the problem solving lecture method can improve students' cooperative thinking skills in the lecture process of education quality management information systems. This can be proven by an increase in students' cooperative thinking skills in each cycle. The first cycle of students' cooperative thinking ability is 67%. In cycle II, it increased by 10% from cycle I to 77%. This means that students' ability to think cooperatively has exceeded the predetermined success criteria of 75%.

Kata Kunci: *critical thinking, problem solving, and policy evaluation.*