

Implementation of the CORE Learning Model with Ludo Media to Improve Critical Thinking and Self-Efficacy in Pancasila Education

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ABSTRACT: The research aims to find out: 1). the influence of the CORE learning model with Ludo media on students' critical thinking skills, 2) the influence of the CORE learning model with Ludo media on self efficacy learners. 3). The influence of implementing the CORE learning model with Ludo media together on critical thinking skills and self efficacy learners.

This research is a type of research as if the experiment were not equivalent with a quantitative research approach. The population in this study were all class X students at SMA Negeri 2 Metro. The sampling technique in this research uses techniques random sampling. This research used two class groups, namely the experimental class and the control class with each sample of 36 students. The instruments used in research are in the form of tests and non-tests. Data collection was carried out using multiple choice tests and questionnaires in the form of questionnaires and then tested for validity and reliability using the SPSS 25.0 program with a significance level of 0.05. Data analysis in this research uses tests paired sample t-test and test manova multivariate. The results of this research are as follows 1) The influence of the CORE learning model with Ludo media has a significant influence on students' critical thinking skills as shown in the average score. pretest 68.14 and posttest 69.42 with a calculated t value of $4.915 > .3290$ from t table and sig. .000 2) The influence of the CORE learning model with Ludo media has a significant influence on self efficacy students showed an average pre-test score of 64.03 and post-test 67.78 with a calculated t value of $3.342 > .3290$ from t table and sig. .000 3) Application of the CORE learning model with Ludo media together on critical thinking skills and self efficacy has a significant influence based on the test manova multivariate at a value of $F = 5.592$ with a significant value of .004 < .005, meaning that H_0 is rejected, proving that critical thinking skills and self efficacy have a positive relationship..

KEYWORDS: CORE Model, Critical Thinking Skills, Self Efficacy, Pancasila Education, Students

I. INTRODUCTION

Indonesia in the Industrial Era 4.0 as a developing country with various challenges to face the changes of the era every year, especially from all areas of life, especially in the field of education. The current era of globalization, Indonesia is highly demanded by many parties to produce creative and skilled human resources according to their abilities. The reason for the existence of good quality human resources is because of the education process through learning that focuses on individuals to be more active in following the learning process. Quality human resources can also be seen from how individuals can absorb information from the school environment, society and social media. One of the problems that ultimately triggers critical thinking from the community is related to the dissemination of information that has been tested correctly and accurately or is commonly called newshoax. Hoaxis information that is not necessarily true according to the facts in the form of conditions in the field. Based on the Mastel Survey (2019), it was stated that of the 941 people who had filled out the survey, 27.90% were students.

According to survey data from the Internet Service Providers Association (2024), the level of internet usage in Indonesia is 79.50% of the approximately 278.6 million Indonesian population. Social media has dominated almost all aspects of human life today, influencing students to think critically. In line with the results of Gultom (2020) 57% of students use gadgets just to do assignments, not to make learning their own desire. This results in low critical thinking skills in students because during learning, teachers give questions that are too long so that students are lazy to read, terms or words are not easy to understand, do not understand questions well and students find it difficult to determine keywords in questions. Lorenz & Bush (2022 : 277) argue that when students develop critical thinking, it can be obtained by choosing information or knowledge that is considered to have the best results.

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If students lack in increasing self-efficacy, critical thinking skills in students will not develop properly. Santrock students' self-efficacy affects their endurance and efforts in completing tasks successfully. High self-efficacy in students will make students more active in learning so that learning achievement increases; While students who have low self-efficacy will be too lazy to learn so that their learning achievement falls, and they usually cheat during the learning process. The statement above is in line with the results of research by Farid & Khafid (2018 : 432) that various cases have occurred in the mass media reporting academic cheating as a form of bad behavior has become something that has often happened to the point of being very common in the world of Indonesian education today. Pudjiastuti's research (2012) shows that there is a significant influence on *self efficacy* towards academic cheating committed by students. This means that the lower the attitudes *self efficacy* students, the higher the level of academic cheating. Conversely, the higher the attitudes *self efficacy* students, academic cheating will be lower.

Yuen (2016 : 2) argues that Pancasila and citizenship education is considered as a way to foster good citizens with socio-political thinking so that it will develop all levels of education must use critical and creative thinking skills in Pancasila and citizenship education courses, which are designed to prepare for the actual educational objectives that require teachers to teach a series of specific skills based on the understanding and responses given by students so that students can maximize their potential in solving problems. Research results international civic and citizenship study (ICCS) in 2022 showed that the international average of the civic knowledge scale ranged from 452 out of 583 (Schulz ICCS, 2022: 88)

The results of Allanta & Puspita (2021 : 159) support the idea that the biology learning model is less effective for practicing critical thinking skills, which in this case are still relatively low. In addition, student activities during the learning process are related to the difficulties faced by teachers. Passive learners find it difficult to develop critical thinking skills, such as the ability to analyze, reason, and evaluate problems. There is a lack of self-confidence and belief in students' abilities in the learning process. Passive learning means that many students are not sure about their learning success and have difficulty developing *self efficacy*.

The results of Zahra & Juneau's research (2018 :176) explain that students struggle to analyze problem-solving techniques, such as completing assignments given by teachers, because current learning is mostly still focused on teachers. Learning activities that focus on students are less than optimal so that in analyzing and solving problems and forming *self efficacy* in each student there are still difficulties. When viewed from several research results above, critical thinking skills applied through Citizenship Education are still relatively low.

Critical thinking is a core part of cognitive that must be taught to students. Learning to solve this problem requires collaboration between students collaboratively, then creating a concept map together and then compiling questions with various reasoning that will be the basis for assessing student collaboration (Zandvakili, 2019). Based on this statement, it is necessary to understand that in a realistic learning process, the critical thinking process applied to the current Independent Curriculum uses a differentiated approach so that students can freely learn according to their interests and talents. However, to maximize learning and make it more successful, the independent curriculum also calls for students and teachers to have an active role.

Schools as educational institutions have an important role to improve Pancasila Education skills which can basically be implemented through school learning activities aimed at students being able to have competencies from related knowledge fields and participation skills through the social environment of society. Certain aspects and procedures of teaching and learning in the classroom that previously focused on teachers must be changed into learning for students to increase motivation to learn and student knowledge when improving the quality of Pancasila education.

According to the research results of Zahra (2018 : 71) the learning process is still considered difficult and only 50% of students complete it, while some other students still have minimal interaction and are even silent when the teacher opens a discussion forum, therefore learning must provide solutions to improve critical thinking and *self efficacy* can provide optimal results for students.

The use of creative and successful learning models and learning materials should be a suitable response to the many problems that arise in learning Pancasila education. The core model and ludo media are two of the many types of learning models that are now available. While Ludo Media is considered to be able to provide students with opportunities to communicate directly with their group mates, the core learning model is considered a learning paradigm that can improve critical thinking and cultivate attitudes *self efficacy* to students. This aims to ensure that students are able to respect each other's opinions, are able to solve problems by thinking critically, and convince students to develop *self efficacy* in students are able to solve problems. Learning models are used as a conceptual framework in the form of guidelines for carrying out learning activities effectively.

Based on Ningsih's research (2020 : 73) it is proven that the core learning model is more successful in fostering self-efficacy and critical thinking skills compared to conventional learning models. A similar statement was also expressed by Jacob (Deswita, 2020 : 36) that the CORE learning model is a model that can be used with the aim of interactive students in the learning process by forming knowledge in themselves. This is reinforced by the results of Luksiana's research (2018 : 100) the CORE learning model

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is applied in addition to developing more active interactions between students and fostering a broader understanding of students about the concepts in the learning material so that it can increase student knowledge. In addition, the elements in the CORE learning model have the function of connecting new theoretical concepts with old theoretical concepts, organizing different topical sub-chapters in a way that reflects everything students have learned and expanding their knowledge in a conducive learning environment.

The conclusion of the findings of several studies shows that the core learning model is one of the media that can foster critical thinking skills and requires students to actively participate in the learning process in the classroom. which will then foster *self efficacy* as a form of students' self-confidence in solving problems given by the teacher.

Mastery in the field of competence should be the main focus of this teaching and learning, and should be student-centered to train students in problem-solving techniques and offer learning opportunities that are relevant to their individual qualities. To communicate learning materials in a methodical, easy-to-understand, and enjoyable way, teachers must find alternative ways to find relevant and acceptable learning tactics and media. With the context of the problem, it motivates researchers to collect empirical data on the influence of the CORE model with ludo media on critical thinking skills and *self efficacy* students in Pancasila Education learning at Metro 2 State Senior High School to find out how the application of the CORE learning model with Ludo media influences Critical Thinking Skills and *self efficacy* for students

II. METHODS

A type of research known as quasi-experimental research uses a pretest design. *is not equivalent* using quantitative methodology. To ensure the influence of two different treatments of the differentiated model and the CORE learning model with Ludo media on each other, the researcher chose a quasi-experimental design approach. In the experimental class, the CORE learning model was applied using Ludo media, while in the control class, the CORE learning model was applied using the differentiated learning model. The CORE learning model class was implemented using Ludo media, while in the control class, the CORE learning model was implemented using the differentiated learning model. (Cohen, 2017).

The research location is in SMA Negeri 2 Metro. The population of this study were students in grades X.2 and X.8 with the number of samples in each class being 36 students. The data analysis technique in this study used the Prerequisite Test consisting of 2 types, namely the normality test and the homogeneity test, the hypothesis test consisting of the Paired Sample T-Test and Monova Multivariate

III. RESEARCH RESULT AND DISCUSSION

A. Prerequisite Test

Data on critical thinking skills and self-efficacy from the results of the experimental and control class data will be studied in this study because by using SPSS 25.0 as a prerequisite test, the results of the pretest and posttest of critical thinking skills and self-efficacy will be studied to ensure the normality and homogeneity of the data before data analysis is carried out.

1) Normality Test

The data normality test in this study used Kolmogorov statistics because the sample used was less than 100 students and used an interval with a 95% confidence level ($\alpha = 0.05$), the criteria for acceptance and rejection if $\text{sig} > 5\%$ (0.05) then the data is normally distributed and if $\text{sig} < 5\%$ (0.05) then the data is not normally distributed.

Table 1. Normality Test of Experimental and Control Classes for Critical Thinking Skills and Self-Efficacy

Variables	Class	Kolmogrov Smirnov Test	Information
Critical Thinking Skills	Experimental Class (CORE)	.184	Normal
	Kontrol Class (Diferensiasi)	.185	Normal
Self Efficacy	Experimental Class (CORE)	.171	Normal
	Control Class (Diferensiasi)	.158	Normal

The results of the calculation of normality test data using Kolmogorov statistics on the critical thinking skills variable of the experimental class .184 and the control class .185 and on the self-efficacy variable of the experimental class .171 and the control class .158, then the data is normally distributed because the number of $\text{sig} > 5\%$ or more than (0.05).

2) Homogeneity Test

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The homogeneity test is carried out using the homogeneity of variance test which has substantial criteria if the data is not homogeneously distributed and less than 5% or 0.05 if homogeneously distributed.

Table 2. Homogeneity Test of Experimental and Control Classes for Critical Thinking Skills and Self-Efficacy

Variables	Levene Statistic	Df 1	Df 2	Sig.	Keterangan
Critical Thinking Skills (Experimental)	2.272	1	70	.140	Homogenous
Critical Thinking Skills (Control)	2.230	1	70	.136	Homogenous
Self Efficacy (Experimental)	2.387	1	70	.127	Homogenous
Self Efficacy (Control)	2.238	1	70	.116	Homogenous

The results of the calculation of homogeneity test data on the critical thinking skills variable for the experimental class were .140 and the control class .136 and on the self-efficacy variable for the experimental class .127 and the control class .116, so the data is normally distributed because the number of sig <5% or more than (0.05).

3) Uji Paired Sample T-Test

Researchers test hypotheses using paired sample t-test in SPSS 25.0 software to ensure how the CORE learning paradigm with Ludo media influences students' critical thinking skills and sense of self-efficacy in Pancasila Education learning for Class X. Hypothesis testing was carried out on data analysis using paired sample t-test with a 95% confidence interval ($\alpha = 0.05$) means that when the value of Sig. < α (0.05 / 5%) means H_0 is rejected.

Table 3. Results Uji Paired Sample T-Test Critical Thinking Skills Experiment Class

	Mean	N	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Pretest	68.14	36	5.238	1.073	-4.915	.000
Posttest	69.42	36	7.669	1.112		

Based on the calculation results of table 3. It is known that the critical thinking skills test scores of the experimental class have an average value of 68.14 to 69.42 with a Sig value of 0.002 before and after treatment. In the experimental class (N) consisting of 36 respondents, the standard deviation or standard deviation is 5.238 and 6.668, the standard error is 1.073 and 1.112, and the calculated t is -3.893 with a t table of 0.3290. The calculated t value is then set to negative, indicating that the data is likely to have a positive interpretation. The calculated t value is $4.915 > t$ table .3290, thus the conclusion is that H_0 is rejected and H_a is accepted, which means that there is a positive and significant influence in the application of the CORE learning model with Ludo media on Critical Thinking Skills

Table 4. Results Uji Paired Sample T-Test Critical Thinking Skills Control Class

	Mean	N	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Pretest	65.03	36	4.336	1.056	-3.893	.002
Posttest	66.61	36	5.167	1.061		

Based on the calculation results of table 4. It is known that the critical thinking skills test scores of the control class have an average value of 65.03 to 66.61 with a Sig value of 0.002 before and after treatment. In the control class (N) consisting of 36 respondents, the standard deviation or standard deviation is 4.336 and 5.167, the standard error is 1.056 and 1.061, and the calculated t is -3.893 with a t table of 0.3290. The calculated t value is then set to negative, indicating that the data is likely to have a positive interpretation. The calculated t value is $3.893 > t$ table 0.3290, Thus, H_0 is rejected and H_a is accepted, which means that the use of a differentiated learning model has a positive and significant effect on Critical Thinking Skills

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Table 5. Test Results Paired Sample T-Test Experimental Class Self Efficacy

	Mean	N	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Pretest	64.03	36	5.315	.970	-3.342	.000
Posttest	67.78	36	7.243	1.091		

Based on the calculation results of table 33, the questionnaire data results self efficacy in the control class it is known to have an average value before and after being given treatment, namely 58.39 to 63.56 sig .001. The number of respondents in the experimental class (N) 36, the standard deviation value is 5,225 and 6,880 and the standard error is .970 and 1,047, and has a calculated t value of -3.167 and t table .3290. Then the calculated t value is obtained which is negative, meaning that the data can have a positive meaning. The calculated t value is $3.167 > t \text{ table } .3290$. Thus, H_0 is rejected and H_a is accepted, which means that the use of a differentiated learning model has a positive and significant effect on self-efficacy.

Tabel 6. Hasil Uji Paired Sample T-Test Kelas Kontrol Self Efficacy

	Mean	N	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)
Pretest	58.39	36	5.225	.970	-3.167	.001
Posttest	63.56	36	6.880	1.047		

Based on the calculation results of table 6, the questionnaire data results self efficacy in the control class it is known to have an average value before and after being given treatment, namely 58.39 to 63.56 sig .001. The number of respondents in the experimental class (N) 36, the standard deviation value is 5,225 and 6,880 and the standard error is .970 and 1,047, and has a calculated t value of -3.167 and t table .3290. Then the calculated t value is obtained which is negative, meaning that the data can have a positive meaning. The calculated t value is $3.167 > t \text{ table } .3290$. Thus, H_0 is rejected and H_a is accepted, which means that the use of a differentiated learning model has a positive and significant effect on self-efficacy

4) Manova Multivariate Test

Measuring critical thinking skills and self-efficacy using the CORE learning model with Ludo media and the student differentiation learning model in Pancasila Education learning in Senior High School Class X is the third hypothesis in this study. With a 95% confidence interval ($\alpha = 0.05$), a paired sample t-test is used to evaluate the hypothesis in data analysis. If the Sig. value is smaller than α ($0.05/5\%$), then H_0 is rejected. The income obtained from the calculation test using data analysis *manova multivariate*

Table 7. Test Results Manova Multivariate CORE Learning Model with Ludo Media & Differentiated Learning Model

	Mean	N	Std. Deviation	F	Sig. (2-Tailed)
Critical Thinking Skills	69.42	36	7.537	5.592	.004
Self Efficacy	67.78	36	6.728		

The learning process to realize mutual cooperation with the Pancasila economic system, the learning method used by researchers for class X of SMA Negeri 2 Metro uses Ludo media and the CORE Learning paradigm (connecting, organizing, reflecting, expanding). This study used two classes, namely the experimental class and the control class. The experimental class uses the CORE learning model with Ludo media, while the control class uses the differentiation learning model.

While Ludo media during the learning process in the classroom is used as a tool or complement for researchers when they are going to improve critical thinking skills and students' self-efficacy, the CORE learning model and differentiated learning seek to teach students in these areas. Therefore, to facilitate the conversation, this will be discussed thoroughly in the following sections:

1. CORE Model with Ludo Media in Critical Thinking Skills

Based on the results of the research data, the calculated t value was $4.915 > t \text{ table } .3290$ in the CORE learning model with Ludo media and the value pretest 68.14 and posttest 69,42 with a sig value of .000. The application of the CORE learning model and Ludo media improves students' critical thinking skills, based on calculations. paired sample t-test The CORE learning model is higher compared to the differentiated learning model.

The discussion of the research is strengthened by the results of research conducted by Arifah, Rochmad and Sugiman (2016) explaining that the CORE learning model encourages students to learn to discuss and work together to solve problems in a group

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atmosphere so that students have the opportunity to actualize themselves and exchange ideas, supporting the discussion of the research. This study shows that the average critical thinking skills of students when using the CORE model with Ludo media are superior compared to students who use conventional or differentiated learning methodologies. Miller, Coffe, & Curwen (Curwen et al., 2010) argue that the CORE learning model starts with students' basic knowledge, then collects existing knowledge to learn the latest information, then rearranges the original knowledge until it is finally reflected into more recent knowledge.

Shoimin (2014) also stated that students actively participate in the connection step of CORE learning, which involves structuring learning materials to enable them to critically identify ideas within each material. Then, through the steps of organizing and reflecting, students will learn new concepts from existing learning resources. In addition, in the last step, known as extension, students will deliberately investigate and use the ideas they have learned to solve problems in order to gain comprehensive knowledge and enhance their educational experience. As students work in groups to solve problems, the stages at each stage of the CORE learning model help them gather information, generate new ideas, assess challenges, and generate acceptable solutions.

Then in the research results Munawaroh, Bashri & Rahayu (2024) Ludo learning materials can help grade X students develop their critical thinking skills in a realistic, legitimate, and efficient way by helping them identify concepts and facts from various specific problems. The findings of this study support Hirumi's statement (2014), that learning media combined with games can increase student motivation, critical thinking skills to solve complex problems, reflective learning, and the ability to provide feedback to each student.

The description above leads us to the conclusion that the CORE learning paradigm with Ludo media in Chapter 3 material is to realize mutual cooperation in the Pancasila economic system. The implications that will be obtained from this study are that researchers have found that students have critical thinking skills, the positive impact of this study is that teachers who apply the CORE learning model with Ludo Media will see an increase in their students' critical thinking skills. Improving critical thinking skills in students is very important for teachers to apply the CORE learning approach. The CORE learning paradigm fosters critical thinking skills that have real-world applications, allowing students to quickly understand subject matter and generate new theoretical ideas based on what students have learned

2. CORE Model with Ludo Media in Increasing Self Efficacy

Based on the research data, the calculated t value was $4.915 > t_{\text{table}} .3290$ in the CORE learning model with Ludo media and the pretest value was 68.14 and the posttest was 69.42 with a sig value of .000. The application of the CORE learning model and Ludo media improves students' critical thinking skills, based on the calculation of the paired sample t -test, the CORE learning model is higher when compared to the differentiated model.

Wilson & Janes stated that one of the key elements in assessing student learning achievement using the teacher's choice of learning model is self-efficacy because feelings of self-confidence significantly influence a person's behavior (Widyastuti, 2013). This statement is reinforced by the results of the study in terms of increasing the attitude of self-efficacy Fatimah (2020), showing that the CORE learning model outperforms traditional learning models. One of the reasons for the increasing application of the CORE learning model is because this model places great emphasis on students' ability to think critically to connect, organize, deepen, manage and develop the information obtained by students so that students' self-confidence or self-efficacy will increase and create meaningful learning.

Based on the research results of Ready, Kurniadi & Hidayatillah (2024), Ludo learning media also has an interesting uniqueness when students have enthusiasm and interest in learning so that they can train their comprehension and create a classroom atmosphere when teachers and students learn more effectively until the learning outcomes when given problems students have confidence in themselves to be able to solve problems and increase self-efficacy in each student. This is in accordance with Bandura's opinion (Maros & Juniar, 2016) explaining that when self-efficacy in each student grows well, it can increase achievement and obtain self-well-being through many different ways, but one way is when effective Ludo learning media increases interest and hidden talents in student learning.

The conclusion that can be obtained from the description above, self-efficacy of students is more increased by using the CORE learning model with Ludo media in Chapter 3 material, namely realizing mutual cooperation in the Pancasila economic system. The implication of this study is that if a teacher uses Ludo learning media as a way to increase the self-confidence of all students during learning in class. The results of student thinking will increase higher because it is based on self-efficacy, a sense of self-confidence in students being able to do tasks in the form of problem solving so that students will try and find solutions to solving the problem.

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3. CORE Model with Ludo Media in Improving Critical Thinking Skills and Self Efficacy

The analyzed data proves that the CORE learning model with Ludo media applied together has an effect on students' critical thinking skills and self-efficacy because the data analysis in the MANOVA multivariate test at F value = 5.592 with a significant value of 0.04 < 0.05 means that H_0 is rejected with sig. 000 which shows that variables (X1) and (X2) have an effect on variables (Y1) and variables (Y2)

Concepts related to the material on building cooperation with the Pancasila economic system are presented in the Ludo game. As a result, the CORE learning approach combined with Ludo media is believed to be able to increase students' capacity in critical thinking and self-efficacy. To answer questions, students will collaborate in each group to discuss and collect data.

The purpose of Ludo media card-based questions is to teach students how to provide critical and logical answers, how to distinguish relevant from irrelevant information, how to answer all questions with a capable attitude, and how to communicate questions and information. Individuals in the group will answer each question on the card, and the group as a whole will discuss the answers. This allows students to be encouraged to build or shape existing knowledge, giving them the opportunity to develop their own knowledge through learning activities, develop critical thinking skills, and increase self-efficacy, all of which will help create cohesive group collaboration.

De Bono (2017) stated that the ability to think clearly, productively, and reflectively with full attention when making decisions based on what is believed, done, and applied in evaluating circumstances based on all the best decision factors is known as critical thinking skills. The opinion above is in line with the thoughts of Hoffman & Schraw (2009), stating that because self-efficacy can affect the way a person feels, thinks, acts, and motivates themselves, it is related to critical thinking skills. Students are directed to have a sense or attitude of self-confidence so that students' critical thinking skills can develop well when that sense of self-confidence is formed in students and complete homework more successfully. This is also in line with the results of research by Nuraeni, Feronika & Yunita (2019), stating that because self-efficacy can affect the way a person feels, thinks, acts, and motivates themselves, it is related to critical thinking skills. Students who have high self-confidence will be able to develop their critical thinking skills and complete homework more successfully.

The conclusion of the explanation related to critical thinking skills and self-efficacy that have increased after using the CORE learning model with Ludo media in Chapter 3 material is realizing mutual cooperation in the Pancasila economic system. Students can practice critical thinking by using information or theories that they have learned and discussed with peers to make conclusions about the subjects discussed in class. This study shows that when delivering material, teachers can use media and learning models. Self-efficacy and critical thinking are interrelated because students believe that they can solve problems critically.

IV. CONCLUSION

Based on the researcher's findings, the author formulated the problem in this study and drew a modified conclusion. The following is a summary of the results of the researcher's efforts to improve critical thinking skills and self-efficacy in the Pancasila Education subject of high school using the CORE learning paradigm and Ludo game media.

1. The use of the CORE learning model combined with Ludo media has been proven to have a positive impact on students' critical thinking skills when there is a Pancasila Education subject at SMA Negeri 2 Metro. This is proven through data analysis with an average pretest value of 68.14 and a posttest value of 69.42, and is reinforced by a t-count value of 4.915 which is greater than the t table (0.3290) and a significance value of 0.000. The conclusion from the results of the data analysis above proves that this approach significantly increases the critical thinking skills variable that occurs to students.
2. The use of the CORE learning model using Ludo media also has an impact on increasing students' self-efficacy when there is a Pancasila Education subject at SMA Negeri 2 Metro. This is supported by the results of the analysis with an average pretest of 64.03 and a posttest of 67.78, and a t-count value of 3.342 which exceeds the t-table value (0.3290) with a significance value of 0.000. This finding indicates that the CORE model with Ludo media has a very significant effect on increasing the critical thinking skills variable that occurs to students.
3. Simultaneously, the application of the CORE learning model based on Ludo media has an effect on students' critical thinking skills and self-efficacy when there is a Pancasila Education subject at SMA Negeri 2 Metro. The results of the multivariate test (MANOVA) showed an F value of 5.592 with a significance of 0.04 (<0.05), so that the null hypothesis was rejected, so that variables X1 (learning model) and X2 (Ludo media) together affect variable Y1 (critical thinking skills and self-efficacy). In conclusion, the use of Ludo media in an integrated manner in the CORE model is effective in providing an understanding of the latest knowledge theory so that students are confident in themselves that they are able to solve problems properly and correctly as a form of assignment that has been given by the teacher to their students.

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