Implementing A Civic Skills-Focused Problem Posing Model to Enhance Problem-Solving Competencies in Elementary School Students: A Systematic Literature Review

Najwa Syarofa[1]*, Rusmansyah[2], Isnawati[2]
[1]Universitas Negeri Malang, Jl. Semarang No. 5 Malang, Jawa Timur, Indonesia
[2]Universitas Lambung Mangkurat, Jl. Brigjen Jalan Hasan Basri, Pangeran, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan, Indonesia
*Correspondence author, e-mail: najwa.syarofa.2121039@students.um.ac.id

Abstract: This systematic literature review explores the application of the Problem Posing Model, a holistic educational approach, in civic education to enhance elementary school students' problem-solving abilities. By fostering a comprehensive understanding of conflict resolution and cooperative problem solving, civic skills, derived from civic knowledge, become meaningful tools in addressing national and societal issues. This review methodology involves the identification, review, evaluation, and interpretation of empirical studies conducted over the past five years (2018-2022), focused on applying a civic skills-oriented problem-posing model in elementary education. The initial search yielded approximately 250 articles from databases such as ERIC, Google Scholar, and Sinta. After a meticulous process, 20 articles, primarily from high schools and universities, were chosen for the review using three primary keywords: problem-posing models, civic skills, and problem-solving abilities. The selected articles were published in international or national educational journals, including Scopus and Sinta, adhering to specific criteria such as the focus on Civics learning strategies, addressing misconceptions about the application of problem-posing models and problem-solving, and publication within the last five years in Scopus (Q1-Q4) and Sinta (S1-S4) indexed journals. The research findings indicate that the problem-posing model enhances students' critical thinking and creativity, proving more effective than conventional teaching methods. The integration of civic skills in Civics subjects boosts students' active participation, fostering attitudes of tolerance, cooperation, and responsibility. Therefore, the application of a civic skills-oriented problem-posing model can significantly improve students' ability to analyze problems critically, demonstrating openness, tolerance, and accountability.

Keywords: problem posing; problem solving; systematic literature review

1. Introduction

In the era of modernization and globalization, the need for quality human resources has become increasingly important. Enhancing the quality of human resources is a crucial prerequisite for achieving developmental goals. Education serves as a vital means to improve various aspects of human resources. According to the National Education System Law number 20 of 2003, every citizen has the right to receive a quality education, which contributes to shaping the vibrant fabric of Indonesian society. Education holds the primary key to instilling good character and values in students, as it allows them to express their love for the nation and develop their embedded qualities (Furqan et al., 2020).

To create meaningful contributions in the 21st century, both students and educators in schools and universities must enhance their abilities and skills. Binkley et al. (2012) argue that these include creative thinking, critical thinking, metacognitive thinking, effective

communication, collaboration, information literacy, computer proficiency, civic consciousness, career readiness, and individual and social responsibility skills. Fostering these competencies is essential in preparing individuals for success in specific fields and empowering them to meet the challenges of a rapidly evolving world.

Engr Sayyid Khaim Husayn Naqawi, as quoted by Abudin Nata (2016), elucidates the etymology of the term "student" or "pupil," which derives from Arabic and denotes "people who want" or "the willer." Another term, tilmidzi, signifies "students" or "learners" in Arabic, while the plural form is talamidzi (Aly, 2008). Sudirman (2003) further defines students as individuals who attend educational institutions to acquire knowledge imparted by teachers. During this period, students undergo various transformations, encompassing physical, psychological, and cognitive changes. Adolescents begin to think abstractly and approach problem-solving in a more mature manner, thereby transitioning into their new social roles as adults. Concurrently, they gradually emancipate themselves emotionally from their parents (Sudirman, 2003).

In this context, education plays a pivotal role in nurturing holistic development. It not only equips students with subject knowledge but also fosters their character, skills, and abilities to thrive in the modern world. By embracing the educational opportunities provided, students can cultivate their innate potential and contribute to the betterment of society. As a result, investing in the quality of education becomes an indispensable element of a prosperous and progressive nation. Governments, educators, and stakeholders must work collectively to ensure equitable access to quality education, as it empowers individuals, strengthens communities, and shapes the trajectory of a nation's progress.

Problem-solving is an inherent aspect of daily life, arising when individuals encounter difficulties in achieving their desired outcomes. Whether successful or not, most situations in our everyday experiences necessitate problem-solving skills. To further enhance this process, Silver and Cai (1996) propose the concept of problem posing, which involves developing new problems and reformulating existing ones. Brown and Walter (1990) outline a two-stage problem-posing model, comprising acceptance and challenge. During the acceptance stage, students are presented with a task or a predefined problem. Subsequently, in the challenging stage, students are tasked with formulating and solving new problems based on the given information. This approach enables students to construct new understandings and enhance their problem-solving abilities.

Suryanto (in Siswono, 2004) describes problem posing as the formulation of questions or the rephrasing of existing problems based on the available context, whether conducted prior to, during, or after problem-solving. Similarly, Sumarmo (2015) explains that problem posing involves creating new problems or reformulating original problems based on presented data or information. These definitions collectively highlight problem posing as the skill of generating problems from given situations.

The problem-posing learning model fosters active and creative student engagement, facilitating the development of knowledge and the understanding of complex concepts (Agustina, Lisdiana & Marianti, 2015). Moreover, problem-posing activities cultivate critical thinking and creative skills among students in both educational and community settings (Silver, 1997; Leung, 1997; Siswono, 2004).

Problem posing serves as a teaching approach, placing problems at the core of instruction to enhance problem-solving, self-regulation, and subject-specific skills (Eggen & Kauchak, 2012). This learning approach initiates by presenting problems that are relevant to the subject matter and relatable to students' prior experiences. Students then engage in problem-solving processes to acquire new knowledge. Kracjik and Blumenfeld (2006) emphasize that problem posing commences with the identification of a problem, with solving it serving as the focal point of the learning experience. This method underscores the crucial step of posing an authentic problem, stimulating students' engagement with real-life situations.

Thus, problem posing complements problem-solving by encouraging the development of new problems and the reformulation of existing ones. By employing the problem-posing learning model, educators can foster active and creative student participation, enhance critical thinking skills, and cultivate an environment conducive to deep learning. This approach empowers students to formulate problems that reflect real-life contexts, enabling them to develop a comprehensive understanding of the subject matter and its practical applications.

The Problem Posing model is a valuable approach to enhancing students' mathematical reasoning abilities (Novia et al., 2017). This learning model initiates with students reformulating complex problems into simpler forms, making them easier to comprehend (Brahim Kris & Redhana, ND, 2015). The Problem Posing model is particularly essential in thematic learning as it generates new problems and questions that stimulate the learning process (Falach, 2016). By utilizing this model, students' critical and creative thinking skills are activated and developed (Rahman et al., 2015; Susanti et al., 2012). Consequently, it becomes a solution to enhance students' mathematical reasoning abilities (Novia et al., 2017), empowering them to actively engage in solving challenging tasks.

Various studies support the positive impact of the Problem Posing learning model. W. Wulandari (2020) asserts that this model can improve critical thinking skills among fourth-grade students. Additionally, WN Shanti and DA Sholihah (2017) state that the Problem Posing learning model enhances critical thinking skills in elementary school students.

Problem-posing skills are fundamental and should be incorporated into elementary school education for several reasons. Firstly, these skills nurture creative thinking abilities (Shanti & Abadi, 2003). By engaging in problem-posing activities, students develop the capacity to generate their own questions based on given situations and employ diverse strategies to solve problems during the learning process. Secondly, problem-posing activities contribute to achieving competency standards, critical thinking skills, and emotional intelligence (Shanti & Abadi, 2015). Thirdly, students' questioning skills are improved as they automatically generate questions and refine their ability to ask questions in the classroom.

Furthermore, problem-posing activities stimulate students to think at higher cognitive levels, as they actively participate in transforming knowledge and understanding. These activities also serve as an evaluation tool for teachers to assess students' comprehension of the presented material. Moreover, problem-posing activities foster students' courage to ask questions, develop their awareness of systematic problem-solving, and enhance their sensitivity to issues within their environment. Additionally, these activities aid in the development of students' abilities to construct interrogative sentences and enhance their accuracy in observation (Kadir, 2011).

Overall, the Problem Posing model offers a powerful approach to enhance students' mathematical reasoning abilities. Its implementation in elementary schools can cultivate creative thinking, improve critical thinking skills, and promote emotional intelligence. By engaging students in problem-posing activities, they develop questioning skills, critical thinking abilities, and problem-solving skills. Moreover, this model fosters students' confidence, awareness, sensitivity, and observational accuracy. Therefore, integrating problem-posing activities into the curriculum will contribute significantly to students' overall cognitive and intellectual development.

Civic education in a new paradigm aims to cultivate civic competencies, encompassing civic knowledge, values, commitments, citizenship attitudes, and the utilization of civic disposition tools (Quigle et al., 1991). The primary objective is to develop civic skills that equip individuals with meaningful knowledge to address societal challenges at both the national and state levels. Intellectual skills play a crucial role in fostering well-rounded, practical, and responsible citizens, including the cultivation of critical thinking abilities. Critical thinking entails various components such as identification, description, explanation, analysis, evaluation, determination, maintenance of diverse opinions, interaction, communication, monitoring, and the appreciation of excellence and value.

Citizenship skills, or civic skills, empower students with the capacity to critically analyze and resolve civic issues. However, in reality, students often struggle to demonstrate their civic skills fully during the learning process. When asked about matters concerning their roles as citizens, students tend to hesitate in expressing their opinions and exhibit passivity when responding to problems presented by teachers. Consequently, educators must design learning activities that foster the desired development of students' civic skills.

Dias & Soares (2017) propose that civic skills can be categorized into teamwork, leadership, decision-making, communication, critical thinking, and adaptability to evolving problems and social contexts. The development of civic skills in students is exemplified through enhanced collaboration within the classroom. Initially, individual tasks are assigned to each member, such as recording and summarizing data and photographs gathered during on-site activities. Subsequently, data collected is collectively analyzed based on predefined journalistic guidelines. Observations and interviews conducted by researchers have revealed a transformation in the mindset of all groups, emphasizing a deeper understanding of the problems at hand. For instance, during preliminary interviews, many students relied solely on newspapers and social media for their knowledge of issues such as values, norms, public service, state defense, diversity, youth, and law and order.

Hence, the new paradigm of civic education emphasizes the development of civic competencies, including civic knowledge, values, commitments, and citizenship attitudes, through the utilization of civic disposition tools. To achieve this, civic skills must be nurtured to provide individuals with meaningful knowledge applicable to real-life challenges at both national and state levels. Intellectual skills, particularly critical thinking, are essential in fostering well-rounded and responsible citizens. However, students often struggle to demonstrate their civic skills adequately, necessitating the implementation of tailored learning activities by teachers. By enhancing collaboration, fostering teamwork, leadership, decision-making, communication, critical thinking, and adaptability, students' civic skills can be

effectively developed. This will enable them to critically analyze and address citizenship issues, leading to an active and engaged citizenry.

Encouraging students to contribute to the social community is essential for the development of their personal abilities. By adopting a problem-solving approach focused on civic skills, students not only acquire valuable problem-solving techniques but also gain confidence through collaborative teamwork, thus enhancing their interpersonal skills. This acquired knowledge equips students with a professional spirit, instilling in them a sense of responsibility towards resolving challenges encountered in their educational journey. Keegan, Losardo, and McCullough (2017) conducted a study on problem-based learning methods and found that this approach leads to an improved perception of social culture, subsequently fostering greater citizen engagement.

The learning model employed by teachers plays a pivotal role in shaping students' educational experiences. It serves as a blueprint for instruction and acts as a guide in the classroom, ensuring that students are actively engaged and motivated throughout the learning process. A well-designed learning model prevents monotony and fosters a genuine love for learning, allowing students to actively participate rather than passively absorb information. It encompasses all aspects of teaching, both overt and covert, that directly or indirectly influence the instructional process (Harefa, 2020, p. 14).

It is evident from the preceding explanation that the chosen learning model significantly impacts students' learning outcomes. The learning model serves as a reference for the instructional approach, encompassing objectives, instructional strategies, classroom environment, and management systems. By employing effective and appropriate learning models, educators can enhance students' motivation, creativity, and overall learning achievements. Therefore, the author intends to conduct a study analyzing the application of a problem-posing model oriented towards civic skills to improve elementary school students' problem-solving abilities.

In conclusion, promoting students' engagement in the social community fosters the development of their personal abilities. The problem-solving approach, coupled with civic skill orientation, nurtures their problem-solving capabilities while simultaneously strengthening their interpersonal skills through teamwork. This holistic learning experience nurtures students' professional growth and imbues them with a sense of responsibility towards tackling the challenges they encounter. Research conducted by Keegan, Losardo, and McCullough (2017) demonstrates that problem-based learning methods positively impact students' perception of social culture, thus promoting citizen engagement.

Teachers wield significant influence over students' learning experiences through the choice of learning models. A well-designed learning model acts as a comprehensive plan, guiding instructional activities and facilitating the effective implementation of learning objectives. By employing engaging and effective learning models, educators can enhance students' motivation, creativity, and overall learning outcomes. Therefore, the author proposes a study to explore the application of a problem-posing model, specifically tailored to develop civic skills, with the aim of improving elementary school students' problem-solving abilities.

2. Method

The present study utilized the Systematic Literature Review (SLR) method, which encompassed the identification, review, evaluation, and interpretation of relevant literature. Following the footsteps of previous studies (Triandini et al., 2019), the researchers conducted a systematic review of various journals. The primary objective of this research was to examine the application of civic skills-oriented problem-posing models in enhancing students' problem-solving abilities, particularly in elementary schools. Consequently, a careful selection of articles was made, drawing from both high schools and universities, to serve as references for this study.

To ensure the collection of reliable data, online databases such as ERIC, Google Scholar, and Sinta were utilized. The data retrieved spanned the previous five years, specifically from 2018 to 2022. Initially, approximately 250 articles were obtained during the search process, which were subsequently narrowed down to 20 articles for thorough examination. This selection process involved the utilization of three keywords: problem-posing models, civic skills, and problem-solving abilities.

The data employed to address the research questions were sourced from reputable international and national education journals, including Scopus and Sinta. Certain criteria were applied to guide the selection of articles for review. These criteria included: (1) the articles' central focus on strategies for Civics learning, (2) the discussion of misconceptions related to the application of problem-posing models and problem-solving, (3) publication within the last five years (2018-2022), and (4) indexing in either Scopus (Q1-Q4) or Sinta (S1-S4) journals. By adhering to these criteria, journal articles that closely aligned with the research objectives were identified and incorporated into the study.

3. Hasil dan Pembahasan

Hasil dapat disajikan dalam bentuk grafik, tabel, atau deskriptif. Pemuatan tabel dan gambar seharusnya hanya berisi informasi esensial hasil riset. Analisis dan interpretasi hasil ini diperlukan sebelum dibahas.

Table 1. Systematic Literature Review Results

No.	Author(s)	Title	Findings
1.	Rimba Sastra Sasmita, Nyoto Harjono (2021)	Effectiveness of Problem-Based Learning and Problem Posing Models in Improving Critical Thinking Ability of Elementary School Students	The critical thinking ability of elementary school students is meager, so it is necessary to apply a learning model, namely the problem-posing model. This model can provide higher-order thinking skills so that students become creative and enthusiastic in doing the assigned tasks. This type of research uses a quasi-experimental (quasi-experimental design) that uses descriptive analysis techniques. From the results of this study, the Problem Based Learning model and the problem-posing learning model are very effective in learning. However, some students still need to understand the application of the problem-posing model so that later the teacher can give assignments again to improve their thinking skills.

2.	Serniati Zebua (2022)	THE EFFECT OF THE APPLICATION OF PROBLEM-POSING METHODS AND STRUCTURED TASKS ON STUDENT LEARNING ACHIEVEMENT	This study aimed to discover the problem-posing model learning method and the provision of structured assignments more effectively than conventional methods in improving student achievement in introductory accounting courses. The results showed that using the problem-posing model in the experimental class was more effective than the control class using conventional methods (lecture method).
3.	ISWANTO (2022)	*POSTING PROBLEMS TO IMPROVE CREATIVE THINKING SKILLS*	This descriptive-explorative research aims to describe problem posing to improve students' creative thinking skills. The subjects in the study were students of class VII 6 SMP Negeri 2 Toboali. The data of this research are from 3 students of 32 students. The three students had lower abilities than the other students, so a trial was conducted with the provided instruments. The results showed that the problem-posing model could improve the creative thinking ability of each student.
4.	Diana Owen (2022)	Teaching Civic Engagement Through Immersive Experience: Students' Acquisition of Civic Knowledge, Skills, and Dispositions	This study examines two center programs that provide students with an active learning experience in an atmosphere that supports learning. PC is a project-based program that allows students to gain experience with the public policy-making process. It is usually applied in the classroom but can also be used in extracurricular contexts. So the civic skills method can improve students' ability to collaborate and carry out meaningful activities when they do activities outside of school by participating in extracurricular activities.
5.	Wibowo Heru Prasetiyo (2018)	IMPROVEMENT OF STUDENT *CIVIC SKILLS* AND *CIVIC EMPATHY* THROUGH THE CITIZEN JOURNALISM PROJECT	This research aims to investigate how to apply the learning model of student journalism, civic skills, and civic empathy. The subjects of this study were students majoring in Citizenship Education at Muhammadiyah University in Surakarta. The results showed that the students had various skills, high empathy, and morality as citizens. Furthermore, the analysis shows that this model can develop democratic attitudes in students, such as openness, critical thinking, creativity, tolerance, and responsibility in everything they do.
6.	Ari Sujarwadi, Dinie Anggraeni Dewi, Yayang Furi Furnamasari (2021)	Application of Problem-Solving Methods to Improve	This research aims to increase students' active participation in learning and improve their civic skills by applying problem-solving strategies (PBL). The subjects of this study were students of

		Students' Citizenship Skills	the Department of Preschool and Elementary Education, Faculty of Education, with the subject Basic Concepts of Citizenship Education. The results of this study can increase active student participation and improve student skills (civic skills), which can be seen from the increased ability to analyze problems identified in each group.
7.	Hendita Rifki Alfiansyah, Muhammad Nur Wangid (2018)	CONTENT OF CITIZENSHIP EDUCATION AS EFFORTS TO LEARN *CIVIC KNOWLEDGE, CIVIC SKILLS,* AND *CIVIC DISPOSITION* IN ELEMENTARY SCHOOL	The purpose of this study was to determine the content of civic education within the scope of elementary school students to provide teaching on civic knowledge, civic skills, and civic dispositions. This research is a literature study that discusses the importance of civic education content in elementary school students. The results of the study indicate that civic education content is one of the alternative ways for the government to prepare students to become active citizens.
8.	Egy Purwanda, Ahmad Yani T, Utin Desy Susiaty (2020)	COMPARATION OF PROBLEM POSING AND SOLVING ON CRITICAL THINKING ABILITY FROM SELF CONFIDENCE	This study aims to see how the problem-posing model compares with problem-solving. The research method uses an experiment (Quasi-Experimental Design). The results of this study are (1) providing better critical thinking skills than the application of problem-solving models, (2) each student with high, medium, and low self-confidence is equally able to think critically.
9.	Eni Fariyatul Fahyuni; Moch. Bahak Udin By Arifin; Dwi Nastiti (2019)	DEVELOPMENT TEXTBOOK WITH PROBLEM POSING METHOD TO IMPROVE SELF REGULATED LEARNING AND UNDERSTANDING CONCEPT	This study aims to: (1) assess the validity of textbooks, (2) assess the practicality of textbooks, and (3) measure the effectiveness of textbooks in improving student learning independence and understanding of concepts at SMP Negeri 2 Porong. The development of the textbook is related to the problem-posing method referring to the Dick and Carey model. The developed textbooks can be alternative teaching materials to support active and good learning for students.
10.	Susilo Tri Widodo, Renggani, & Sukarjo (2018)	DEVELOPMENT OF *CIVIC KNOWLEDGE, CIVIC DISPOSITION,* AND *CIVIC SKILL-ORIENTED* LEARNING MODELS AS INNOVATIONS IN CITIZENS' EDUCATION COURSES	The research objective is to develop a project citizen learning model oriented towards civic knowledge, civic disposition, and civic skills for learning innovations in Civics Education courses in elementary schools. This research was conducted in the Department of Elementary School Teacher Education, Faculty of Education, State University of Semarang. The subjects of this research are students. Therefore, this research is educational research with a development (R&D) approach. Nevertheless, the results of this study indicate that

			the innovation of the learning model is practical to be developed in subjects including Civics in elementary school.
11.	Fatimah Djafar (2022)	The Effect of Problem Posing Model on University Students' Creativity and Problem-Solving Skills	The purpose of the study was to determine how the influence of the problem-posing learning model on problem-solving skills and students' creativity in learning statistics in the classroom. The design used is a quasi-experiment involving 29 students. The data used is a questionnaire; there are two questionnaires: the problem-solving skills questionnaire and the student creativity questionnaire. This study concluded that the problem-posing learning model could improve students' creative thinking skills.
12.	Julia E. Calabrese, Mary Margaret Capraro, Christopher G. Thompson (2022)	The Relationship Between Problem Posing and Problem Solving: A Systematic Review	This research study is to analyze and review several studies that have been carried out. Therefore, several articles from 2011-2020 were analyzed and studied to find out the differences in how students applied and actively used problem-posing and problem-solving models. In total, from several articles that were obtained, seven articles were analyzed, and based on the results obtained, students' thinking and problem-solving skills increased.
13.	Wibowo Heru Prasetiyo (2018)	IMPROVEMENT OF STUDENT CIVIC SKILLS AND CIVIC EMPATHY THROUGH THE CITIZEN JOURNALISM PROJECT	This research study investigates the impact of using the citizen journalism learning model on university students to develop their civic skills and civic empathy as a strengthening of character education. This study uses a qualitative approach, using Bachman's research type. The study results indicate that the students already have skills and empathy as part of civic competencies that shape their public character and morality.
14.	Supriyanto, Nasution, Wisnu (2019)	Improve Creative Thinking Ability With Posing Problem Learning	This article describes students' creative thinking skills about social learning using a problem-posing model. The research subjects were the eighth-grade students of SMP Negeri 1 Tulangan, as many as 28 students. Based on the t-test analysis, the conclusion of using the problem-posing learning model affects students' creative thinking skills. This research is helpful for teachers; namely, it can develop teachers' insight to be more innovative and creative in creating fun learning activities in the classroom.

15.	Reza Rachmadtullah, Harlinda Syofyan, Rasmitadila (2020)	The Role of Civic Education Teachers in Implementing Multicultural Education in Elementary School Students	This article shows that the role of Civics teachers in implementing multicultural education for elementary school students is significant. From the research results, it can be shown that the role of Civics teachers can instill tolerance, respect, and mutual respect for differences between others and teach material that contains insight into diversity, events, and how to solve problem-solving.
16.	AISLING LEAVY (2022)	DEVELOPING THE STATISTICAL PROBLEM POSING AND PROBLEM REFINING SKILLS OF PROSPECTIVE TEACHERS	Researchers conducted research subjects consisting of 158 prospective elementary school teachers when they were asked to design a statistical question to support comparisons between groups. Support is provided by implementing three phases of question development (think, peer-feedback, and expert-feedback). With appropriate peer support and expert feedback in a three-phase question design scenario, prospective primary school teachers can generate adequate statistical questions suitable for the elementary classroom.
17.	Mohamad Syarif Sumantri, Paijah Komala (2018)	Meaningfulness of Civic Education in Elementary Students with Models Contextual Problem Based	This study aims to increase the meaning and learning outcomes of Civics in elementary school students through a contextual problem-based learning model. Using an action research approach, the subjects of this study were fifth-grade students of public elementary schools. The results showed that Civics learning outcomes in students increased with the application of contextual problem-based learning models.
18.	Vina Iasha, Mohamad Syarif Sumantri, Sarkadi Sarkadi, Reza Rachmadtullah (2018)	Development Media Interactive Learning in Education Pancasila and Citizenship Education to Improve Tolerance of Students in Elementary School	This article aims to develop interactive learning media on Citizenship Education subjects in Elementary Schools. This study uses the R&D method. The study results stated that the learning media was feasible and increased students' tolerance of learning Civic Education in the classroom.
19.	Harry Jackson, Angad Nayyar, Paul Denny, Andrew Luxton-Reilly and Ewan Tempero (2018)	HandsUp – An In-Class Question Posing Tool	This paper describes a web-based platform, HandsUp, which addresses the underlying factors that prevent students from asking questions in lectures. Using this tool, students can ask their instructor questions while remaining anonymous from their peers, and instructors can choose to answer the questions that interest the most. The

			study results found that students could interact with and use this tool easily, and we present a brief case study of its use in an extensive first-year programming course.
20.	Gwo-Jen Hwang, Shao-Chen Chang, Yanjie Song, Min-Chuan Hsieh (2020)	Powering up flipped learning: An online learning environment with a concept map-guided problem-posing strategy	This research aims to use a problem-posing strategy based on multilevel concept mapping, which helps students complete problem-posing tasks in flipped learning. The research subjects comprised seventy-five fifth-grade students from three classes, divided into group A, the experimental class, and group B, the control class. Group A students used a concept map-based problem-posing strategy for flipped learning (CMPP-FL), group B students used a problem-posing-based flipped learning strategy, and control group students used a conventional flipped learning strategy. The results showed that CMPP-FL effectively improves student achievement, especially for students with higher critical thinking tendencies.

Based on an analysis of 20 study journals, it is evident that the problem-posing model significantly contributes to enhancing students' critical and creative thinking abilities, as well as their civic skills. The primary objective of this model is to foster active student participation within the classroom setting. In this context, the author has compiled various articles that are relevant to elementary school learning, with the intention of implementing the problem-posing model.

The utilization of the problem-posing model proves advantageous in developing students' civic skills, particularly in problem-solving and problem management. Through this approach, students engage in interactions that enhance their civic skills and prepare them to be proactive and discerning citizens capable of addressing the challenges prevalent in Indonesia. Moreover, multiple studies have reported that implementing a problem-posing model with a civic skills orientation leads to a heightened awareness of social culture, thereby positively impacting citizen involvement.

Polya (1973: 5) outlines four essential steps in problem-solving: understanding the problem, planning the approach, executing the solution, and verifying the completeness of the solved problem. The cultivation of problem-solving skills greatly influences students' cognitive processes as they engage in activities and tasks assigned by educators. These tasks are designed to facilitate factual understanding, information analysis, the generation of alternative problem-solving strategies, and the selection of accurate information for effective problem resolution by students.

By employing the problem-posing model, students are encouraged to think critically, explore various perspectives, and actively participate in the learning process. This approach empowers them to develop practical problem-solving skills that are rooted in sound analysis

and decision-making. Consequently, students become equipped with the necessary tools to navigate real-world challenges and contribute positively to their communities. The integration of the problem-posing model into educational practices holds great promise for enhancing students' cognitive abilities and civic engagement, ultimately fostering a more proactive and socially conscious generation.

The problem-posing model has been found to significantly enhance students' ability to collaborate and develop their ideas into written form (Rimba, 2021). According to Rimba, critical thinking skills among students in schools are often lacking, necessitating the implementation of a learning model that can foster such skills. Therefore, utilizing problem-posing models becomes imperative for improving students' critical thinking abilities. Iswanto's (2022) research employed a descriptive-exploratory approach to examine the effects of the problem-posing model on students' creative thinking skills. The results indicated that when the problem-posing model was combined with descriptive-exploratory methods, students became actively engaged in learning and worked together to enhance their thinking while completing assigned tasks.

Compared to traditional teaching methods, the problem-posing model proves to be more effective in experimental classrooms. This approach requires students to generate their own problems, practice solving them independently, and devise innovative solutions. Initially developed in 1997 by Lynn D. English for mathematics education, the problem-posing model has since expanded to various disciplines (English, 1997). Serniati's (2022) research highlights the importance of the problem-posing method as an innovative approach that promotes students' cognitive development by actively involving them in the classroom. Notably, problem-posing is a lesson that demands mental and physical engagement from elementary school students. By formulating questions and devising solutions in their own unique ways, students are afforded extensive opportunities to cultivate their creativity, improve their thinking skills, and develop critical and creative thinking abilities.

In the field of Civics, Owen (2022) emphasizes the importance of civic skills, which are developed through active learning experiences in a supportive environment. Project-based learning is one approach that can provide students with both historical knowledge and insights into American society. Moreover, civic skills are not limited to the confines of the classroom but can also be applied in extracurricular contexts. Murdiono's (2010) research supports this notion, suggesting that civic skills can be enhanced through the strategic application of problem-based learning techniques. By utilizing triangulation techniques, this approach improves students' understanding of citizenship and increases their active participation in the learning process.

Considering the aforementioned insights, the problem-posing model emerges as a promising alternative for Civics education in elementary schools. By incorporating problem-solving methods, civic skills can be strengthened, thereby boosting students' ability to analyze and address various issues encountered within their groups (Ari Sujarwadi et al., 2021). Consequently, students' overall analytical skills are enhanced, allowing them to effectively tackle problems that arise during the learning process.

In summary, the problem-posing model serves as a valuable tool for fostering collaboration and developing students' ideas into written work. By utilizing descriptive-exploratory methods, students become actively engaged in learning, which leads to improved critical thinking skills. The problem-posing model proves to be more effective than traditional teaching methods, as it requires students to generate and solve their own problems. Similarly, in the field of Civics, civic skills are nurtured through active learning experiences, both within and beyond the classroom. The strategic application of problem-based learning techniques further enhances students' civic skills and increases their active participation in the learning process. Overall, implementing the problem-posing model in elementary school education offers a promising approach to improve students' critical thinking, creativity, and civic skills.

4. Simpulan

From the preceding discussion, it is evident that the problem-posing model proved advantageous for students as it fostered critical thinking and bolstered creativity. Comparatively, the utilization of problem-posing models outperformed traditional teaching methods in terms of effectiveness. When applied to Civics subjects, civic skills experienced a remarkable enhancement, leading to heightened engagement among students while collaborating in group discussions and exhibiting attitudes of tolerance, cooperation, and responsibility in their citizenship skills. Moreover, the incorporation of civic skills-oriented problem-posing models contributed significantly to the improvement of students' problem-solving abilities. This approach enabled them to analyze identified problems through an open-minded perspective, exercise critical thinking, exhibit tolerance, and assume responsibility. Consequently, students acquired a comprehensive set of skills to tackle diverse challenges. The problem-posing model was instrumental in nurturing critical thinking and fostering creativity within students. By actively engaging in problem-solving exercises, they were encouraged to question assumptions, challenge existing notions, and develop innovative solutions. This approach surpassed conventional teaching methods, demonstrating its superior effectiveness in facilitating knowledge acquisition and cognitive growth. Notably, the application of problem-posing models in Civics subjects yielded significant advancements in civic skills among students. Their participation in group discussions exhibited a heightened sense of involvement, as they actively contributed to answering questions. This collaborative environment nurtured attitudes of tolerance, cooperation, and responsibility, which are crucial attributes for effective citizenship. Furthermore, the utilization of civic skills-oriented problem-posing models resulted in a remarkable improvement in students' problem-solving capabilities. They developed the aptitude to approach problems with an open mind, analyze them critically, demonstrate tolerance towards different perspectives, and assume responsibility for finding solutions. This holistic approach enhanced their problem-solving skills and prepared them to tackle complex issues effectively.

In conclusion, the implementation of problem-posing models in education proved to be highly beneficial for students. It cultivated critical thinking, fostered creativity, and enhanced civic skills. By adopting this approach, students developed the ability to analyze problems with an open mind, exercise critical thinking, exhibit tolerance, and assume responsibility, ultimately equipping them with the necessary skills for problem-solving in various contexts.

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