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The Effect of "Everyone is A Teacher Here Learning" Model on the Critical Thinking Abilities at Grade IV Students on Civic Education Learning at UPTD SD Negeri 091263 Karangsari

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Abstract

This study aims to determine the effect of the Everyone Is a Teacher Here learning model on the critical thinking skills of fourth-grade students in Civic Education (PKN) learning on rights and obligations at the UPTD of SD Negeri 091263 Karangsari. The background of this study is based on the low critical thinking skills of students as indicated by the results of initial observations, where as many as 60% of students have not achieved learning mastery. The low critical thinking skills are caused by learning that is still centered on the teacher and the use of less varied learning models. This study uses a quantitative approach with an experimental method and a one-group pretest-posttest design. The population and sample in this study were all fourth-grade students of UPTD SD Negeri 091263 Karangsari, totaling 25 people. Data collection techniques were carried out through pretest and posttest in the form of essay questions totaling 10 items that have been validated using the Aiken's V scale. The data analysis technique used was the N-Gain test and hypothesis testing using the t-test. The results showed that the application of the Everyone Is a Teacher Here learning model had a positive influence on students' critical thinking skills. This is demonstrated by the improvement in student learning outcomes after being treated with this learning model. The "Everyone Is a Teacher Here" model was able to increase students' active participation, their ability to ask questions, answer questions, express opinions, and draw conclusions during the learning process.

Keywords: Everyone Is a Teacher Here; critical thinking skills; Civics in Elementary School

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INTRODUCTION

Education is globally recognized as a systematic and planned process that facilitates individuals in developing their intellectual, emotional, social, and moral potential in order to adapt and contribute positively to society (UNESCO, 2021). As a fundamental pillar of human development, education plays a vital role in shaping character, intelligence, and the competencies required for future generations. Through education, individuals acquire values, knowledge, and essential skills that support lifelong learning and social participation. In Indonesia, education is formally defined in Law No. 20 of 2003 concerning the National Education System. Article 1 states that education is a conscious and planned effort to create learning conditions that enable students to actively develop their potential, including spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves and society. Therefore, education serves not only as a means of knowledge transfer but also as an effort to optimize students' talents and capacities in response to the increasingly complex demands of modern society (Ramasari, 2022).

According to Zainuddin (2021), education is a process of character formation and the development of moral values, intellectual abilities, and physical capacities. Similarly, Mutia et al. (2022) explain that education is a continuous and lifelong process aimed at producing high-quality human resources rooted in national cultural values and the principles of Pancasila. Furthermore, Article 3 of Law No. 20 of 2003 emphasizes that national education aims to develop learners into individuals who are faithful, knowledgeable, creative, independent, democratic, and responsible citizens. Consequently, education must also foster higher-order thinking skills, particularly critical thinking, which has become an essential competency in the twenty-first century.

The curriculum functions as a strategic instrument for achieving educational objectives and guiding learning implementation at all levels of education (Isnaeni, 2023). In Indonesia, the *Merdeka Curriculum* emphasizes independent learning, character development, and the strengthening of twenty-first-century competencies. At the elementary school level, the curriculum prioritizes literacy, numeracy, and the development of the *Pancasila Student Profile*. Curriculum adaptation is necessary to ensure that education remains relevant to students' needs and societal changes, enabling learners to develop optimally in accordance with contemporary demands (Kurniati et al., 2022). In line with this, the integration of deep learning approaches within the *Merdeka Curriculum* is expected to support students in developing critical thinking, creativity, communication, and collaboration skills (Arifin & Mu'id, 2024).

Critical thinking is defined as a reflective and rational thinking process directed toward

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making logical decisions regarding what to believe or do (Annisa, 2025). It involves the ability to analyze, evaluate, and synthesize information systematically. According to Bella and Setiawan (2025), critical thinking skills should be cultivated from the elementary school level because they enable students to solve problems, evaluate information critically, and make reasoned decisions. However, the 2022 Programme for International Student Assessment (PISA) results indicate that Indonesian students' performance in higher-order thinking skills, including critical thinking and problem-solving, remains relatively low (Bella & Setiawan, 2025). These findings suggest that improving students' critical thinking abilities has become an urgent educational priority in Indonesia.

Preliminary observations conducted by the researcher on January 12, 2026, at UPTD SD Negeri 091263 Karangsari revealed that the critical thinking ability of fourth-grade students was still relatively low. This condition was reflected in students' limited participation in asking or answering questions, providing explanations, expressing opinions, and drawing conclusions. Many students appeared less attentive during classroom instruction, showed low curiosity toward surrounding issues, and were more interested in playing during the learning process. Students' critical thinking abilities can generally be observed through activities such as analyzing problems, asking questions, responding to questions, expressing ideas, and formulating conclusions.

The low level of students' critical thinking skills was further supported by the results of the assessment on the topic of Rights and Responsibilities, as presented in Table 1.

Table 1. Results of Fourth-Grade Students' Critical Thinking Ability on the Topic of Rights and Responsibilities at UPTD SD Negeri 091263 Karangsari

No.	Critical Thinking Score	Number of Students	Percentage	Description
1	≥ 75	10	40%	Complete
2	< 75	15	60%	Incomplete
Total		**25**	**100%**	

Source: UPTD SD Negeri 091263 Karangsari

Based on Table 1, out of 25 fourth-grade students, only 10 students (40%) achieved the minimum mastery criteria, while 15 students (60%) did not meet the expected standard. These findings indicate that students' critical thinking skills remain low. One contributing factor is that

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the learning process is still predominantly teacher-centered, with limited variation in instructional models, resulting in passive and monotonous classroom interactions. To address this issue, an appropriate learning model is needed to improve students' critical thinking skills, particularly in the topic of Rights and Responsibilities. One learning model considered suitable for this purpose is the *Everyone Is a Teacher Here* model. This model encourages active student participation by allowing learners to take on the role of teachers and share their understanding with peers. According to Siagian and Sitohang (2025), *Everyone Is a Teacher Here* is an instructional model that promotes extensive classroom participation and individual responsibility. Similarly, Oktavia, as cited in Paskahillah et al. (2023), states that learning activities should not solely depend on the teacher; instead, students should actively engage in teaching and learning interactions with their classmates.

Several previous studies have demonstrated the effectiveness of the *Everyone Is a Teacher Here* model in improving students' critical thinking skills. Prasetyo (2019), in a study entitled *"Improving Critical Thinking Skills Through the Application of the Everyone Is a Teacher Here Learning Method in Science Learning for Fifth-Grade Elementary School Students,"* found that the implementation of the model significantly improved students' critical thinking abilities. The experimental class obtained an average N-Gain score of 0.6713, which was higher than the control class score of 0.3493 obtained through conventional learning methods. Similarly, Siregar and Harahap (2021) reported that students' critical thinking abilities increased from 45% before implementation to 78% after applying the *Everyone Is a Teacher Here* model.

Although previous studies have proven the effectiveness of the *Everyone Is a Teacher Here* model, most research has focused on science subjects and has rarely examined its application in Civic Education, particularly on the topic of Rights and Responsibilities at the elementary school level. In addition, studies integrating this model within the framework of the *Merdeka Curriculum* remain limited. Therefore, this study offers novelty by investigating the effect of the *Everyone Is a Teacher Here* learning model on fourth-grade students' critical thinking skills in Civic Education learning under the *Merdeka Curriculum*. This research is expected to provide contextual and empirical contributions as an alternative learning strategy to enhance critical thinking skills in twenty-first-century education.

METHODOLOGY

1. Research Design

This study employed a quantitative approach using a pre-experimental research design. Specifically, the research applied a *one-group pretest–posttest design*, in which a single group of

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participants was observed before and after the implementation of a treatment. In this design, the dependent variable is measured prior to and following the application of the independent variable to determine whether significant changes occur as a result of the treatment. The study involved only one experimental class without a control group. Initially, students were administered a pretest to measure their critical thinking skills before treatment. Subsequently, the *Everyone Is a Teacher Here* learning model was implemented during the instructional process. After the treatment, a posttest was conducted to examine the effect of the learning model on students' critical thinking skills.

The research design can be illustrated as follows:

Table 2. Research Design

Pretest	Treatment	Posttest
O_1	X	O_2

Description:

- **O_1** = Pretest score (before treatment)
- **X** = Treatment using the *Everyone Is a Teacher Here* learning model
- **O_2** = Posttest score (after treatment)

2. Research Location and Time

This research was conducted at UPTD SD Negeri 091263 Karangsari, located in Karang Ayer Village, Gunung Maligas District, Simalungun Regency, North Sumatra Province, Indonesia. The participants of this study were fourth-grade students of the school. The study was conducted in April during the first semester of the 2026/2027 academic year.

3. Population and Sample

Population refers to a generalized area consisting of objects or subjects with particular characteristics determined by the researcher for investigation and conclusion drawing (Zahra & Wirawan, 2025). The population in this study comprised all fourth-grade students of UPTD SD Negeri 091263 Karangsari, totaling 25 students.

According to Yudita and Sugiyono (2021), a sample is a subset of the population selected to represent the characteristics of the entire population. This study employed a non-probability sampling technique, specifically saturated sampling (*sampling jenuh*), in which all members of the population were selected as the research sample. Saturated sampling is commonly used when the population size is relatively small, allowing all population members to participate in the study. Therefore, the sample of this research consisted of all 25 fourth-grade students at

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UPTD SD Negeri 091263 Karangsari. Only one class was involved as the experimental group because this study did not employ a control group.

4. Data Collection Methods

Data collection techniques are methods used by researchers to obtain information relevant to the study. In this research, data were collected through tests and documentation. According to Hasanah et al. (2021), a test is a set of questions or exercises used to measure individuals' knowledge, abilities, intelligence, or skills. In this study, the test instrument was designed to measure students' critical thinking skills.

The tests administered consisted of a pretest and a posttest. The pretest was conducted before implementing the *Everyone Is a Teacher Here* learning model to determine students' initial critical thinking abilities. Meanwhile, the posttest was administered after the treatment to identify improvements in students' critical thinking skills following the implementation of the learning model.

Documentation refers to supporting data used as evidence in research activities. In this study, documentation included photographs of learning activities, students' worksheets, lesson plans, and other relevant records related to the implementation of the research.

5. Data Analysis Methods

Data analysis is the process of organizing and interpreting collected data to generate meaningful information and draw conclusions. The data in this study were analyzed quantitatively using the following statistical procedures.

1) N-Gain Test

The N-Gain test was conducted to determine the extent of improvement in students' critical thinking skills after the implementation of the *Everyone Is a Teacher Here* learning model. The N-Gain score measures the effectiveness of the treatment by comparing pretest and posttest scores.

The formula for calculating the N-Gain score is as follows:

$$\text{N-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

Description:

- N-Gain = normalized gain score
- Posttest Score = students' score after treatment
- Pretest Score = students' score before treatment

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- Ideal Score = maximum possible score

The interpretation criteria for N-Gain scores are presented in Table 3.

Table 3. N-Gain Score Criteria

N-Gain Score	Criteria
g > 0.7	High
0.3 < g ≤ 0.7	Moderate
g ≤ 0.3	Low

Source: Hake (1999)

2) Normality Test

The normality test was conducted to determine whether the pretest and posttest data were normally distributed. In this study, the normality test was performed using the Kolmogorov–Smirnov or Shapiro–Wilk test with the assistance of the Statistical Package for the Social Sciences (SPSS) software.

The criteria for decision-making are as follows:

- If the significance value (Sig.) > 0.05, the data are normally distributed.
- If the significance value (Sig.) < 0.05, the data are not normally distributed.

3. Hypothesis Testing

Hypothesis testing in this study was conducted using the paired sample *t*-test. The test aimed to determine whether there was a significant difference between students' pretest and posttest scores after the implementation of the *Everyone Is a Teacher Here* learning model.

The paired sample *t*-test was analyzed using SPSS software. The formula for the *t*-test is presented as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X_d^2}{N(N-1)}}}$$

(Arikunto, 2020, pp. 349–350)

Description:

- Md = mean difference between pretest and posttest scores
- X_1 = pretest score

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- X_2 = posttest score
- D = deviation of each subject
- $\sum X_d^2$ = total squared deviation
- N = number of samples

The criteria for hypothesis testing are as follows:

- If (t_{\text{count}} > t_{\text{table}}), then (H_0) is rejected and (H_a) is accepted, indicating that the *Everyone Is a Teacher Here* learning model has a significant effect on students' critical thinking skills.
- If (t_{\text{count}} < t_{\text{table}}), then (H_0) is accepted and (H_a) is rejected, indicating that the learning model does not significantly affect students' critical thinking skills.

RESULTS AND DISCUSSION

This study was conducted in April 2026 in the fourth grade of UPTD SD Negeri 091263 Karangsari, Simalungun Regency, involving 25 students. The research employed a pre-experimental method with a quantitative approach using a *one-group pretest–posttest design*. According to Sugiyono (2022), the *one-group pretest–posttest design* is used to determine differences in students' abilities before and after treatment, thereby allowing researchers to identify the direct effect of a treatment on learning outcomes. Prior to the implementation of the treatment, students were administered a pretest to determine their initial critical thinking abilities. Ennis, as cited in Zakiah and Lestari (2019), defines critical thinking as "reasonable and reflective thinking focused on deciding what to believe or do." This definition emphasizes that critical thinking involves reflective reasoning in making decisions and solving problems. Furthermore, Redecker (2019) states that critical thinking includes the ability to access, analyze, and synthesize information, all of which can be taught, practiced, and mastered through effective learning activities.

Based on these perspectives, the learning process should actively engage students in thinking activities. Therefore, the *Everyone Is a Teacher Here* learning model was selected as the instructional strategy in this study. According to Aprilia and Ansori (2020), the *Everyone Is a Teacher Here* model is a learning model that provides every student with the opportunity to become a "teacher" for their peers. This model encourages students to express opinions, analyze problems, formulate conclusions, and actively participate in achieving learning objectives. Similarly, Asiza and Irwan (2019) argue that the model not only enables students to understand

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learning materials but also encourages them to communicate their ideas and perspectives during classroom discussions, thereby creating meaningful learning experiences.

Before being administered to the participants, the research instrument underwent a validity assessment conducted by two expert validators: Eva Pasaribu, M.Pd., as a university lecturer, and Juanita A. Manik, S.Pd., as the fourth-grade classroom teacher. The instrument consisted of 20 essay questions designed to measure students' critical thinking skills. The validation process covered aspects of content validity, construct validity, and language appropriateness using Aiken's V formula. According to Aiken (1985), the Aiken's V index is used to determine the level of agreement among experts regarding the feasibility and relevance of an instrument in measuring the intended construct.

Based on the validation results, 10 essay items were declared valid and suitable for use in the study. The pretest results indicated that students' initial critical thinking skills were relatively low. The average pretest score was 44.2, with the highest score of 70 and the lowest score of 20. Of the 25 students, only 2 students achieved scores above the Minimum Learning Mastery Criteria (KKTP), while the remaining 23 students scored below the expected standard. These findings demonstrate that students' initial critical thinking abilities required significant improvement. After the implementation of the *Everyone Is a Teacher Here* learning model, the posttest results showed a substantial improvement in students' critical thinking skills. The average posttest score increased to 87.88, with the highest score reaching 100 and the lowest score being 65. In addition, the number of students who achieved scores above the KKTP increased significantly to 24 students, while only 1 student remained below the mastery criterion. These results indicate that the learning model had a positive impact on students' critical thinking abilities.

The improvement in students' critical thinking skills was further supported by the N-Gain test result of 0.79, which falls into the high category. This finding suggests that the implementation of the *Everyone Is a Teacher Here* learning model was highly effective in improving students' critical thinking skills. To strengthen these findings, a hypothesis test was conducted using the paired sample *t*-test. The analysis revealed that the calculated *t*-value ((t_{count})) was 20.058, while the critical *t*-table value ((t_{table})) at the 5% significance level was 1.711. Since (t_{count} > t_{table}), the null hypothesis ((H_0)) was rejected and the alternative hypothesis ((H_a)) was accepted. This result indicates that the *Everyone Is a Teacher Here* learning model had a statistically significant effect on students' critical thinking skills.

The findings of this study are consistent with previous research. Akromatus Sifa (2024) found that the *Everyone Is a Teacher Here* model positively influenced students' critical thinking

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skills, as indicated by the experimental class N-Gain score of 0.6713, which was higher than the control class score of 0.3493. Similarly, research conducted by Chika Septilia Dewi et al. (2025) demonstrated a significant improvement in students' critical thinking abilities, with the experimental class achieving an average score of 73.51, compared to 65.94 in the control class. These findings reinforce the conclusion that the *Everyone Is a Teacher Here* learning model is effective in enhancing elementary school students' critical thinking skills.

CONCLUSION

Based on the results of research conducted at SD Negeri 091263 Karangsari with a sample of 25 fourth-grade students, it can be concluded that the "everyone is a teacher here" learning model has a significant impact on students' critical thinking skills in Civics learning on the topic of Rights and Obligations. This is evidenced by the N-Gain test, which showed an average pretest score of 44.20 and an average posttest score of 87.88. Where the lowest N-Gain Score was 0.64 and the highest N-Gain Score was 1.00, resulting in a gain of 0.79. This means that the class experienced an increase in critical thinking skills with a high category because (g) ≥ 0.70. Based on these data, it can be concluded that the implementation of the "everyone is a teacher here" model successfully improved students' critical thinking skills.

The results of the hypothesis test with a significance level of 0.05 show that the t-value of 20.058 is greater than the t-table of 1.711 (t-value > t-table), so it can be concluded that there is a positive influence of the use of the everyone is a teacher here model on students' critical thinking skills in the Pancasila education subject of class IV of SD Negeri 091263 Karangsai. Thus, based on the results of the hypothesis test, Ho is rejected and Ha is accepted.

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