

## Active Debate Learning Model in Strengthening Critical Thinking Skills for Class IX students



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**ABSTRACT:** The ability to think critically is an important component in the world of education, especially for students as the younger generation should have the ability to think critically as a capital to face the challenges of the world in the future. This study aims to determine the strengthening of critical thinking skills of grade IX students through an active debate learning model on Pancasila and citizenship education subjects at Muhammadiyah Junior High School Special Program Kottabarat Surakarta. This study uses a qualitative approach with data collection through observation, interviews and documentation. The subjects of this study were teachers of Pancasila and citizenship education and grade IX students. The results showed that the application of the active debate learning model in Pancasila and citizenship education subjects was able to strengthen the critical thinking skills of grade IX students, indicated by the students' ability to understand the material, analyze, speak, and conclude a problem.

**KEYWORDS:** Active debate, Critical thinking, Civic education, Grade IX students

### I. INTRODUCTION

Education is one of the processes of humanizing humans, so education is a very important human need in the present and the future, quality education is a necessity for everyone to gain knowledge and form a good personality and character. One of the characteristics of quality education is to produce a generation and quality human resources. Through education, it is expected to be able to give birth to a generation of intellectually intelligent and characterful nations. Education is a conscious and planned effort in creating a learning atmosphere and learning process so that students are actively able to develop their potential in order to have religious spiritual strength, personality, intelligence and noble character. Education is a conscious and planned effort in creating a learning atmosphere and learning process so that students are actively able to develop their potential in order to have religious spiritual strength, personality, intelligence and noble character.

The learning process does not only strengthen knowledge, but must be equipped with the development of critical, creative and character thinking. Learning activities in schools, teachers who play an important role in determining the direction of student learning, teachers as facilitators must be able to generate enthusiasm and motivation for student learning, because the duties and responsibilities of teachers are to be able to manage learning effectively, efficiently and dynamically.

Learning Pancasila and citizenship education has an important function, namely exposing students to experiences in school about a comprehensive view of the function of citizenship as a right and responsibility in a democratic atmosphere. Citizenship education is not only play a role in the formation of good citizens, but students are expected to have information literacy and critical citizenship skills (Jerome, 2012). Citizenship education in Australia is included in the formal curriculum called civic and citizenship which is part of the humanities and social sciences (Kerr, 2002). In addition, citizenship education in the UK is included in the national curriculum as one of five cross-curricular themes and is a compulsory subject for secondary level students (Biesta, 2011).

Critical thinking skills for students are very important and needed to be able and skilled in observing various kinds of problems in the era of globalization, so that they can solve a problem and be able to apply the knowledge gained at school and outside of school. Critical thinking is very important so that it becomes a major goal in education (Johnson, 2014). Too little education in schools teaches students to be able to develop critical thinking skills in depth, schools only provide the right answers without encouraging students to develop their minds and come up with new ideas (Santrock, 2011). Critical thinking is an important component in civic education, the cognitive skills that must be taught are to think critically (Joe, 2017). Critical thinking is different

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from intelligence, critical thinking is a thinking skill that can be improved by everyone. Students are able to think critically is an ability to solve a problem in a different way so that students are able to compete and work together with a team.

However, the reality is that many teaching models in schools tend to focus on knowledge content without paying much attention to problem solving in real life, therefore teachers must pay attention to teaching and evaluating critical thinking in a more realistic context. Thus, students currently lack the ability to think critically, because they are rarely trained or applied both in the world of formal (school), informal (family) and non-formal (community) education. Based on the results of the pre-research conducted by the researcher, that grade IX students at the Muhammadiyah Junior High School Special Program for Kottabarat are still experiencing various obstacles in critical thinking, first, students do not have the ability to process sentences well, so students are not confident in conveying arguments. Second, students tend to be passive during the learning process, because the learning process is still centered on the teacher so that students are less actively involved. Third, teachers still often use the lecture method in the learning process. Fourth, teachers have difficulty determining media or interesting learning models according to the material and can strengthen students' critical thinking skills. So that the current thinking patterns of students tend to be weak in analyzing an existing problem. The low critical thinking ability of students in the learning process of Pancasila and citizenship education can affect learning outcomes and student activity in learning activities.

Schools have a very important role in strengthening students' critical thinking skills through civic education which is internalized through learning activities in schools, the goal is that students not only have competence in terms of civic knowledge, but also the ability to participate. Therefore, to strengthen the quality of civic education learning, it is necessary to have an aspect of change in the learning process in the classroom. Learning in teacher-centered classrooms must be changed to student-centered so that it can build enthusiasm and motivation for student learning.

Starting from the various problems that occur in the learning process, especially Pancasila and citizenship education subjects, it is necessary to find the right solution, namely the active debate learning model. The active debate learning model is seen as able to strengthen students' critical thinking skills, because this learning model is able to provide opportunities for students to be able to interact directly with their friends according to their thoughts when talking to their friends. The learning model can be interpreted as a conceptual framework or learning activity that is used as a guide in carrying out direct learning activities. The active debate learning model is one of the most important learning models to strengthen students' academic abilities (Trinova et al 2022). The active debate learning model is an activity of opinion or argumentation between two or more parties, carried out either individually or in groups in discussing a problem.

## II. METHOD

The approach in this study uses a qualitative approach. The scope of this research is to strengthen students' critical thinking skills through an active debate learning model for class IX students. The research began by conducting a preliminary study on the learning process and critical thinking skills of grade IX students and teachers of Pancasila and Civic Education for the academic year 2021/2022 at the Muhammadiyah Junior High School Special Program for Kottabarat Surakarta in September 2022. The subjects of this study were Civic education students and teachers about the problem. critical thinking skills of students in the 2021/2022 academic year at the Muhammadiyah Junior High School Special Program for Kotatabarat Surakarta. Determination of research subjects was carried out by purposive sampling because in qualitative research there was no research sample. The results of the study were analyzed using interactive techniques with the stages of collecting data, reducing data, presenting funds and drawing conclusions. This approach is used so that the learning process that is being carried out and ongoing can be described clearly. Collecting data in this study through interviews with Civic education teachers and junior high school students in class IX as well as observing during the learning process that applies an active debate learning model.

## III. RESULTS AND DISCUSSION

The results of the analysis of strengthening students' critical thinking skills through an active debate learning model on Pancasila and citizenship education subjects at the Muhammadiyah Junior High School Special Program for Kottabarat Surakarta in the learning process activities carried out by Civic education teachers and grade IX students. The data were obtained through interviews with Pancasila and civic education teachers and observing the learning activities carried out using the active debate learning model for class IX students. The Civic education teachers carry out the learning process as usual by conducting opening activities, conveying the objectives of learning, conditioning the classroom atmosphere for learning process activities and applying the learning process with an active debate model which is followed by class IX students. The interview activity was carried out with the Pancasila Education teacher and the civics of the Muhammadiyah Junior High School Special Program for Kottabarat Surakarta, the teacher explained that the preparation for the learning process must be carefully prepared and there must be a

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lesson plan, there is material that must be submitted to each subject matter to be applied in the learning process using the debate model active. The process of learning activities went well as planned in the lesson plan.

The results of observations made by researchers in the learning process of Pancasila and citizenship education, teachers carry out learning activities in a coherent and orderly manner such as opening at the beginning of each lesson, praying, motivating and encouraging, conveying learning objectives, explaining the material to be discussed, explaining the steps active debate learning model, dividing groups to be used as subjects for active debate learning in discussing the material that has been determined. Based on the results of the researchers' observations in the learning process activities using the debate learning model, students were well followed and able to strengthen students' critical thinking skills based on indicators of critical thinking skills, for example in the learning process students were able to understand the teacher's explanation regarding the steps of the active debate learning model. and able to understand the material that will be used as a topic of discussion, students also want to listen to other groups when delivering arguments, students are able to respond to arguments from other groups by conveying their opinions or ideas regularly according to their roles from both pro and con groups, students indirectly able to convey arguments well after hearing responses or arguments from other groups.

The implementation of learning is followed well and enthusiastically by students, because students feel there is a new and interesting learning model, in Pancasila and citizenship education subjects often use the lecture model, so that when the teacher applies the active debate learning model students feel there is something new and interesting . This is certainly what is expected by the teacher as one of the solutions to various problems faced in the learning process of Pancasila and civic education, namely by training students to have critical thinking skills through an active debate learning model.

Based on the results of research conducted by researchers at the Muhammadiyah Junior High School Special Program for Kottabarat Surakarta, there are results that to strengthen the critical thinking skills of class IX students, one of them is the learning process. An effective learning process is able to strengthen students' critical thinking skills, in this case at the Muhammadiyah Junior High School Special Program for Kottabarat Surakarta, Pancasila and Civic Education teachers apply an active debate learning model that is used as a solution to the problems faced by class IX students. Because with the active debate model, students learn a lot, including learning to understand the material discussed, identifying problems, listening to other people's opinions, analyzing, giving feedback to debate opponents, able to speak well with a clear intonation and able to conclude and make decisions in arguing. Thus, by applying the active debate learning model, it can train students to be active in the learning process. So that students' critical thinking skills will be trained by themselves.

### **Active Debate Learning Model**

The learning model is a series of presentations of learning materials used by teachers in carrying out the learning process in schools in order to achieve learning objectives. Basically the learning model is a systematic procedure or pattern designed to carry out the learning process activities in schools. The learning model is a conceptual framework as a guide for teachers or educators in planning the activities of the learning process in schools.

The active debate learning model is an activity of opinion or argumentation between two or more parties, carried out either individually or in groups in discussing a problem. Teachers need to apply a cooperative learning model. Cooperative learning models include active debate learning models that are able to help students channel their ideas, ideas and opinions (Wijaya, 2019). The active debate learning model is used to stimulate discussion in class, with discussion it encourages students to express opinions through debates both individually and in discussion groups that are incorporated into a discussion in class. This active debate design aims to encourage students to be active in learning and be able to express their ideas, ideas, and opinions.

The active debate learning model is able to develop students' potential in strengthening critical thinking skills by understanding a problem, analyzing, criticizing, drawing conclusions, and providing solutions. So that this active debate learning model has a huge impact on students in dealing with the times that are not free from various problems, by having the ability to think critically becomes one of the capital to become good citizens in living the life of society, nation and state.

### **Civic Education**

Learning is an activity carried out by teachers and students in schools, a good learning process when there is good interaction between educators and students so that there is a stimulus from the teacher and a response from students. Based on Law no. 20 of 2003 concerning the National Education System, Article 1 Paragraph 20 explains that learning is a process of interaction between students and educators and learning resources in a learning environment. Meanwhile, according to Sistadewi, MA (2021), learning is a process of communication between students, educators and teaching materials. Another opinion is explained by Fitriansyah (2022), learning is an interaction between students, educators and learning resources are things that must be designed in such a way as to suit the learning objectives so as to create an effective and efficient learning process.

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According to Budiastuti, et al (2021), learning objectives are designed in accordance with the needs of educational goals at each level or school institution by realizing the ability of students to be able to master the expected material.

Civic education is education related to the importance of rights and obligations as citizens, so that behavior and actions are carried out in accordance with the goals and ideals of the state. Education must be applied from an early age at the elementary to tertiary levels in order to produce the next generation of the nation who is competent and able to face the challenges of a nation. Citizenship education is an education that forms citizens into smart and good citizenship who understand and carry out their rights and obligations as Indonesian citizens in accordance with the provisions of Pancasila and the 1945 Constitution. Civic education is participation contained in various forms of learning such as research, community service models or community service, conflict model (Ellis, 1998).

Each country has a history of struggle of each in determining the fate of their country, the formation of a country can not be separated from the struggle of the previous people who think about the fate of their children and grandchildren in the future. So that the fighters have the determination to make history in each of their countries with nationalist, patriotic and other values that are inherent in the soul of every human being. Along with the times and technological advances or what is called the era of globalization is currently a challenge for a country, because values and history will fade and fade away, therefore there is a need for learning to maintain these values so that they remain attached. citizens in carrying out their rights and obligations in living the life of society, nation and state.

Citizenship education has goals, including growing awareness of the state and patriotic behavior, having an understanding of the archipelago, national resilience and having to prepare to become the next generation of the nation that is able to face the changes and challenges that exist.

### **Critical thinking**

Critical thinking skills can encourage students to issue new thoughts or ideas about a problem logically, systematically, reflectively and productively that can be applied when making good decisions and considerations. Critical thinking is a person's ability to solve a problem at hand. Someone who has the ability to think critically is an advantage because he is able to produce better ideas. In addition, someone who has the ability to think critically dares to take big decisions but has calculated the intellectual risk and is able to consider unusual ideas and use imagination in analyzing a problem. According to Paul and Elder (2016), critical thinking is a person's way of thinking about objects, content or a problem to strengthen the quality of his thinking skillfully. Meanwhile, according to Ennis (1996), critical thinking is a thinking process of someone who has a goal in making rational decisions in deciding a belief in doing something.

The same thing was conveyed by Karwowski et al (2019), the purpose of critical thinking skills is to train confidence in the ability to think and act creatively. Based on the expert opinion above, it can be concluded that the purpose of critical thinking is to test someone's ideas, ideas or thoughts so that they are able to encourage that person to issue new ideas or opinions. Critical thinking aims so that students have good thoughts, not hard thoughts. Someone who can hone critical thinking skills usually has a broader and higher curiosity, thus students are able to analyze a material presented by the teacher during learning. Teachers as facilitators in the learning process must have the ability to build students' curiosity in the learning process, thus students can actualize their thinking skills in digging wider information. The essence of critical thinking focuses on a person's thinking which is directed to analyze an argument, recognize truth and error and be able to conclude based on valid and correct evidence.

### **The Importance of Critical Thinking on Pancasila Education and citizenship subjects**

Indonesia is a country that continues to follow the era of the times, therefore to face the challenges in the current era of globalization it is necessary to have capital that must be owned by every citizen so that they are able to face the challenges that exist and can enjoy this development well and benefit themselves and others. The era of development that continues to advance and develop certainly does not escape the problems that arise, giving rise to several issues or challenges that must be faced maturely and wisely, therefore critical thinking becomes a very important element in dealing with issues that develop in personal and community life (Naisbitt & Alburdenne, 1990). As rational beings, humans have the ability to think critically in order to be able to face the challenges that exist.

Humans in living their lives must be compelled to think about things that are around them, the tendency in humans to mean that the events around them are an indication of the ability to think or the formation of human activity since birth. Thinking is an activity or process of knowledge between stimulus and response from learning activities. Schools are educational institutions that are considered capable and appropriate in developing students' critical thinking skills. Because the educational process is carried out in schools, students not only get information from the teacher, but students' ways of thinking will also be formed and a number of morals such as broad open-mindedness, a tendency to empathize, tolerance and have a sense of justice (Wright, 2005).

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Critical thinking is a process that occurs naturally in everyone, thus critical thinking is a person's activity in solving problems. Students' critical thinking skills can be improved by guiding and training students' sharpness in thinking faced with various problems, thus students will indirectly think to find solutions or find a way out of these problems, because a person's ability will continue to develop if often trained or get used to. So that the ability to think critically must be possessed by students and every human being, because in living life in the family, society and country, of course they experience various problems, so that with the provision of critical thinking skills in students or everyone is able to face the problems faced wisely and well.

Civic education is an important element and must be implemented to develop students' ability to think logically, analyze arguments, distinguish facts and opinions, recognize logical errors, understand propaganda techniques and in short to analyze thoughts. The Indonesian state must organize civic education because each generation is a new person who must gain knowledge, attitudes and skills in order to be able to develop a country that has good character or character in living the life of society, nation and state.

### IV. CONCLUSION

Based on the results of the analysis and discussion that have been described in the previous description, it can be concluded that the active debate learning model can strengthen the critical thinking skills of grade IX students in the subjects of Pancasila Education and citizenship. It is evident from the learning outcomes that show that by applying the active debate learning model, students have a level of enthusiasm in participating in the learning process and the resulting output is able to speak well and confidently, able to analyze and identify a problem, able to take a decision in an accountable argument. Thus, this active debate learning model has a positive impact on students.

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