



Implementation of Learning Based on Deep Dialogue Critical Thinking In Citizenship Education Subjects

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Abstract

The implementation of deep dialogue-based critical thinking learning in this study uses descriptive qualitative research methods to find out how the implementation of deep dialogue-based critical thinking learning in civics education subjects in madrasahs is done by collecting interview data and case studies in the field. problems that occur in Madrasah Ibtidaiyah Surabaya City, In the learning process students still have difficulty analyzing and solving problems, especially in Citizenship subjects. During the learning process, students are still passive, very few students dare to answer the problems posed, as well as a lack of students' ability to independently solve problems that require analytical skills with this problem the teacher applies deep dialogue-based learning critical thinking to civic education subjects to increase concentration in gaining knowledge and experience through in-depth dialogue and critical thinking, emphasizing student activity and learning outcomes. on Citizenship education subjects.

Keywords: *Critical Thinking, Deep Dialogue Learning, Citizenship Education Subject.*

Abstrak

Implementasi pembelajaran berbasis deep dialog critical thinking dalam penelitian ini menggunakan metode penelitian kualitatif deskriptif untuk mengetahui bagaimana implementasi pembelajaran berbasis deep dialog critical thinking pada mata pelajaran pendidikan kewarganegaraan di madrasah. Dengan pengumpulan data wawancara dan studi kasus dilapangan. permasalahan yang terjadi Madrasah Ibtidaiyah Kota Surabaya, Dalam proses pembelajaran, siswa masih kesulitan dalam menganalisis dan memecahkan permasalahan terutama dalam mata pelajaran Kewarganegaraan. Pada saat proses pembelajaran peserta didik masih bersikap pasif, sangat sedikit peserta didik yang berani menjawab permasalahan yang diajukan, serta kurangnya kemampuan siswa untuk secara mandiri dalam menyelesaikan masalah-masalah yang membutuhkan kemampuan analisis dengan adanya masalah ini guru menerapkan pembelajaran berbasis deep dialog critical thinking pada mata pelajaran pendidikan kewarganegaraan dengan tujuan me-ningkatkan konsentrasikan dalam mendapat pengetahuan dan pengalaman melalui dialog secara mendalam dan berfikir kritis, menekankan keaktifan dan hasil belajar peserta didik. pada mata pelajaran pendidikan Kewarganegaraan.

Kata Kunci: *Berpikir kritis, Pembelajaran dialog mendalam, Mata Pelajaran Pendidikan Kewarganegaraan.*

Introduction

Citizenship Education as a part of a branch of science, has an important role in everyday life and other sciences. Therefore civics lessons are always given for every level of education. Citizenship education is given to students to grow students love for the country of Indonesia. The values of patriotism, morality, and the national spirit that become the identity and character of the nation in achieving national integrity become a solid foundation to develop and foster the personality of the younger generation and even every Indonesian citizen¹. students can contemplate the universe as a sign of God's greatness so that they can establish good relationships with the creatures and nature around them².

Based on interviews with civics education teachers at Madrasah Ibtidaiyah Negeri 1 Surabaya City, students still have difficulty analyzing and solving problems, especially in Citizenship subjects. During the learning process, students are still passive, very few students dare to answer the problems posed, as well as the lack of students' ability to independently solve problems that require analytical skills. Therefore the teacher applies the critical thinking deep dialogue learning model to civics education subjects.

The critical thinking deep dialogue learning model is a learning model that is suitable in this case. This critical thinking deep dialogue model can help teachers to make learning meaningful for students because, in this learning model, the learning process is centered on students as much as possible. So in this learning model students are trained to gain knowledge, and experience, find concepts, and solve problems through in-depth dialogue and critical thinking with teachers and fellow students. So that to continue the next material students can easily understand it.

Critical thinking skills are a kind of evaluative thinking that includes both critical and creative thinking and specifically deals with the quality of the thoughts or arguments presented in support of a belief or course of action. There are still students who have low critical thinking skills because the learning process carried out in schools tends to be more textbook-oriented and teacher-centered, namely students open books, listen to the teacher explain the material, take notes, and do exercises. So that students become less active in the learning process. In the daily learning process, students should be centered so that students become critical and independent individuals.

Deep dialogue according to Ketut³ quoted is an activity of deep thinking, namely an activity of conversation or conversation that occurs between people in dialogue that must be realized in interpersonal relationships, openness, mutual honesty, and relying on kindness. Meanwhile, according to Suyatno⁴ critical thinking is a critical thinking activity that is carried out by operating intellectual abilities to analyze, make judgments, and make decisions correctly and correctly. Based on the definitions of these experts, it can be concluded that the deep dialogue/critical thinking learning model is a learning activity used by the teacher with a process of conversation that occurs between the teacher and students which must be realized

¹ A Mansyuri, *Citizenship* (Sidoarjo: Masmadia Buana Pustaka, 2012).

² Imam Sujono et al., "Efforts to Strengthen Islamic Moderation of Islamic Religious Universities in Indonesia," in *Proceedings of the 6th Batusangkar International Conference, BIC 2021, 11-12 October, 2021, Batusangkar-West Sumatra, Indonesia, 2022*.

³ C Sekar, *Deep Dialogue Critical Thinking Learning Model* (Jakarta: Av Publisher, 2014).

⁴ Sekar.

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in a relationship of openness and mutual honesty and is carried out in a critical thinking manner by operating intellectual ability to analyze, make judgments and make decisions correctly and correctly.

The learning model based on Deep Dialogue Critical Thinking is a learning approach that accesses constructivist understanding by emphasizing in-depth dialogue and critical thinking in gaining knowledge and experience. Deep Dialog / Critical Thinking (DD/CT) based learning accesses construction understanding by emphasizing deep dialogue and critical thinking. Dialogue conducted by students will be carried out during the learning process, both dialogue between teachers and students or students and students to solve a problem.

Research by Istiati Hatma Mallewai (2022)⁵ which discusses the implementation of the deep dialogue critical thinking learning model states that the deep dialogue critical thinking learning model can improve student learning outcomes by using five steps. This step has been applied to the research of Siti Darmawanti, Usmaidar, & Rani Febriyanni (2023) that the deep dialogue critical thinking learning model can improve students' critical thinking skills. This is evidenced by the results of pre-test and post-test learning. M.Adim alghoffar, Hariyono, & H. Juminto's research (2019) uses the deep dialogue critical thinking learning model with lecture method learning in economics subjects at SMKN that the deep dialogue critical thinking learning model has very good learning outcomes with the acquisition of 80.04 compared to the lecture method which obtained a result of 68.06. Baziduhu Laia's research (2020) which discusses the deep dialogue critical thinking learning model states that innovative learning based on deep dialogue critical thinking can improve student learning outcomes in the Integrated Social Sciences subject through two cycles. Research Moh. Badiul Anis, Hadi Ustadi, & Muhammad Agus Wardani (2020) that the deep dialogue critical thinking learning model can increase the participation of students in MA by expressing arguments, and opinions, and respecting the opinions of others. However, this model cannot have an effect if students lack interest in learning or have learning difficulties. This research is in line with the research of Desi Rianti, Mawardi, & Sufandi Iswanto (2020) that the application of the IPS critical thinking deep dialogue learning model does not affect critical thinking skills. Based on the problems above, the authors are interested in studying further civics education learning using the Deep Dialog/Critical Thinking (DD/CT) model and taking the title Implementation of Deep Dialog Critical Thinking-based Learning in civics education subject class at sixth grade Madrasah Ibtidaiyah Negeri Surabaya City. Academic Year 2022/2023. The research aims to increase concentration in gaining knowledge and experience through in-depth dialogue and critical thinking, emphasizing student activity and learning outcomes. in the Citizenship education subject for class IV C students at Madrasah Ibtidaiyah Negeri Surabaya City.

Research method

The approach used in this study is qualitative. Qualitative research methods are observing people in their environment, interacting with them, and trying to understand the language and

⁵ Istiati Hatma Mallewai, "IMPLEMENTASI METODE PEMBELAJARAN INOVATIF BERBASIS DEEP DIALOGUE AND CRITICAL THINKING PADA DIKLAT GURU IPA Tk. MTs DI BDK MAKASSAR," *Baruga: Jurnal Ilmiah* 11, no. 2 (2022): 79–92.

their interpretation of the world around them⁶. In this research what will be observed are people, namely educators and students who are studying run at school. With the use of qualitative methods, the data obtained will be more complete and more in-depth so it is hoped that the objectives of this research can be achieved and it is hoped that data will be obtained that are more complete, and certain so that they have high credibility⁷.

The approach used in this study is a qualitative approach using a naturalistic paradigm, namely research carried out in a natural or natural context as it is without being manipulated, or regulated by experiments or tests. The research approach used in this study uses qualitative approach techniques, in a qualitative approach is one of the approaches that primarily uses the paradigm of knowledge based on constructivist views (such as the plural of individual experience, meanings that are socially historically constructed to develop a theory or pattern)⁸.

The data used as a reference in this study were taken from various sources. The data used as a reference in this study were in the form of primary data and secondary data. What is meant as a primary data source are actors in education such as school principals, homeroom teachers, and participants in class IV C Madrasah Ibtidaiyah Negeri City of Surabaya. Researchers will use the Snowball Sampling technique to obtain valid data from the information. Secondary data in this study. For example through students of class IV C Madrasah Ibtidaiyah Negeri Surabaya City, photo documentation, or other people. Secondary data sources are obtained through the implementation of civics education learning and the procedures or steps in applying the Deep Dialog Critical Thinking model in increasing concentration in gaining knowledge and experience through in-depth dialogue and critical thinking, emphasizing student activity and learning outcomes. in the Citizenship education subject for class IV C Madrasah Ibtidaiyah Negeri Surabaya City.

Data collection

Data collection techniques from a study are a very important part of the research itself. In qualitative research, the main characteristic of data collection is people as a tool that collects the desired data To collect data that is relevant to research, researchers use the following data collection techniques:

Interview Method

This method also functions as a companion method, which is good for complementing and controlling data that has been obtained through other methods. In this interview, the researcher will conduct interviews with the principal regarding the difficulties encountered and the supporting factors during the learning process. Apart from that the researcher will also conduct a question and answer/sharing with 6th grade students regarding the Deep Dialogue Critical Thinking model.

⁶ S. Nasution, *Qualitative Naturalistic Methods* (Bandung: Tarsito, 1988).

⁷ Sugiyono, *Understanding Qualitative Research* (Bandung: Alfabeta, 2005).

⁸ Emzir, *Educational Research Methodology: Quantitative and Qualitative* (Bandung: Rosdakarya, 2012).

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Observation Method

The observation method can be interpreted as a systematic observation of the phenomenon under study. Scientists can only work based on data, namely facts about the real world obtained through observation.

This technique is used to observe the situation of State Islamic Senior High School 1 Surabaya City, to observe the activities of fourth-grade students at school after the learning process of Citizenship Education subject through the Deep Dialog Critical Thinking model.

Documentation

Documents are records of past events. Documents can be in the form of pictures, writings, or monumental works of a person. To collect documentary data, the researcher will use some supporting data such as the history of the founding of the Surabaya City 1 Madrasah Ibtidaiyah, the Vision, Mission, and Objectives of the Surabaya City 1 Public Elementary School, the geographical location of the school, data on the number of students, teachers, and staff. at Madrasah Ibtidaiyah Negeri 1 Kota Surabaya, organizational structure, facilities, and infrastructure, Lesson Plan, photos during the process of implementing the environmental recognition program at locations visited by students, as well as writing such as notes teacher or student notes that support research data.

Data analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that it can be easily understood and the findings can be informed to others.

To get conclusions from the above data analysis, the activities that researchers carry out are as follows:

1. Data reduction
2. Presentation of data (data display)
3. Verification (Verification / Conclusion Drawing)

Concluding also at the same time answers the formulation of the problem that has been formulated before.

Result and Discussion

Present Based on the explanation above, the researcher will analyze the results of research on the implementation of deep dialogue-based learning critical thinking in the subject of civics education class IV C at Madrasah Ibtidaiyah Negeri 1 Surabaya City, which includes several stages: a. Preliminary activities: 1) Silence; 2) Apperception. b. Core activities: 1) Community building (exploration); 2) Concept discovery and cooperative learning (elaboration); 3) Feedback, reinforcement (confirmation). b. Closing activities: 1) Evaluation; 2) Reflection. As for the impact or results felt by students from aspects (cognitive. Affective, psychomotor), namely: the class becomes conducive and active, can improve critical thinking skills, the ability to express arguments, argue, and be able to respect the opinions of others and help each other and each other cooperate.

The effectiveness of the application of the Deep Dialogue Critical Thinking (DDCT) Model in the Citizenship Education Subject-Class IV C at Madrasah Ibtidaiyah Negeri 1 Surabaya City in 2023 using two assessment models, namely: a. Non-test: observation of students' attitudes in the learning process during dialogue b. written (description, objective). As for the

impact or results felt by students from aspects (cognitive, affective, psychomotor), namely: the class becomes conducive and active, can improve critical thinking skills, the ability to express arguments, argue, and be able to respect the opinions of others and help each other and each other cooperate. However, even though this model is feasible to apply, it does not have a significant impact on students who lack interest in learning, lack mental readiness or experience learning difficulties and will tend to be passive.

Supporting and inhibiting factors for the implementation of the Deep Dialogue Critical Thinking (DDCT) Model in the subject of Citizenship Education-Class IV C at Madrasah Ibtidaiyah Negeri 1 Kota Surabaya includes Supporting Factors: (1) In terms of adequate infrastructure; (2) In terms of educators who are competent in their fields of expertise; While the Inhibiting Factors; (1) In terms of students who are lazy, passive and have learning difficulties; (2) In terms of limited time allocation; (3) In terms of teaching staff.

the results of your work. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes into the Discussion.

Conclusion

Based on the presentation presented on the research results, the researcher will conclude that the implementation of deep dialogue-based learning critical thinking in civics education subjects has several stages: a. Preliminary activities: 1) Silence; 2) Apperception. b. Core activities: 1) Community building (exploration); 2) Concept discovery and cooperative learning (elaboration); 3) Feedback, reinforcement (confirmation). b. Closing activities: 1) Evaluation; 2) Reflection. As for the impact or results felt by students from aspects (cognitive, affective, psychomotor), namely: the class becomes conducive and active, can improve critical thinking skills, the ability to express arguments, argue, and be able to respect the opinions of others and help each other and each other cooperate. However, even though this model is feasible to apply, it does not have a significant impact on students who lack interest in learning, lack mental readiness or experience learning difficulties and will tend to be passive.

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