

# Analysis of Implementation of Debate Learning Model in Constitutional Law Subjects as Efforts to Improve Students' Critical Thinking Skills

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**Abstract:** An urgent problem faced by the younger generation in the industrial revolution era, especially students is the lack of literacy culture that causes the inability of students to think critically about problems that occur, even relatively easily consumed by false news or false news. Facts on the ground show that the level of literacy culture in Indonesia is still relatively low. This is evident from the data reported by UNESCO (United Nations Educational and Educational Organization) that the reading interest index in Indonesia is 0.001, which means that from 1000 people there is only one person who has an interest in reading. This study aims to describe the results of the use of debate models in the development of critical thinking skills of students. The research approach is qualitative with the case study method. The research participants were students of the Department of Citizenship Education, Universitas Pendidikan Indonesia. Data collection is done through observation, interviews, questionnaires and documentation studies. Analysis of the data used is data reduction, data presentation and drawing conclusions. The results showed that the use of the debate model had a positive influence on the development of students' critical thinking skills. Debate model is able to train students in searching, sorting and selecting information to make strong arguments in solving a controversial problem and have a democratic attitude and mutual respect for differences of opinion Debate learning model can also build students' critical thinking skills and other skills such as public speaking.

**Keywords:** *implementation, Debate learning model, critical thinking skills*

## I. INTRODUCTION

The era of the industrial revolution 4.0 has brought changes in people's lives, namely the transition from an agrarian society to an industrial society, and human capital is the center and key of these changes. Information and communication technology in the era of the industrial revolution 4.0, has become a basic need for humans. This

causes more rapid flow of information in various spheres of life. However, in Indonesia the ease of seeking and obtaining information in the era of the industrial revolution is not accompanied by the development of literacy culture.

This is evident from the data reported by UNESCO (United Nations Educational Scientific and Cultural Organization) that the reading interest index in Indonesia is which means that of 1000 people there is only 1 person who has an interest in reading. The OECD (Organization for Economic Corporation and Development) has also released data that the literacy levels of Indonesian children and the literacy rates of adults are included in the low category. Based on the results of the OECD survey the level of literacy of Indonesian children is below Singapore, Malaysia, Vietnam and Thailand and Indonesia is in line with poor countries in Africa. The level of literacy of Indonesian adults is based on the results of The Program for International Assessment of Adult Competencies, a voluntary competency test for Indonesian adults occupying the 40th position of 40 countries taking the test, meaning Indonesia is in the last position [1].

Referring to the facts above, the literacy culture has an important role in the development of human resources. Education as a means of developing human resources is certainly the best means of preparing and shaping literacy human resources. The data above also shows that the level of literacy in Indonesia is still very low, especially related to reading interest. Whereas literacy culture has an important role as one aspect in building critical thinking skills.

Low-level thinking skills items are questions, exercises, or knowledge problems that require the ability to remember information or the application of theory or knowledge in similar situations or contexts. On the other hand, items of higher order thinking skills are ill defined / ill-structured questions, exercises, or problems, i.e. new questions, exercises, or problems for students and require solutions more than just the application of knowledge. Solutions require analysis, synthesis, systems thinking, decision making, problem solving skills, relationship making, and critical evaluative thinking. These higher order thinking skills include application of theory or knowledge to situations that are not similar [2].

The low level of literacy culture has a significant influence on student competency, because it can cause students difficulty in determining actions quickly and precisely when students are faced with various conflicts or problems, both on campus and in the off-campus environment. In fact, critical thinking skills become the rationale for addressing and responding to a problem before determining action (taking action / taking position) on problems or conflicts faced in order to act wisely and wisely, therefore critical thinking skills are very important to have and apply by students.

Critical thinking skills are the ability to think for someone in making trustworthy and responsible decisions that affect one's life. Critical thinking skills are also critical inquiry so that a thinker is critically investigating a problem, asking questions, asking new answers that challenge the status quo, finding new information, and opposing dogmas and doctrines [3]. Critical thinking skills enable one to become a responsible citizen. Critical thinking skills are also very important so that we can avoid fraud, indoctrination, and mindwashing [4].

Efforts that can be made to prepare superior and quality human resources who are able to compete in the current 4.0 industrial revolution era are to improve the quality of education. Improving the quality of education primarily can be achieved through learning reform. The reform in question is a shift from traditional learning (learning of low-level thinking skills) to learning that emphasizes higher-order thinking skills or critical thinking [2], [5].

To build students' critical thinking skills, we need a learning model that is able to train and develop critical thinking skills, one of them is through Debate Learning Models. Through the debate learning model the problems that have been described above can be overcome through the practice of implementing the debate learning model, because this model not only builds critical thinking skills of students but also trains and develops other skills public speaking skills and others. to answer the main issue of how to contribute significantly to the debate learning model in developing students' critical thinking skills.

## II. THEORETICAL REVIEW

### Debat Learning Model

Debate learning model is a form of rhetoric or argument both verbally and in writing between two people / groups of different opinions, by way of attacking or influencing each other so that they want to carry out, act, follow or at least have a tendency according to what the speaker wants. Debate is a mutual argument between individuals or between groups of people, with the aim of achieving victory for a party. When arguing each individual or group tries to bring each other down so that his party is in the right position [6].

Debate is a very appropriate and strategic forum for developing thinking and honing thinking skills. Debate can determine whether or not a particular proposal is supported

by the party supporting or affirmative, and rejected, denied by another party called a denier or negative [7]. Based on the description above, then basically the debate model is a model that is very appropriate to be used in the process of teaching and learning activities in improving thinking or critical thinking skills for students, because the debate model is oriented towards a model that is used based on the process of reviewing an issue and matters this can develop students' analytical skills. The active debate model helps students channel their ideas, ideas and opinions. The strength of the debate method is that it can arouse the mental courage of students in speaking and is responsible for the knowledge they have mastered.

Based on the explanation above, the debate model becomes a learning model that is very suitable for use in the development of critical thinking skills. Critical thinking is also an activity of evaluating and considering the conclusions to be drawn when determining several supporting factors for making decisions. There is a close relationship between critical thinking skills and problem solving methods. Therefore, critical thinking skills can be developed through problem-oriented learning. Critical thinking cannot be taught through the lecture method, because critical thinking is an active process. The intellectual skills of critical thinking include analytical thinking, synthetic thinking, reflective thinking, and so on must be learned through actualizing performance.

### Critical Thinking Skills

The ability to think critically can be learned with problems that exist in the daily lives of students. Critical thinking can be taught through daily activities at home that present various opportunities to arouse critical thinking skills and examinations designed to promote critical thinking skills [8]. Some distinctive features of teaching practice for critical thinking according to increasing interaction among students as students, asking open-ended questions, giving adequate time to students to provide reflections on questions raised or problems given, and teaching for transfer (teaches the use of newly acquired abilities in situations and experiences that students have).

Critical thinking refers to the characteristics of students which include: awareness of a series of interconnected critical questions, the ability to ask and answer critical questions at the right time, and the desire to actively ask critical questions. This shows that learning that can improve critical thinking skills should involve students in conducting activities such as asking questions, investigating, and providing feedback given by educators to students such as reflection and evaluation.

The linkage of critical thinking in learning is the need to prepare students to become strong problem solvers, mature decision makers, and people who never stop learning. It is important for students to become independent thinkers in line with the increasing types of work in the future that require skilled workers who have critical thinking skills. This will equip students with the learning of all time and the critical thinking skills needed to capture facts and process information in this increasingly developing world era. In

addition, the benefits for students from the critical thinking process that is the quality of the final decision becomes more mature, makes students more creative in finding solutions when looking at problems from various sides, the decision taken after going through a critical thinking process is the best decision in situations and conditions that we face at that time because we have gone through various considerations from various aspects.

### III. RESEARCH METHODS

This research uses a qualitative approach with a case study method. This method is based on an implementation study of the analysis of the debate model in the development of critical thinking skills of students in constitutional law courses. The research participants were students of the Department of Citizenship Education, Universitas Pendidikan Indonesia. This study aims to describe the results of the use of debate models in the development of critical thinking skills of students. Data collection is done through observation, interviews, questionnaires and documentation studies. Analysis of the data used is data reduction, data presentation and drawing conclusions.

### IV. RESULTS AND DISCUSSION

The results of the interview show that the use of the debate model in lectures on state law makes students develop critical thinking skills. The factor behind the development of students' critical thinking skills is because students are required to 1) find valid and credible information, 2) read a lot of literature that supports in making arguments, 3) students are confronted in two points of view, namely as an agreeing party (pro) and parties who disagree (contra), 4) making arguments that must be based on philosophical, juridical, sociological, historical and political studies that are appropriate to the topic of the debate, 5) analyze the topic of the debate using a multi-disciplinary approach sourced from various studies science with its main focus is the perspective of constitutional law, 6) students must be able to account for and maintain the results of the ideas and arguments they have built in debate sessions, and 7) practice their thinking, speaking and problem solving skills.

Thus the process of developing students' critical thinking can be carried out using the debate model. Critical thinking skills are the reason for overcoming and responding to problems before determining action (taking action / taking positions) on the problem or conflict faced to act wisely and wisely, therefore critical thinking skills are very important to be owned and applied by students.

The learning model is basically a form of learning illustrated from beginning to end that is presented typically by educators. According to Joyce & Weil (1980) what is meant by the learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in class or other. Learning models can be used as a pattern of choice, meaning that educators may choose appropriate and efficient learning models to achieve their learning goals.

Thus it can be emphasized that the learning model is a general pattern of learning behavior to achieve learning goals [11]. Learning models are generally arranged based on the principles or theories of knowledge so that learning becomes more creative and interesting. To understand more about the learning model, it can be examined from the characteristics inherent in the learning model. The following are the characteristics of the learning model:

1. Based on educational theory and learning theory from certain experts.
2. Have a specific educational mission or purpose. For example the inductive thinking model is designed to develop the process of inductive thinking.
3. Can be used as a guide for improving Teaching and Learning Activities in class. For example the Synctic model is designed to improve creativity in composing lessons.
4. It has parts of the model called: (1) sequence of learning steps (syntax), (2) the principles of reaction, (3) social systems, and (4) support systems. These four sections are practical guidelines if the educator will implement a learning model.
5. Has an impact as a result of applied learning models. These impacts include: (1) instructional effects, i.e. measurable learning outcomes, and (2) nurturant effects, i.e. long-term learning outcomes.
6. Making teaching preparation (instructional design) with the chosen learning model guidelines.

Based on the explanation above, the learning models are one way for learning to be done not to saturate and be more varied. The creativity of an educator can be seen from the models used in learning as one of the efforts to achieve learning objectives in a way that does not saturate. Interesting learning is interactive learning, if students are actively involved actively and positively in the learning process both physically and mentally. Lectures using the debate model were held in 4 meetings. At meeting 1, learning begins with a technical explanation of the debate, techniques of preparing arguments in accordance with the context of the lecture material and planning strategies for the debate implementation. After that, students are divided into groups and given issues to be debated. The topic of debate must be studied in the position of pros and cons because for the position of debate will be drawn when the day of the debate. Next, a systematic schema of the debate will be carried out by students at the next meeting.

At the 2-4 meeting in each meeting students must submit a report on the results of their group work related to the topic of study in the form of an argumentative text in two positions, namely the pros and cons accompanied by conclusions and solutions made in a scientific article. Then there will be a debate session with each opposing team in accordance with the debate scheme. Students who did not argue at the meeting were given the task of making a review and summary of the results of the debate which would later be discussed when the debate was over, namely by conducting discussions and reflections on the results of the debates at each meeting in accordance with the topic of the debate being studied and what if examined in the perspective

of state law. Group reports, review results and summary of the debate results are collected at each meeting and become an aspect of assessment in the development of students' critical thinking. At the next meeting students were given questionnaire responses related to lectures using the debate model. Students are very enthusiastic in learning by using a debate model. Students also actively ask questions and express opinions during the debate process. The ability to think critically is a very important ability to be possessed by students, especially students because it is part of basic analytical skills as an ability that must be continuously developed. This is because critical thinking skills are one of the essential abilities in life that students must have as provisions in dealing with various problems in life. The ability to think critically is an ability that is essential for life, work and functions effectively in all other aspects of life. Critical thinking has long been a staple goal in education since 1942. Research and various opinions on it, have become the topic of conversation in the last ten years [13].

So it can be said that critical thinking is an ability that is very important for life so that it is used as a primary goal in education. Besides that, the development of science and technology has brought changes in people's lives, one of which is the distribution of information and communication in the current digital era which is very easy which also implies the spread of hoax or hoax news. Therefore, the development of critical thinking must also be intensified and one of them must be developed through learning using the debate model. Critical thinking itself is a systematic mental activity carried out by people who are tolerant with an open mind to broaden their understanding [14]. Critical thinkers scrutinize their thought processes and the thought processes of others to get the most complete understanding. They try to think sequentially and objectively and suspend personal prejudices and emotions in seeking faith. If students make good use of their extraordinary thinking capacity, students will most likely be able to use their critical thinking skills.

Critical thinking processes include the use of basic thought processes to analyze arguments and produce insights into specific meanings and interpretations, develop patterns of cohesive, logical reasoning, understand assumptions and biases, mark special signs, obtain a credible, solid, and convincing presentation style Someone who is able to think critically will be able to ask the right questions, gather various information needed, be able to efficiently sort out information and think logically to arrive at conclusions and decisions that can be trusted and can be justified. The purpose of critical thinking is to reach a deep understanding. Understanding makes us understand the purpose behind the ideas that direct our lives every day. Understanding reveals the meaning behind an event. Critical thinking skills are also a directed and clear process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions, and conducting scientific research that trains ways of thinking for opinions in an organized way. The ability to think critically is very necessary to do the work and solve the problems that exist in life in society, it is clear that students

as part of the community must be equipped with good critical thinking skills. In this case, the ability to think critically is the ability to systematically evaluate the weight of personal opinions and the opinions of others [14]. The statement revealed that critical thinking is an ability that is very useful for life, work, and functions effectively in all other aspects of life. Based on the description above, the development of critical thinking can be done by using the debate learning model, because basically the two are complementary to each other where there is a reciprocal relationship and have a corresponding objective orientation in terms of the expected debate model output and the debate model becomes a vehicle practice and develop critical thinking skills. This is because the purpose of the debate model itself is to train students to look for strong arguments in solving a controversial problem and to have a democratic attitude and mutual respect for differences of opinion. Active debate can be a valuable method for increasing thought and reflection, especially if students are expected to express opinions that contradict themselves. This is a debate strategy that actively engages each student in the class, not only those who debate [15].

Based on the results of observations and interviews shows that the use of the debate model in lectures on state law makes students' critical thinking skills increase. The underlying factor in the development of students' critical thinking skills is because students are required to:

1. Make ideas and solutions related to debated topics of debate,
2. Making the substance of rational, systematic argumentation and fulfilling aspects of the study of the perspective of state law with a multi- disciplinary approach,
3. Searching, sorting and choosing valid and credible information,
4. Must read a lot of literature that supports in making arguments,
5. Students are faced with two points of view, namely as the party who agrees (pro) and those who disagree (cons),
6. Making arguments that must be based on philosophical, juridical, sociological, historical and political studies that are appropriate to the topic of debate,
7. Analyzing the topic of debate using a multi- disciplinary approach sourced from various scientific studies with the main focus being the perspective of constitutional law,
8. Students must be able to account for and maintain the results of thoughts and arguments that have been built in the debate session, and
9. Practice thinking, speaking and problem solving skills.
10. Build self-confidence, teamwork and mutual cooperation and build ethics and mutual respect.

These ten factors are the advantages of using the debate model in the study of constitutional law. Students are required to be independent and develop their insights by building sensitivity to state issues and strengthening students' critical thinking skills based on problem solving. The advantages / strengths of the debate model can be the development of skills are as follows:

1. Building a culture of literacy, this is because there are demands and must build arguments from various

information to be studied;

2. practice skills and techniques in searching, checking and selecting and sorting out credible, actual and trustworthy information which will later be used as material for argumentation in debates, so that information can be justified;
3. Practice writing skills, namely building skills in writing argumentative text that will be presented in the debate;
4. train and develop public speaking skills in the delivery of arguments by paying attention to the ways and techniques of delivering arguments such as good and correct grammar, ethics, pronunciation, expression and intonation;
5. Train and develop critical thinking skills, logical, systematic and solutive in making ideas, ideas and substantive analysis of content arguments;
6. Train and develop skills as problem solvers in solving a problem based on the topics discussed by providing solutions and actions that can be taken to overcome these problems. This certainly can have implications for students in terms of developing social skills and sensitivity to the surrounding environment.

This is expected to be able to foster active participation of students in carrying out their rights and obligations as young citizens in the life of society, nation and state. In the learning process the use of the debate model in its implementation also has shortcomings and weaknesses. The results of observation and interviews show that there are some weaknesses in the use of this debate model, namely:

1. Can only be used in certain subjects, because they must see the orientation of the objectives to be achieved as well as the characteristics of these courses.
2. Learning is quite monotonous in its implementation, because it is only an argument and the only team / group who argue according to the scheme that has been prepared while the other students are only observers, besides using a lot of media.
3. The application of the debate model requires quite a long time, because students must prepare before carrying out the debate, and there are several stages in the debate in the process and of course the transition from the team that appears to the team that will take next.

The ability to think critically students in the process of learning constitutional law using the treatment of debate model learning is done by using observations based on indicators of critical thinking skills of students presented in the form of performance / debating performances and seen from study reports related to the debate topics that students study as outlined in form of scientific articles. Constraints faced in applying the debate model in the course of constitutional law, basically stem from the weakness of the debate model itself, which requires a lot of time and learning the nature of monotony. In addition, based on the results of the interviews the students also felt the lack of time in preparing their arguments, and in carrying out the debates when students were not permitted to carry any

notes, so students felt unable to perform optimally in running the debate model. The efforts made in overcoming this problem can be described as follows:

1. Time management. In overcoming the use of considerable time spent learning activities in the process of debate, each team is given a time allocation with limitations and also uses a time keeper and moderator so that each debate in implementation is in accordance with the time provided.
2. Learning is monotonous. Efforts made in overcoming the problem are by conducting treatment / treatment to students who are not appearing to debate, then they make a summary of the results of the ongoing debate and when the debate is over is followed by a review and discussion by involving other students to remain active and able to submit comments and ideas on the topics presented at the current debate.
3. When making arguments. The effort made in the process of making student arguments is by giving topics at the beginning of the meeting as a whole. Discuss each topic and draw the week before for the team that will be performing. The process of making arguments is done in class and outside the lecture. Lecturers also guide both during lectures and outside lectures by providing guidance if there are students who want to consult related to the motion to be debated.

## V. CONCLUSION

Critical thinking skills become the rationale for addressing and responding to a problem before determining action (taking action / taking position) on problems or conflicts faced in order to act wisely and wisely, therefore critical thinking skills are very important to be owned and applied by students. To build students' critical thinking skills, we need a learning model that is able to train and develop critical thinking skills, one of them is through Debate Learning Models. The purpose of the debate method is to train students to look for strong arguments in solving a problem that is controversial and has a democratic attitude and mutual respect for differences of opinion. Through the use of debate models have a positive influence on the development of critical thinking skills of students. The debate learning model can also build students' critical thinking skills and other skills such as public speaking and others.

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