

# The Development of Learning Models I Am Proud of Indonesia in My Waterland (Abita Learning) to Improve Understanding the Rights of Obligations and Attitudes Thinking Critical Students in Sman 8, Depok City

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## ABSTRACT

I am proud of Indonesia my homeland (Abita Learning) learning model to apply to understand the concept of rights & obligations and critical thinking attitude because "this Abita Learning model can generate student activities to improve student understanding". The purpose of this Research and Development Research is to develop a learning model for I am proud of Indonesia, my homeland (Abita Learning), to increase understanding of rights and obligations as citizens and critical thinking attitudes in class XI of SMA Negeri 8 Depok. From the results of the validation of learning devices, it can be seen that the quality of the learning model developed is in the very valid category. The RPP validation was carried out by Learning Device experts and Practitioners in the field. The results of Validation I showed a value of 2.88. While the second validation showed a value of 3.71 with a Very Valid category. The value of PPKn Trial I, in the matter of understanding rights and obligations as Indonesian citizens, obtained an average of 78.59, with the highest score reaching 100 and the lowest score being 60. While the percentage of completeness reached 65.63% or as many as 21 students, as many as 34.38% of students still received the score is below the completeness criteria of 75. While Trial II shows an average score of 85.63, with the highest score reaching 100 and the lowest score 60. While the percentage of completeness reaches 93.75% or as many as 30 people, the remaining 6.25% still scores below the criteria Completeness 75. The results of the observation of critical thinking attitudes obtained the average value data with the highest percentage reaching 100%. The above indicates that the learning media that has been made can attract attention and indicate students' abilities and can help students to improve their understanding of the material rights and obligations.

**Keywords:** ABITA learning, Rights and Obligations, Critical Thinking.

## 1. INTRODUCTION

Every nation-state that wants to exist always educates its people to be smart and good citizens. For this reason, the expected generation is a generation that can participate and can live in the community. "There is a fact that no country has the understanding and accepts the rights and responsibilities of all its citizens to support a constitutional democratic life"[1]As the vision of the Ministry of National Education affirms that by 2025 can create a generation of Indonesians who are intelligent and competitive ( Insan Kamil / Insan plenary) Where intelligent people are meant are generations who have comprehensive intelligence, namely spiritual, emotional, social, and intellectual intelligence and kinesthetic intelligence. Providing education related to the rights and obligations of citizens and critical thinking attitudes

through civic education programs. This is a matter that needs to be done on an ongoing basis to ensure the survival of the nation-state. In this case, education has been given a big role by Indonesia. "Several thematic and contextual approaches are used to improve students' abilities independently in using their knowledge" [2].

However, the reality is that the condition of our schools has not been able to facilitate students to make schools educational facilities that are exciting and fun, let alone provide meaningful knowledge for students. Currently, teachers are more dominant in giving burdens to students to gain a lot of knowledge, but it is not meaningful [3]. This results in the knowledge gained by students cannot be a support for skills that have developed more dynamically. The impact is that students cannot compete, to help themselves to be independent

they are not capable. This statement is related to the competencies that students have in Civics subject matter, where students can memorize Civics material that has been received, but the fact is that students often do not have a deep understanding of that knowledge, the impact is that students have difficulty when they have to apply it to their students. real life. Teaching materials should not just be a series of subjects but should be understood so that they can be applied in everyday life. This problem is in line with what was stated by [4] that the Civics learning process prioritizes cognitive factors only, while affective and psychomotor factors are only as accompaniment effects, have not received proper attention.

Another problem is related to how to manage the classroom, teachers have not been able to create a conducive classroom atmosphere and have productivity to provide a learning experience for students by actively involving students and being able to interact well in implementing learning activities both in class and outside the classroom, this has an impact on students do not have a meaningful learning experience to be applied in real life, as well as ex-school activities that are used as socio-pedagogical facilities so that they can become "hands-on experience", but the fact is that they have not contributed to the balance between the theory obtained and the habits carried out in practice. live a democratic and law-conscious life.

For this reason, it is necessary to apply the right learning model. One of the learning strategies that can be applied to develop an understanding of the rights and obligations of citizens and a critical thinking attitude is the I'm Proud of Indonesia Learning Model My Homeland. This model is modified from the practice of learning citizenship. By applying this method, the researcher believes it can help in improving students' understanding of the material and critical thinking attitudes. Considerations for applying the Aku Proud Indonesia Tanah Airku (Abita Learning) learning model to apply the understanding of the concept of Understanding Rights and Responsibilities and critical thinking attitudes because "this method encourages students to be active and help each other in mastering learning materials to get maximum results". [5] "Every teaching process requires efforts to achieve certain goals. Each goal also requires a model of "guidance" to achieve the creation of certain learning situations as well. Therefore, the competence of a teacher includes the ability to choose a model teaching that is thought to be appropriate to assist in guiding student learning"[6].

Civics learning model (Abita learning) based on civics learning practice is a learning model that strives for students to have consistency between knowledge, attitudes, and behavior regarding competency standards and basic competencies as well as indicators studied, by the understanding and character that applies in the community where the school and students are. Abita

Learning is an innovative learning model that emphasizes better attitudes and behavior in the learning process which is closely related to intellectual skills. This will provide maximum learning outcomes because there is a real interaction between students and the environment [7].

Abita Learning is a social pedagogical process. I'm Proud of Indonesia My Homeland (Abita Learning) is a collection of useful, integrated student works that are selected and stored in a bundle. The use of this model is very much in line with the purpose of Civics as a subject that helps the development of various civic skills[8]. The problem now is how to find the right approach to teach various Civics concepts so that students can understand and remember Civics concepts longer. How to deliver students to have the insight to think so that the Civics concepts learned can be linked to real everyday life. This is the teacher's challenge, which in this study the author tries to analyze more deeply through the Abita Learning (I am proud of Indonesia my homeland) learning model.

## **2. RESEARCH METHODOLOGY**

The type of research used is Research and Development (R&D) or using research and development methods. The method is used with a procedural model. The procedural method is carried out by complying with predetermined rules so that it can produce products and test the effectiveness of these products [9]. The implementation of development research begins with the pre-research stage to determine the type of Civics learning model for class XI students of SMA Negeri 8 Depok City and the need for media development. The researcher tested the feasibility of the learning model in the form of the Aku Proud Indonesia Tanah Airku (Abita Learning) learning model by experts and the students responded.

The subject of this research is the development of the learning model I am proud of Indonesia my homeland (Abita Learning) in class XI SMA Negeri 8 Depok City. The location of the research was carried out in class XI SMA Negeri 8 Depok city. This research was conducted in the odd semester of the 2019/2020 academic year and the subjects of the research were all students of class XI SMA Negeri 8 Depok City. In research on the development of the Abita Learning learning model in Civics learning on the subject of rights and obligations as citizens, there are 4 kinds of data collection, namely; Tests, Questionnaires, Observations, and Documentation. The test instrument test aims to find out the questions that are suitable to be used as evaluation questions in the usage trial. The questions tested are in the form of a multiple-choice test with a total of 30 questions. Analysis of the test instrument test using validity test, and reliability test. Data analysis techniques were carried out through several stages; (1) product development process data, in the form of descriptive data,

namely reviews and suggestions from material experts and media experts according to the development procedures carried out, (2) product feasibility data produced, determined through analysis of the validation results of material experts, media experts, and use trials by teachers and students. The data from the validation of material experts and media experts were analyzed descriptively. (3) the data from the test results in the form of observations and interviews with teachers and students will be analyzed qualitatively. Activities in analyzing qualitative data are carried out interactively and continuously so that the data is saturated or no new information is obtained [10].

### 3. RESULTS AND DISCUSSION

In the world of education today, there are various kinds of learning models. These learning models have their theoretical basis. From collecting data on the need for the design of Civics learning model development in several public high schools throughout the city of Depok, 91% of students agreed, which means that it requires the development of a Civics learning design that activates students. Based on the results of interviews with PPKn teachers taken from the percentage of agree and strongly agree obtained 100% of teachers agree with the active learning process, 100% of teachers agree with the stages of the learning process according to the cooperative model type I am proud of Indonesia my homeland to increase student activity in learning, 100 % of teachers agree with the tools offered in design development, and 100% of teachers agree in the sense that they feel the need and need to develop learning designs according to the cooperative model of the type I am proud of Indonesia, my homeland to increase student activity in learning. Thus, it is concluded that the need for the development of the I Am Proud Indonesia Homeland Civics learning model that increases student activity in learning is very high.

Students before receiving learning already have an initial concept of various phenomena around them and if the new concept received at school has something to do with the student's initial concept, then the learning will be easy to accept, otherwise, if there is a conflict between the initial concept and the new concept. , then students will find it difficult to accept it and even tend to refuse such as pretending not to hear, being stupid, maybe leaving the class [11]. Through the learning model I am proud of Indonesia, my homeland (Abita Learning), various Civics concepts can be used by students to remember the concept longer. And Civics teachers can communicate effectively with students who always ask the reason for something, the meaning of something, and the relationship of what they are learning.

The results of the pre-research study aimed to identify the learning conditions of PPKN in class XI of SMA Negeri 8 Depok City and collect data related to the

aspects needed in the development of an interactive PPKN learning model. The results of the pre-study were conducted through interviews with the principal, class teacher, and class XI students. The results of interviews given to class XI teachers of SMA Negeri 8 regarding the implementation of PPKN learning indicate that in the learning process the method used by the teacher is the conventional method. Based on this information and the lack of use of the Portfolio-based Project Citizen learning model, to support PPKN learning activities at SMA Negeri 8 Depok, researchers took the initiative to develop the Aku Proud Indonesia Tanah Airku (Abita Learning) learning model.

The learning model design plan was made based on the problems and potentials of students in class XI of SMA Negeri 8 Depok. So that the learning model developed by the researcher can overcome the weaknesses found in the old teaching method. At this stage, the researcher developed the design of the Aku Proud Indonesia Tanah Airku learning model (Abita Learning) in Civics learning material on Rights and Obligations as Citizens and Critical Thinking Attitudes complete with learning tools. The results of this stage of research are: (1) the design of the learning model I am proud of in Indonesia, my homeland (Abita Learning); (2) learning tools; and (3) research questionnaire. The product produced in this development is a system that leads to a learning model. This learning model was developed from the type of cooperative learning model I am proud of in Indonesia, my homeland.

The learning steps of Abita Learning are a modification of Project Citizen, which consists of steps; Identify problems, collect and evaluate information, test and evaluate problem-solving, select and develop recommended alternative solutions, develop action plans, and evaluate the implementation of actions. While the steps in implementing the Abita Learning learning model are setting the mood, identifying public policy problems in the community, choosing problems as class study materials with the most votes, collecting information on problems to be studied, developing class portfolios, presenting class portfolios, and reflecting on experiences study. Product trial 1 using the learning model I'm Proud of Indonesia My Homeland (Abita Learning) to Improve Understanding of Rights and Responsibilities as Citizens and Critical Thinking Attitudes in Class XI SMA Negeri 8 Depok City involving all students of class XI, namely 32 students. Before Product Trial 2, the researcher proposed validation to the learning device experts and expert practitioners in the field so that the following data were obtained;

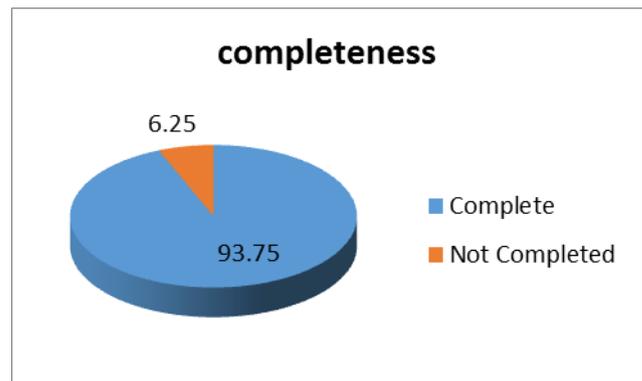
**Table 1.** Summary of Average Analysis of RPP Validation Results Scores

Rating Indicator	Validator Score		Average	Category
	Learning Device Expert	Field Practitioners		
A. Development Principle				
1. Scientific	4.00	4.00	4.00	Very Valid
2. Relevant	3.00	3.00	3.00	Valid
3. Systematic	4.00	3.00	3.50	Very Valid
4. Consistent	4.00	4.00	4.00	Very Valid
5. Adequate	3.00	3.00	3.00	Valid
6. Actual and Contextual	4.00	4.00	4.00	Very Valid
7. Fleksibel	4.00	3.00	3.50	Very Valid
8. thorough	4.00	4.00	4.00	Very Valid
B. Content Eligibility	0.00	0.00		
1. KI dan KD	4.00	4.00	4.00	Very Valid
2. Indicators of Competence Achievement	4.00	4.00	4.00	Very Valid
3. learning materials	4.00	4.00	4.00	Very Valid
4. Learning Activities	4.00	4.00	4.00	Very Valid
5. Rating	3.00	3.00	3.00	Valid
6. Time Allocation	4.00	4.00	4.00	Very Valid
7. Learning Resources	4.00	3.00	3.50	Very Valid
C. Grammar	4.00	4.00	4.00	Very Valid
D. Benefits	3.00	4.00	3.50	
<b>The average of all aspects of all validators</b>			<b>3.71</b>	<b>Very Valid</b>

The table above shows that the validation from experts related to the designed learning tools is in the valid category, but some things still need to be revised. Based on the acquisition of PPKn scores on the understanding of rights and obligations as Indonesian citizens, an average of 78.59 was obtained, with the highest score reaching 100 and the lowest score being 60. While the percentage of completeness reached 65.63% or as many as 21 students, 34.38% of the students still scored below the completeness criteria of 75. Based on the data from the observation of critical thinking attitudes, data on the ability of students to find clear statements from each question obtained an average score

with the highest percentage reaching 100%, while the lowest percentage was on the aspect of students' ability to seek explanations as much as possible with an average averaging 51.95%.

The results of the revision of Product 1 to Product 2 were carried out from various considerations of input from learning device experts and practitioners in the field, so that the Abita Learning Civics learning model, strives for students to have consistency between knowledge, attitudes, and behavior regarding competency standards and basic competencies as well as indicators studied, by the understanding and character prevailing in the community where the school and students are located. Based on the acquisition of PPKn scores on the understanding of rights and obligations as Indonesian citizens, an average of 85.63 was obtained, with the highest score reaching 100 and the lowest score being 60. While the percentage of completeness reached 93.75% or as many as 30 people, the remaining 6.25% still received scores under the completeness criteria 75. Below is a diagram of the completeness of the test results as follows;



**Figure 1.** Completeness diagram of product trial results

Abita learning model (Abita Learning) is a modification of the Citizenship Learning Practice or more familiarly known as Project Citizen is a portfolio learning model, where students are required to be able to develop their competencies to learn cooperatively by learning empirically, thus the learning process is increasingly challenging. , requires students to be active and more meaningful. Abita Learning learning model emphasizes the rights and obligations as citizens in the practice of learning citizenship is a learning model that can increase students' understanding of what is being studied. The program encourages students to be actively involved with government and civil society organizations to solve a problem in the school or community and to hone the social and intellectual intelligence that is essential for responsible democratic citizenship [12].

After considering the validation of learning device experts, material experts, and opinions from various parties as well as through product trials carried out

through learning practices, the final product specifications are obtained as follows: Abita Learning Learning Model is a learning model based on mood development, promoting the element of love in the homeland, developing civics practice experience and Portfolio-based, so that through the Abita Learning learning model students have a sense of pride in their homeland, have a caring and sensitive attitude to issues that occur in the community, have experience learning civic practice, work together to make projects and products in the form of a portfolio.

#### 4. CONCLUSION

This study concludes that; The results of the validation of learning devices, it can be seen that the quality of the learning model developed is in the very valid category. The validation was carried out to determine the feasibility of the lesson plans needed for students. The RPP validation was carried out by Learning Device experts and Practitioners in the field. The results of Validation I showed a value of 2.88. While the second validation showed a value of 3.71 with a Very Valid category.

The value of PPKn Trial I, in the matter of understanding rights and obligations as Indonesian citizens, obtained an average of 78.59, with the highest score reaching 100 and the lowest score being 60. While the percentage of completeness reached 65.63% or as many as 21 students, 34.38% of students still received the score is below the completeness criteria of 75. While Trial II shows an average value of 85.63, with the highest score reaching 100 and the lowest score being 60. While the percentage of completeness reaches 93.75% or as many as 30 people, the remaining 6.25% still scores below the criteria Completeness 75.

The results of the observation of critical thinking attitudes in Trial I, obtained data on the ability of students to seek clear statements from each question, obtaining an average score with the highest percentage reaching 100%, while the lowest percentage was in the aspect of students' ability to seek explanations as much as possible with an average of 51.95%. . Meanwhile, in Trial II, the average score was obtained with the highest percentage reaching 100%, while the lowest percentage was students seeking as much explanation as possible if possible with an average of 67.58%.

The resulting Abita Learning learning model is an incentive for students to be happier to learn, thus, adding insight into students' abilities in understanding the learning material provided, especially understanding the rights and obligations of citizens. Abita Learning's learning model belongs to the very good category, it can be seen from the responses given by teachers and students. This learning model can be used independently or in groups.

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