RADEC LEARNING MODEL IN AN EFFORT TO IMPROVE CRITICAL THINKING SKILLS IN CITIZENSHIP EDUCATION LEARNING AT MUHAMMADIYAH SMP, SUMBANG

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Abstract: *This study aims to determine whether there is an increase in critical thinking skills in Civics learning by using the RADEC learning model. The type of research used is phenomenological qualitative research, the population in this study is 2 classes VIII A-B SMP Muhammadiyah, with the total number of students is 90 out of 3 classes. Data collection techniques in this study were carried out by using observation, interview and documentation techniques to determine critical thinking skills with 20 items of questions. (1) the RADEC learning model can improve students' critical thinking skills, (2) the Civics learning process using the RADEC learning model. This means whether the RADEC learning model is more appropriate to use in Civics learning to improve critical thinking skills in SMP Muhammadiyah Sumbang Class VIII.*

Keywords: *RADEC learning model, critical thinking, Citizenship Education*

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan kemampuan berpikir kritis pada pembelajaran PKn dengan menggunakan model pembelajaran RADEC. Jenis penelitian yang digunakan adalah penelitian kualitatif fenomenologis, populasi dalam penelitian ini adalah 2 kelas kelas VIII A-B SMP Muhammadiyah, dengan jumlah keseluruhan peserta didik adalah 90 dari 3 kelas. Teknik pengumpulan data pada penelitian ini dilakukan dengan menggunakan teknik observasi, wawancara dan dokumentasi untuk mengetahui keterampilan berpikir kritis dengan pertanyaan sebanyak 20 item. (1) model pembelajaran RADEC dapat meningkatkan kemampuan berpikir kritis peserta didik, (2) proses pembelajaran PKn dengan menggunakan model pembelajaran RADEC. Artinya apakah model pembelajaran RADEC lebih tepat digunakan pada pembelajaran PKn untuk meningkatkan keterampilan berpikir kritis di SMP Muhammadiyah Sumbang Kelas VIII.

Kata kunci: model pembelajaran RADEC, berpikir kritis, Pendidikan Kewarganegaraan

Introduction

Efforts to improve the learning process begin with revising the curriculum, however, the results have not been satisfactory, and the question in our minds is whether there is something wrong in improving the quality or quality of our education? Why have all the efforts we have made have not been able to improve the quality or quality of our education? Other efforts can be started with the use of learning models carried out by teachers for students, in connection with not being optimally touched by a good learning process and favored by students, even though it can determine the success of learning. The author is of the view to the first question that what we are doing today is not entirely wrong, but we are paying less attention to the problem of strategies and good learning models. The learning process will determine the success of an education. In addition, we must direct our education according to the times.

The skills of students needed in the 21st century according to Patrick & Care

(2014): "These skills include creativity, critical thinking and problem solving, collaborative skills, information technology skills, and new forms of literacy, and social, cultural, and metacognitive awareness". Critical thinking skills are skills that must be developed in students to be able to be competitive in the 21st century. The Civics subject teacher for class VIII SMP Muhammadiyah Sumbang expressed his views on critical thinking in Civics learning during the covid-19 pandemic and several other subjects were still considered not optimal. The learning outcomes of students have indeed met the KKM, which is 75, but the average learning outcomes are not far from the specified KKM. Student skills are still low in critical thinking skills, and teachers are confused about applying appropriate learning and learning models in this era of the covid-19 pandemic, so teachers only apply the lecture learning model in online learning using WhatsApp. Sopandi (2019) in the context of Indonesia, we cannot deny that the learning model which is mostly adopted from the west is not suitable to be applied in Indonesia. Not only because the students are different (literacy level, environment, etc.), innovative learning models often take a long time". So we need a learning model that is in accordance with the Indonesian context. In this study, there are at least two reasons why this study needs to be carried out, first the researchers tried to provide alternative solutions about suitable learning models to be applied and the second was to develop critical thinking skills in Civics learning, namely through the RADEC learning model.

Teachers do not understand the syntax of innovative learning models, so the impact of conventional learning models remains the mainstay of teachers. Activities in the classroom are dominated by the assignment system and rote learning shows that the low involvement of students' thinking skills in learning. There are still many rote materials contained in short term memory, so that the thinking skills of students in Indonesia are only at the level of remembering, restating, or referring without reciting (Nugroho, 2018). The study has explained that students' critical thinking skills are weak and the variety of learning models is still minimal so that students are less active and their learning outcomes are unsatisfactory . Based on several explanations, critical thinking skills are needed by students today. The RADEC model is an alternative that can be used and is in accordance with the facts in the research field. The RADEC model was first introduced by Mr. Sopandi at an international conference in Kuala Lumpur, Malaysia. The results of other studies have also proven that the RADEC model stimulates students' critical thinking skills, namely research conducted by (Adi Pratama, et al (2019) This study uses literature review

The syntax of the RADEC learning model, students must discuss and explain directly, to overcome the problem we must utilize technology as stated by Agustin (2011): "Technology in education has a major impact on learning outcomes. The use of

technology in learning can overcome the limitations of space and time, disseminate information more widely, quickly, so that messages can be delivered according to the desired learning objectives. The Zoom Cloud Meeting application, can bring together many people in one application room, and simplify and shorten meeting times. So with this application, we can be more helpful in communicating even though we are far away, all explanations and messages can be conveyed directly without having to meet physically. The combination of the RADEC learning model assisted by the zoom cloud meeting application is very suitable because teachers and students can interact directly even though they are not in the classroom. Observations at SMP Muhammadiyah Sumbang, students find it difficult to understand the learning material explained by the teacher, because the method is monotonous, one way traffic, and does not explore the knowledge and experience of students, so this RADEC model will be practiced and then researched, the possibility of student changes, both related to understanding and a fun learning process

In connection with the need for a learning model that can support the learning process better, a study was made entitled: "The RADEC learning model in an effort to improve critical thinking skills in Civics learning for class VIII students of SMP Muhammadiyah Sumbang". With the formulation of the problem: 1) can the RADEC learning model improve students' critical thinking skills?, (2) how is the Civics learning process using the RADEC learning model?. Sopandi (2019) The RADEC (Read, Answer, Discuss, Explain, and Create) learning model is a learning model that can encourage students to develop 21st century skills and master the learning concepts being studied. The RADEC learning model was developed based on the following points. First, develop the potential of students, become human beings who believe and fear God Almighty, are virtuous, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Second, this model was developed on the basis of constructivism theory. Vygotsky (1962) suggested that cognitive skills in children can develop through interaction with the social environment. So in the learning process, there is a period where students need to learn independently about a concept of subject matter without being assisted by the teacher. On the basis of this theory, in the learning process the teacher must learn between these things.

The RADEC learning model has characteristics in learning including: (1) RADEC learning always encourages students to be actively involved in the learning process; (2) RADEC learning encourages students to learn independently; (3) RADEC learning always connects what students know with the material being studied; (4) RADEC learning connects the material studied with real life or contemporary issues; (5) RADEC learning always provides opportunities for students to actively ask questions, discuss, propose

investigation plans, and conclude the material being studied; (6) RADEC learning provides opportunities for students to study the material in depth through pre-learning assignments (Handayani, et al. 2019). The syntax of the RADEC learning model encourages students to carry out various activities in learning such as reading, answering, discussing, explaining, and creating works. The learning process that allows students to carry out various activities during learning develops thinking skills and provides a sense of ownership, responsibility, and involvement in education (Zandvakili, et al, 2018). 8]. In line with this, the RADEC learning model has been proven to be able to improve conceptual mastery and develop students' explaining skills (Sopandi, 2019).

Method

Research with the theme RADEC learning model in an effort to improve critical thinking skills in Civics learning for SMP Muhammadiyah Sumbang students uses a qualitative phenomenological approach. Ulfatin (2014:24) describes that qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, action, and others, holistically, and by way of description in the form of words. and language, in a special context that is natural and by utilizing various scientific methods. Creswell (2014: 450), the phenomenological approach delays all judgments about natural attitudes until a certain basis is found. This delay is known as an epoche (timeframe). The concept of epoche is to distinguish the data area (subject) from the researcher's interpretation. The concept of epoche is central to where the researcher compiles and categorizes initial assumptions about phenomena to delay interpretation of what participants say.

The steps in this research are: Processing and interpreting the data for analysis. This step involves transcribing interviews, scanning materials, typing field data, or sorting and organizing the data into different types depending on the source of information; Read the entire data. At this stage, write special notes or general ideas about the data obtained; Analyze in more detail by coding the data. Coding is the process of processing material or information into writing segments before interpreting them; Apply a coding process to describe the settings, people, categories, and themes to be analyzed; Show how these descriptions and themes will be restated in a qualitative narrative or report; Interpreting or interpreting the data, schematically the analysis of research data is described as follows:
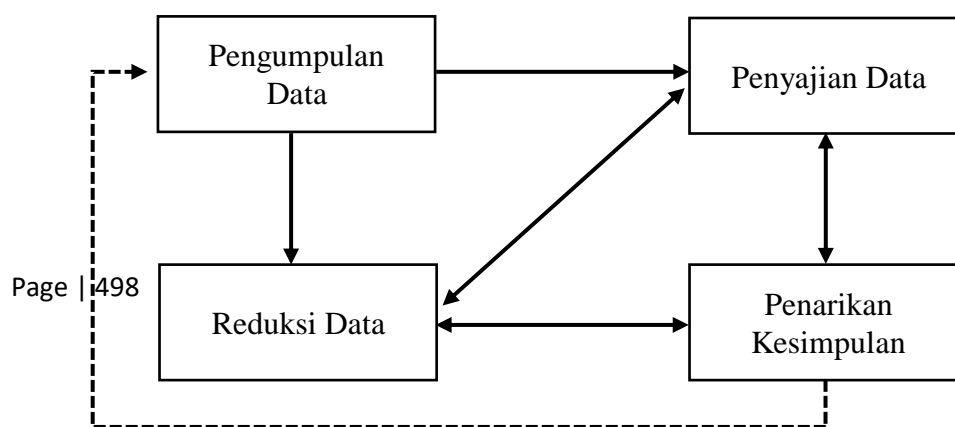
Figure 2. Chart of Interactive Analysis Model (Miles and Huberman, 1992:20)

The task of the researcher is to prepare a research design by discussing with the Civics subject teacher in junior high school, the task of members is to prepare research instruments, the task of students is to record each stage of the research process.

Results and Discussion
1. The RADEC learning model can improve students' critical thinking skills.

The Radec learning model can improve students' critical thinking skills through Civic Education learning, through several stages of Read, Answer stage, Discuss stage, Explain stage and Create stage.

1) Reading Stage or Read (R)

Students explore information from various sources, both books and other sources of information. Guiding when digging for information, students are provided with pre-learning questions that are arranged in the form of Student Activity Sheets which can be made according to the material to be taught by the teacher. Pre-learning questions are given before the learning meeting in class. Activities to explore information in order to answer this question are carried out independently by students outside the classroom. This is based on the idea that some information can be extracted by students themselves. Information that students cannot understand by just reading can be asked to their friends (peer tutors) or explained by the teacher during class meetings. By giving independent study assignments to students before studying in class, it also encourages learning in the classroom to be more focused on the part of the subject matter that is considered difficult by all students.

2) Stage of Answering or Answer (A)

The second stage is to answer pre-learning questions. In this way it is possible for students to independently see where they have difficulty learning a material. In addition, students themselves can judge whether he is a person who reads diligently or not, studies diligently or not, and so on. In addition, teachers can also see the different needs of students from one another.

3) Discussion or Discuss (D) stage

Students in groups discuss answers to questions or the results of the work they have done outside the classroom or at home independently before the class meeting is held. The teacher motivates students who succeed in doing certain tasks from the LKPD. Students who have not mastered it are motivated by the teacher to want to ask their friends. This stage can also be filled with activities discussing the results of their friends' work, the teacher is only in charge of directing students in order to get the right answers or work. By observing the activities of the entire group, the teacher can also determine which group or who has mastered the concept being studied. Based on the results of

these observations, the teacher can determine approximately who can be used as resource persons at the next stage (Explain).

In addition to ensuring communication between students in each group and identifying resource persons from students for the next stage, at this stage the teacher can also identify which part of the task all students or groups have difficulty. These difficulties will then be explained by the teacher classically for all groups at the explain stage (E). The discussion stage (D) ends when students finish discussing their assignments, or students can no longer continue their work because of difficulties.

4) Explaining Stage (E)

Classical presentation activities. The material presented covers all learning indicators that have been formulated in the learning objectives. In this activity the teacher also encourages students to ask questions, respond to, or add to the group that is making a presentation. At this stage the teacher explains essential concepts that have not been mastered by all students based on observations at the discussion stage (D). When explaining the section the teacher may provide an explanation in the form of lectures, demonstrations or other things that are expected to overcome the difficulties of all the students.

5) Stage of Creating or Create (C)

The teacher inspires students to learn to use the knowledge they have mastered to spark creative ideas or thoughts. So at this stage it's just a matter of discussing it classically. Because students have previously been assigned to work on it independently and have also discussed it at stage D. If students have difficulty sparking creative ideas, the teacher must inspire students, and if students do not have ideas, students can work on ideas from the teacher.

2. Civics learning process using the RADEC learning model

The learning process begins with making a Learning Implementation Plan (RPP), then the implementation of learning is carried out in accordance with the RPP that has been made.

Conclusion

There is still a need for various Civic Education learning models, in order to teach students, so that they can learn with innovative, creative, fun, joyful and meaningful learning. Students enjoy learning that involves them in a pleasant learning atmosphere so that students can think critically. The RADEC learning model is only one of the learning models expected by students to be able to involve them in the learning process, because students from the beginning of learning can learn themselves by reading, answering, discussing, explaining and ending by creating or creating a theme/topic of

Civic Education learning .

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