



THE INFLUENCE OF THE JURIDICAL CIVIC CRITICAL LEARNING MODEL ON CRIMINAL LAW COURSES AS AN ENHANCEMENT OF STUDENTS' CRITICAL THINKING

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ABSTRACT

The juridical civic critical learning model is a combination of several other learning models such as the direct discussion learning model, the debate learning model and the jurisprudential inquiry learning model. The purpose of carrying out this research is to examine the level of knowledge, understanding, attitudes and behavior of students towards a criminal law incident and to increase it to a higher level. The juridical civic critical learning model trains students to be sensitive to social problems, take positions, towards these problems, and maintain these attitudes with relevant and valid arguments. Juridical civic critical learning model will later become a stimulus for students to increase critical thinking about social phenomena related to criminal law.

Keywords: Critical thinking; Juridical civic critical; Learning model.

I. INTRODUCTION

Humans and education are an inseparable relationship, in human history, education has played an important role in building human civilization. Education is an important need that must be met in human life. Without education, humans will not live and develop with advanced thinking, prosperity, and happiness created by humans themselves.

In the current 21st century, the learning process must refer to the development of 21st century competencies, one of which is critical thinking skills. Bruce Joyce, Marsha Weil, & Emily Calhoun states that the movement in improving education emphasizes what is called 21st century skills, namely the types of skills that have advanced when the global digital world emerges.¹ Based on this, the output of the learning process must be able to develop students' critical thinking skills. Article 6 Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Higher Education Standards states that graduates of the Undergraduate Program must have general skills, namely being able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology pay attention to and apply humanities values in accordance with their field of expertise². Referring to these regulations, critical thinking skills are a competency that bachelor graduates must possess. This shows that critical and creative thinking skills are needed skills in the 21st century.³

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¹ Bruce Joyce, Marsha Weil, & Emily Calhoun, *Models of Teaching*, Pustaka Pelajar: Yogyakarta, 2015, p. 13.

² Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Higher Education Standards

³ M. Bialik & C. Fadel, *Skills for the 21st Century: What Should Students Learn?* Center for Curriculum Redesign. Boston, Massachusetts, 2015. In: C.L. Scott, *The Futures of Learning 2: What kind of learning for the 21st century?* Paris, UNESCO Education Research and

Critical thinking skills are basically skills that consist of several characteristics, namely the process of interpretation, analysis, evaluation, inference, explanation, and self-regulation.⁴ From these characteristics, there are several general characteristics that can be used as a reference in describing critical thinking skills, one of which is having the ability to examine various problems based on data and facts that become logical and systematic evidence, and being able to make and provide an evaluation of the conclusions of the study results. Which has been done.⁵ By practicing critical thinking skills can improve high-order thinking competence (high order thinking). To develop these critical thinking skills, a learning model is needed as a guide in the process of implementing learning for teachers in developing these critical thinking skills.

The learning model itself is a way of building and stimulating an ecosystem in which students learn by interacting with its components.⁶ The components in question are learning components that include learning objectives, materials, methods, and media and learning evaluation. Through the application of a learning model, the learning process becomes more interactive and creative. Based on this, the learning process that aims to improve critical thinking skills requires an appropriate learning model to be applied in the learning process, and the civic critical juridical model is an appropriate alternative and can be used in teaching and learning activities, especially in improving critical thinking skills. in the context of the realm of legal studies as a realization of legal education learning.

In principle, the civic critical juridical learning model is a model that is oriented towards high order ranking skills. This learning model makes students learn to think systematically about contemporary issues that occur in society by giving them a way to analyze and discuss social problems based on the context of a legal perspective.

This juridical civic critical model application is carried out in criminal law courses, because the juridical civic critical learning model is a specific model in the law-based learning process. In the learning process in the criminal law course itself, the application of the juridical civic critical learning model will later become a stimulus for students to increase critical thinking about social phenomena related to criminal law. The juridical civic critical learning model was developed from several learning models, such as the direct discussion learning model, the debate learning model and the jurisprudential inquiry learning model. From the three models, a new learning innovation model is formulated and developed to support the achievement of learning objectives to be achieved in the learning process. The basic principles of each model are the core in the formulation of the juridical civic critical syntax. The development of this model is one of the solutions in developing critical thinking skills in the learning process based on law.

II. RESEARCH METHOD

This study uses a quantitative approach with a quasi-experimental method with a non-equivalent control group design (Nonequivalent Control Group Design). The research was conducted at the Civic Education Department of FPIPS UPI with a population of all students of the Civics Department, amounting to 393 which were divided into 6 classes from three different generations, namely 2017, 2018 and 2019. The sampling technique used was not random sampling techniques.

Foresight. *ERF Working Papers Series*, No. 14, 2015. In: P. Griffin, & E. Care, Developing Learners' Collaborative Problem Solving Skills. European Schoolnet Academy & KeyCoNe, 2014.

⁴ Peter. A. Facione, Critical thinking: What it is and why it counts, <https://www.insightassessment.com/content/.../what&why.pdf>, [accessed 18/11/2020].

⁵ A. Woolfolk, *Educational psychology*, Pearson: New York, 2009.

⁶ Bruce Joyce, Marsha Weil, & Emily Calhoun, *Models of Teaching*, Pustaka Pelajar: Yogyakarta, 2015, p. 13.

The samples of this study were Civics class 2017 A as the experimental class and 2017 B class as the control class. Data collection techniques used in this study were questionnaires, tests, attitude scales and documentation studies. In line with the quantitative approach, the data analysis techniques used are as follows:

1. Descriptive analysis of variables
2. Normality test with the test hypothesis is as follows:
 - a. H_0 : Samples are normally distributed
 - b. H_a : Samples are not normally distributed

The test criteria used a significance level of $\alpha = 0.05$ with the following test criteria:

 - a. If the value of $\text{Sig } \alpha = 00,5$ then H_0 is rejected (data is not normally distributed)
 - b. If the value of $\text{Sig } \geq \alpha = 00,5$ then H_0 is accepted (data is normally distributed)
3. Homogeneity test was performed using Levene's test with a significance of 0.05. The hypothesis proposed is as follows:
 - a. $H_0: \sigma_e = \sigma_k$ (Data for the pretest and posttest scores of the experimental class and the control class have homogeneous variants).
 - b. $H_0: \sigma_e \neq \sigma_k$ (Data for the pretest and posttest scores of the experimental class and the control class have not homogeneous variants).

The following are the test criteria, namely:

 - a. If the value of $\text{Sig } \alpha = 00,5$ then H_0 rejected.
 - b. If the value of $\text{Sig } \geq \alpha = 00,5$ then H_0 accepted.
4. Test the difference between the two means
5. Calculation of normalized gain with the following formula:

$$\text{Gain index} = \frac{\text{Posttest} - \text{Pretest}}{\text{Ideal Score} - \text{Pretest}}$$

Figure 1. Gain Index formula⁷

The normalized gain index criteria are as follows:

Table 1. Criteria for Gain Index⁸

| Gain Index | Criteria |
|--------------------|----------|
| $g > 0,7$ | High |
| $0,3 < g \leq 0,7$ | Moderate |
| $g \leq 0,3$ | Low |

⁷ D. E., Meltzer, *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible. Hidden Variable. In Diagnostic Pretest Scores.* Department of Physics and Astronomy: Iowa State University, 2002.

⁸ *Ibid.*

III. DISCUSSION

In the learning process of criminal law courses, this model is applied to the scope of criminal law material related to crimes and violations. In its implementation, this model is a learning treatment used in the experimental class on criminal acts and criminal events as an integral form of the scope of the criminal law material, while the control class uses a different learning treatment. The learning process is carried out by operationalizing learning components which include materials, methods, media, learning resources and evaluation of criminal law learning in teaching and learning activities according to the civic critical juridical learning model procedure. This is because the learning model is domiciled as a procedural guide for the implementation of learning in achieving learning objectives.

The learning components are compiled in the scope of the juridical civic critical model, where each component is integrated with legal substance based on criminal elements and laws and regulations that are relevant to the issues/topics being studied. In the teaching and learning process in this criminal law course, the issue raised is related to hoaxes. The implication is that critical thinking skills developed are related to the level of knowledge and understanding in the context of legal actions and events related to hoaxes which will be directly proportional to the attitudes and behavior of students towards a criminal law event.

The development of thinking skills in the two research samples was carried out with different learning treatments, the control class used conventional treatment and the experimental class used the civic critical juridical treatment model. Based on the results of research that has been conducted with reference to indicators of critical thinking skills development, namely the process of interpretation, analysis, evaluation, inference, explanation, and self-regulation. The difference in the improvement of critical thinking skills in the control class and the experimental class can be illustrated by comparing the increase in the pretest results to the posttest results of each class and comparing the normalized gain of the two. Each of these results will be categorized based on the five criteria measured using the class interval calculation method. The details are as follows:

Table 2. Criteria for Average Score Improvement of Critical Thinking Skills

| Score Average | Criteria |
|---------------|-----------|
| 61 – 66 | Very Low |
| 67 – 72 | Low |
| 73 – 78 | Moderate |
| 79 – 84 | High |
| 85 – 90 | Very High |

The results of data processing show that the control class and experimental class based on the results of the pretest and posttest obtained the following information:

Table 3. Average Results of Pretest and Posttest Control Class and Experiment Class

| Class | Pretest | Criteria | Posttest | Criteria |
|------------|---------|----------|----------|-----------|
| Control | 61.63 | Very Low | 74.05 | Moderate |
| Experiment | 60.68 | Very Low | 88.64 | Very High |

Based on these results it can be concluded that the use of the civic critical juridical treatment model can improve critical thinking skills compared to the use of conventional treatment in the learning process. This is evidenced by the significant increase of the experimental class from the low to very high pretest results. The next step is to compare the normalized gain of the control class and the experimental class grouped by normalized gain criteria. The normalized gain frequency distribution is as follows:

Table 4. Frequency Distribution of Normalized Gain of Critical Thinking Skills Control Class and Experiment Class

| Class | N_gain Index | Criteria | df | Percentages |
|---------------|--------------------|----------|-----------|-------------|
| Control | $g \leq 0.3$ | Low | 19 | 41.30 |
| | $0.3 > g \leq 0.7$ | Moderate | 27 | 58.69 |
| | $g > 0.7$ | High | 0 | 0 |
| Amount | | | 46 | 100 |
| Experiment | $g \leq 0.3$ | Low | 0 | 0 |
| | $0.3 > g \leq 0.7$ | Moderate | 15 | 34.09 |
| | $g > 0.7$ | High | 29 | 65.91 |
| Amount | | | 44 | 100 |

Based on the table of the normalized gain frequency distribution, it can be concluded that the experimental class has a better frequency than the control class. This can be seen by the dominant distribution in the experimental class in the high category.

Teaching and learning activities in developing aspects of critical thinking skills in learning criminal law courses are carried out through the application of a civil critical juridical model that is useful in the following learning steps:

1. Stimulus, at this stage students are guided by lecturers given stimulation in the form of issues or actual cases related to the material of criminal acts and criminal events in the perspective of crimes and violations within the scope of criminal law, which are then jointly determined democratically
2. Problem orientation, at this stage students are guided by lecturers given the basic orientation of the problem study to be carried out. Lecturers provide procedural or steps for reviewing issues/cases that have been mutually agreed upon, and set forth in student worksheets.
3. Identification, at this stage students guided by lecturers are given time to identify related issues/cases that have been determined according to the procedures described previously. This identification contains a juridical case analysis that includes the criminal elements contained in the issue/case.
4. Assumptions, at this stage students are guided by lecturers to make assumptions from the identification results that have been carried out as initial assumptions which will later be proven scientifically and rationally, so that these assumptions can be validated.
5. Problem Assessment, at this stage students are guided by lecturers to test the assumptions that have been made by conducting a more in-depth analysis by conducting a problem assessment of the issues/cases that have been determined.
6. Discussion, at this stage students and lecturers conduct discussions democratically by placing students as the main instructional in the learning process and providing opportunities for them

to present the results of the problem assessment they have done through active discussion led by the lecturer.

7. Testing Assumptions, at this stage students and lecturers test assumptions from the results of the assessment of the problems that have been stated previously to validate which assumptions and which arguments are relevant, scientific and rational.
8. Evaluation, at this stage students are guided by lecturers in evaluating the results of discussions, and testing assumptions that have been carried out and can result in an assessment of the studies that have been carried out by students and provide improvements and technical knowledge of good and correct assessments.
9. Reflection, at this stage students are given reflection on the results of studies that have been carried out by educators by providing conclusions from all studies produced by students and the form of reflection of these studies in an applicable form in everyday life.

These learning steps are guidelines that can be carried out by educators in the practice of teaching and learning activities using the civic critical juridical model. The juridical civic critical learning model is a specific model on the law-based learning process in developing higher thinking skills. This orientation model is to teach law to students through a law-based learning process that examines contemporary issues in community social problems from a legal perspective so that they can have an awareness of the law. Therefore, in its application this model is carried out in criminal law courses. This is because basically in this course there are legal contents, and it is relevant to apply this model as a learning treatment that can be used in the learning process, because basically this model can only specifically be applied to learning that is charged with legal substance.

In principle, the civic critical juridical learning model is a learning model that is oriented towards the development of critical thinking skills or high-ranking skills, one of which can be applied as a learning model that can be used to respond to social phenomena, such as hoaxes and study them critically and deeply, as well as linking it to the prevailing laws and regulations. This learning model makes students learn to think systematically about contemporary issues that are happening in society. The juridical civic critical learning model is also oriented to social interaction. This is intended as an effort to build students' thinking patterns by improving interpersonal relationships through democratic procedures.

This is certainly an orientation of legal education that aims to build legal awareness. Legal education is carried out with a specific purpose or purpose. Legal education is not merely theoretical education whose purpose is for certain scientific interests. But the most important thing is that legal education is needed in legal practice, especially to produce officials or legal professionals who are able to carry out their respective functions. So far, it is also understood that the relationship between the two paths of legal education, theory and practice, is very complex. However, they both support and complement each other⁹.

Legal studies at the higher education level themselves are explicitly taught at the Faculty of Law, which are studied in a concrete manner based on the specifications of the field of legal studies, be it criminal, civil, state administration and so on. However, at the primary and secondary education levels and non-Faculty of Law higher education, legal studies are studied in legal education that is integrated

⁹ Titon Selamat Kurnia, et.al, *Pendidikan Hukum, Ilmu Hukum & Penelitian Hukum di Indonesia Sebuah Reorientasi*, Pustaka Pelajar: Yogyakarta.2013, p. 10.

into Pancasila and Citizenship Education. Legal education itself is implicitly a body of knowledge from civics (civics).

Based on this explanation, the development of critical thinking skills in the learning process of criminal law courses is based on the core of critical thinking skills which are described as follows:

| Core Critical Thinking Skills | | |
|-------------------------------|--|---|
| SKILL | Experts' Consensus Description | Subskill |
| Interpretation | "To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria" | Categorize Decode significance Clarify meaning |
| Analysis | "To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions" | Examine ideas Identify arguments Identify reasons and claims |
| Inference | "To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation" | Query evidence Conjecture alternatives Draw logically valid or justified conclusions |
| Evaluation | "To assess the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions, or other forms of representation" | Assess credibility of claims Assess quality of arguments that were made using inductive or deductive reasoning |
| Explanation | "To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments" | State results Justify procedures Present arguments |
| Self-Regulation | "Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results" | Self-monitor Self-correct |

Source: APA Report: *Expert Consensus Statement on Critical Thinking*. (ERIC ED 315 423)

Figure 2. The Core of Critical Thinking Ability¹⁰

Thinking skills are always developing and can be learned. If done continuously, this can improve critical thinking skills. Students have the ability to think since they are born. The more often people are faced with something that requires them to think, the more they develop and their thinking abilities increase. A person who does not have formal education, even though his thinking ability will improve if he is often faced with various problems that he has to think about. Thus, critical thinking skills can be studied with the surrounding problems that exist in the daily life of students. This is of course very relevant to the characteristics and principles of the civic critical juridical model to be applied in the learning process to develop critical thinking skills in the realm of legal perspective studies.

Philosophically, the model of this category assumes that education can develop individuals individually and develop the social skills of each individual in teamwork by reflecting on ways of dealing with various information in concepts and values at the level of application. Thus, this is directly proportional to the character building of Indonesian society which is stated in the noble values of Pancasila, one of which is being able to wisely and wisely in dealing with various kinds of problems.

¹⁰ Peter. A. Facione, Critical thinking: What it is and why it counts, [https://www.insightassessment.com/content/.../ what&why.pdf](https://www.insightassessment.com/content/.../what&why.pdf), [accessed 18/11/2020]

In developing the characteristics of its people, the State of the Republic of Indonesia is very strict about education. This can be found in Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia which states that every citizen has the right to education¹¹, and Article 31 paragraph (3) of the 1945 Constitution of the Republic of Indonesia affirms that the Government shall seek and organizing a national education system that enhances faith and piety as well as noble morals in the context of the intellectual life of the nation as regulated by law¹². For this reason, all components of the nation are obliged to educate the nation's life which is one of the goals of the Indonesian state. Therefore, quality education systems and practices are needed to build quality human resources.

Quality educators are of course the main and absolute requirement to create a quality education system and practice.¹³ This is because an educator is at the forefront of educational success. Its position is even very crucial and in practice the quality learning process. Quality educators are educated and trained individuals who are equipped with various competences of the teaching profession and are enriched with rich experiences in their fields.¹⁴ In supporting these quality educational practices, in addition to the need for quality educators, of course, it must also be supported by innovative learning components which in practice will become a reference and guideline for an educator in carrying out teaching and learning activities. Therefore, learning innovations are needed that can increase the achievement of learning goals oriented to curricular goals, institutional goals, and national education goals. The civic critical juridical model itself is an innovative learning model that can be specifically applied to studies from a legal perspective.

The juridical civic critical learning model trains students to be sensitive to social problems, take positions (attitudes) towards these problems, and maintain this attitude with relevant and valid arguments. This model can also teach students to be able to accept or appreciate other people's attitudes towards a problem that may conflict with their existing attitudes. Or vice versa, he even accepts and acknowledges the correctness of the attitude taken by other people towards a certain social issue.

The juridical civic critical model innovation itself is basically adapted from the active debate model and the jurisprudential inquiry model. This model is characterized as the development of a new learning model at the conceptual level and the orientation of the application of the learning model in criminal law courses which is described as follows:

1. Learning materials based on the perspective of legal studies, the context of the material in the application of the civil critical juridical model can only be used in the context of learning materials in the scope of material related to ideology, politics, economy, socio-culture, law, defense and security. The context of the material will be described and analyzed based on the perspective of legal studies. Based on this, this model is applied in criminal law courses because it has the substance of legal studies within the scope of the material.
2. Active student approach, namely in the application of a critical juridical model of citizenship oriented to active learning with a focus on the learning process on student activities during the learning process. In the context of this characteristic, the application of the juridical civic critical learning model in this criminal law course is oriented to the context of the student as the main instructional in the learning process. So in the process of learning activities oriented to active

¹¹ The 1945 Constitution of the Republic of Indonesia

¹² *Ibid.*

¹³ B. Rienties, N. Brouwer, & S. Lygo-Baker, The effects of online professional development on higher education teachers' beliefs and intentions towards learning facilitation and technology, *Teaching and Teacher Education*, Vol. 29, 2013, p. 122-131, in: B. Avalos, Teacher professional development in teaching and teacher education over ten years, *Teaching and Teacher Education*, Vol 27, 2011, p. 10-20.

¹⁴ U. M. Usman, *Menjadi guru profesional*. Remaja Rosdakarya: Bandung, 2011.

student activities in teaching and learning activities, both student activities and student participation in the learning process.

3. Guided Learning, in the application of the civic critical juridical model in the learning process, guidance must be provided by the lecturer who teaches the course, but the lecturer's position is only as a facilitator and learning orientation remains focused on the creative student approach. Based on this context, the implementation of studies related to issues/topics must be accompanied by lecturers, this is because in the application of this model the role of educators is very important so that students do not misinterpret and understand in the activity of reviewing the issues raised, in this case, studies related to hoaxes.
4. Critical Thinking Skills, is the orientation of the purpose of using the juridical critical citizenship model by building learning concepts that provide stimulus to students related to deep, critical and systematic thinking patterns, namely critical thinking skills or higher-order thinking skills which include the following indicators: 1) communicative, 2) collaborative, 3) critical thinking, 4) problem solving, 5) creative and innovative. In the context of this criminal law course, critical thinking skills developed are related to critical thinking skills in supporting the development of learning objectives in the development of student legal literacy which includes forms of crime in the perspective of violations and crimes based on the context of criminal elements in the study of hoaxes.

The characteristics of this juridical civic critical learning model can be illustrated as follows:

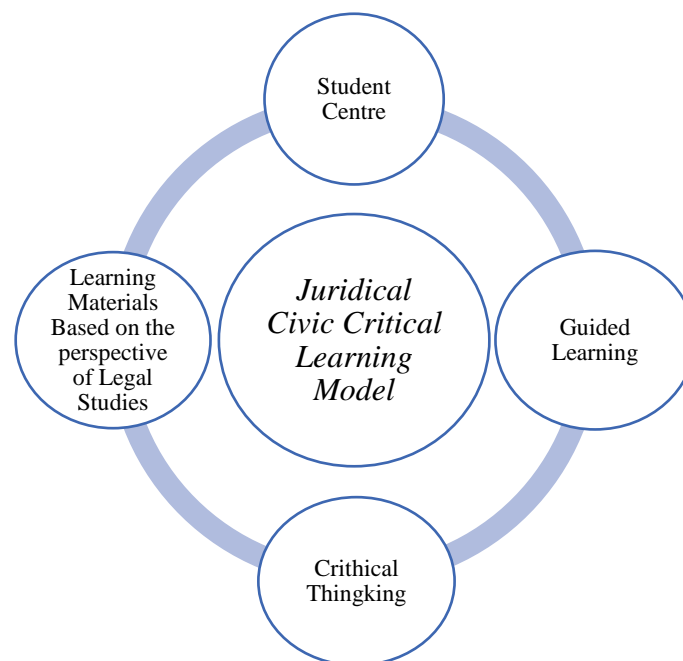


Figure 3. Characteristics of the Juridical Civic Critical Learning Model

These characteristics of the civic critical juridical model are the characteristics that distinguish the juridical civic critical model from previous learning models based on the principles of the learning model, which have benefits, syntax or learning steps and the advantages and disadvantages of the learning model. The principle of the civic critical juridical model which is the basis for the characteristics of the civic critical juridical model in criminal law courses can be illustrated as follows:

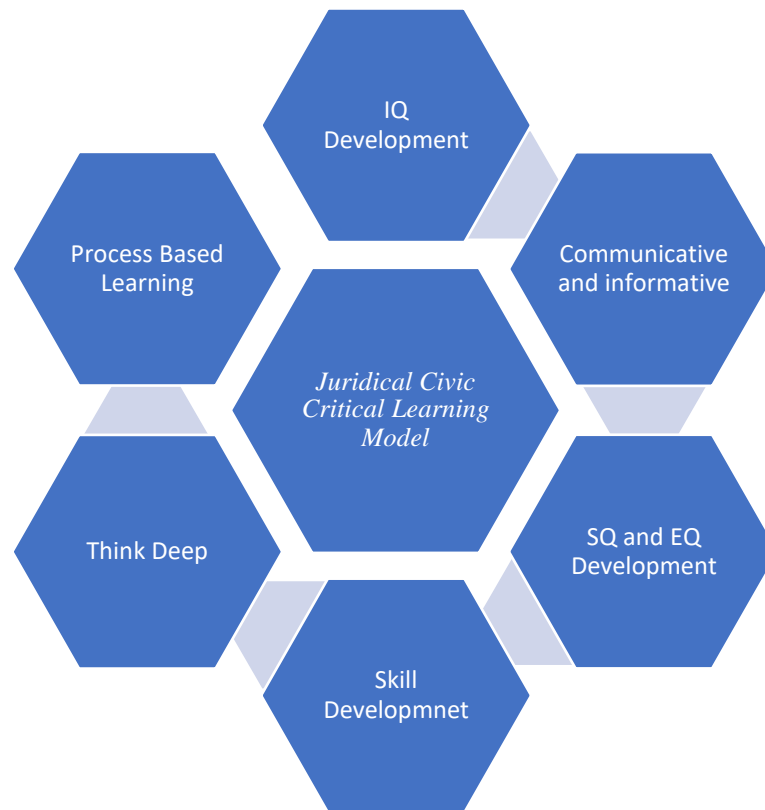


Figure 4. Principles of the Juridical Civic Critical Learning Model

The principles of the juridical civic critical learning model in criminal law courses can be described as follows:

1. Development of Intelligence Quotient (IQ), which is the principle in the application of the civic critical juridical model in the implementation process based on cognitive development of students by stimulating and training the mindset to think critically and deeply in addressing a controversial issue or social phenomenon that disturbs society. Namely the development of high order thinking skills.
2. Communicative and informative, namely the results of thoughts or levels of analysis produced by students must be understandable which has implications for responses from others in the form of acceptance or rejection, and the results of these thoughts must be able to provide information to others in the form of knowledge or insight related to issues that is discussed. In this principle, the results of the thoughts made by each student will be generalized by the educator as a facilitator and an overall evaluation of all the results of the thoughts produced by students will be carried out and produce new thoughts and conclusions on these issues based on the perspective of the correct study foundation from a substantive study of the scope of a particular subject.
3. Development of Spiritual Quotient (SQ) and Emotional Quotient (EQ), namely in the process of implementing the learning model it has implications for the formation of spiritual attitudes and social attitudes, for example, the implications for spiritual attitudes are that the assessment of the results of the resulting thoughts can strengthen the belief attitudes of students stimulated by educators as facilitators, such as showing gratitude for the development of abilities possessed by

students is a gift from God Almighty. In addition, it can also develop social attitudes such as respecting differences of opinion, respecting others, and helping each other in team / group collaboration in the learning process.

4. Skill Development, namely in this learning model various skills / skills are developed as a result of the expected output as designed in the learning objectives to be achieved. The skills developed in the application of the civic critical juridical learning model include 1) training and developing skills in searching, sorting, selecting and gathering valid and reliable information and avoiding false information or news (hoaxes); 2) writing skills in compiling the results of critical and in-depth thinking of students into a written report; 3) build and practice speaking or public speaking skills in expressing the opinions of each individual or the results of group thoughts which are presented in teaching and learning activities with systematic and coherent delivery procedures so that they can be understood and understood.
5. Deep Thinking, namely in this principle students are given the freedom and freedom to study and build reasoning on the study of controversial issues or social phenomena that are studied without any limitations. However, in the later learning process, the results of these thoughts will be discussed and evaluated so that the aspects of the results of the thought which are wrong in their context will be corrected by the educator who is the facilitator so that they can educate students in technical assessment and how to deal with a controversial issue or social phenomenon good and true which has implications for the results of a valid and justifiable study.
6. Process-Based Learning, this principle in the application of the civic critical juridical model in teaching and learning activities will be oriented to the learning process and not only oriented to learning outcomes, but will be seen and observed by educators during learning activities from the preliminary aspects, core activities and activities. Closing to the evaluation of learning.

The principles of the juridical civic critical model are basically oriented to the main criteria in a learning process. Schunk identifies three learning criteria, first, is that learning involves changes in oneself or in the capacity to behave. People are said to learn when they become capable of doing things in a different way. Second, is learning that lasts over time. This means behavior changes are not temporary. Third, learning occurs through experience. Based on this, the principles of this juridical civic critical learning model have met the three learning criteria.¹⁵

The characteristics and principles of the juridical civic critical learning model are basically also based on the elaboration of the learning approach to learning strategies and are derived from learning methods to the learning techniques and tactics that are covered in the context of the learning model. In this case, the elaboration is illustrated as follows:

¹⁵ Dale H. Schunk, *Learning Theories An Education Perspective – Teori Teori Pembelajaran: Perspektif pendidikan*, Pustaka Pelajar: Yogyakarta, 2012, p. 5-6.

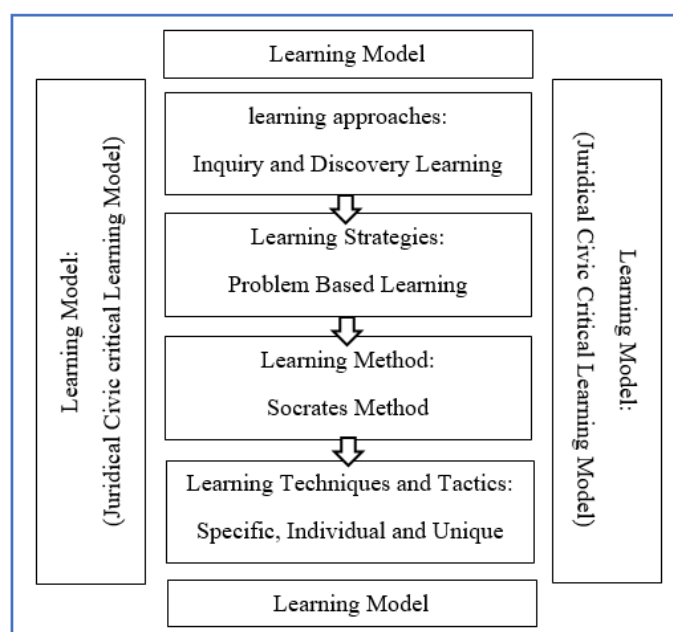


Figure 5. Juridical Civic Critical Model in Learning

The juridical civic critical learning model generally contains material that is given and applied and consists of legal concepts and theories, related to this the curriculum at the Indonesian Ministry of Education has a content of 40 percent of legal science courses. In this regard, it is necessary to innovate new learning styles in legal education in Indonesia in developing legal awareness, one of which can be done through the development of 21st century competencies, namely critical thinking skills.

Critical thinking can be defined as a careful and deliberate determination whether to accept, reject or delay a decision about a claim/statement.¹⁶ Meanwhile, Ennis states that critical thinking is a process that aims to make reasonable decisions about what to believe or what to do¹⁷. Critical thinking requires many skills, including careful listening and reading skills, searching for and obtaining hidden assumptions, and exploring the consequences of a statement.¹⁸

The ability to think critically is a very important skill. This is as expressed by Soeprapto "The ability to think critically is an essential skill for life, work and to function 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 a topic of discussion in the last ten years.¹⁹ So it can be said that critical thinking is an ability that is very important for life so that it is used as a main goal in education. Based on the research results, it shows that the use of this model can significantly improve the development of students' critical thinking skills.

¹⁶ B.N Moore, & R. Parker, *Critical Thinking Evaluating and Arguments in Everyday Life*. Mayfield Publishing Company: California State University. California, 1986, p. 4.

¹⁷ R.H. Ennis, *Critical Thinking*, University of Illinois, 1995, p. xvii

¹⁸ B.N Moore, & R. Parker, *Critical Thinking Evaluating and Arguments in Everyday Life*. Mayfield Publishing Company: California State University. California, 1986, p. 4.

¹⁹ Soeprapto, *Membuat Manusia Berpikir Kreatif dan Inovatif*, Nuansa: Bandung, 2001, p.1.

IV. CONCLUSION

The juridical civic critical learning model is a specific learning model of learning process based on law which that is oriented towards the development of critical thinking skills, one of which can be applied as a learning model that can be used to respond to social phenomena, such as hoaxes and so on, through this model it will be carried out. Teaching and learning activities by examining up-to-date topics critically and deeply, and linking them to the prevailing laws and regulations. This learning model makes students learn to think systematically about contemporary issues that are happening in society. The juridical civic critical learning model is also oriented to social interaction. This is intended as an effort to build students' thinking patterns by improving interpersonal relationships through democratic procedures.

The juridical civic critical learning model basically has a significant effect on improving students' critical thinking skills. It is proven that applying the juridical civic critical learning model as a learning treatment is much better than using conventional learning treatments. The critical thinking skills of students in the experimental class that apply the juridical civic critical learning model as a learning treatment in Criminal Law learning have a more significant increase compared to the control class that uses conventional learning treatments. The difference in the level of critical thinking skills of the two classes can be seen from the level of dominance of the frequency data index, the average normalized gain score, in which the experimental class has better frequency than the control class.

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