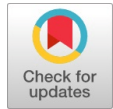


The Developing Conflict-Based Learning Models To Improve Students 'Critical Thinking Skills'

Ridha Mulyani, Sufyarma Marsidin, Ahmad Kosasih



Abstract: *This study is purposed to improve students' critical thinking skills. It is based on the reality of social life in the college or school environment, family, community, it can be seen that the low level of sensitivity, willingness, and ability of students to take part in solving various conflict problems. In daily life, students have generated attitudes and behaviors that are self-oriented and become less sensitive to their social environment. In understanding conflict, the critical learning model is needed. Researchers are interested in conducting a research entitled Conflict-Based Learning Models to Improve Student's Critical Thinking Skills at the Faculty of Sharia, Imam Bonjol State Islamic University, Padang. The development of this conflict-based learning model is necessary to do because there has been no conflict-based learning model with a socio-cultural perspective to resolve agrarian conflicts recently. It is hoped that by using this model, students in analyzing and resolving agrarian conflicts will not only use legalistic-positivistic state legal instruments but also approach the rules found in local communities, so there are no prolonged conflicts anymore. This type of research is development research or what is called Research and Development (R&D) with qualitative and quantitative approaches. The Conflict-based Learning Model in order to Improve Students' Thinking Ability in this study has produced a valid, practical, and effective model because it has an impact on increasing students' critical thinking skills and learning motivation.*

Keywords: conflict, critical thinking

I. INTRODUCTION

Many factors cause alumni or graduates to work not according to their field of expertise. This is in accordance with the opinion [13] which states that there is a gap between the outcomes of higher education and competency demands in the world of work [14]. This means that the resulting graduates' abilities are not the same as the competencies demanded in the world of work [31][4][17][18][19][20]. This low level of work suitability is also supported by the authors' initial findings, that 30% of lecturers are in an effort to empower higher-order thinking skills in giving lectures through the application of learning strategies, while the other 70% still apply lecturer-centered learning methods [15]. This causes student learning achievement in the 2019/2020 odd semester to be low. For example, out of 36 students of junior high school V majoring in HTN (Class D) only 2 people have A, 5 people have B and 23 students have C, and 6 people have D.

In addition, the learning atmosphere that occurs in the Agrarian Law class is more accepting than responding to learning [5]. It can be indicated from the questions asked during the lesson, both in terms of quantity and quality [1][2].

In terms of quantity, there were recorded 21 questions during one semester of lecture, in which there were 14 face-to-face meetings, the frequency of the questions was more at the beginning of the lecture but subsequently decreased the number of questions at the end of the semester [9][27]. In terms of quality, there are also fewer types of high order thinking questions, which are more dominant in questions of knowledge and understanding, about 60% of the total questions [3][37][16]. Even though the high order thinking type in learning Agrarian Law is very necessary to analyze and solve land problems in the midst of society [6]. Jecky Bus suggested that it is necessary to implement a science learning system that provides more portions of local casuistic discussions, in this case, Minangkabau [7].

II. METHODOLOGIES

The type of research is development research or what is called Research and Development (R&D) with qualitative and quantitative approaches [21]. This research was conducted using the ADDIE model [22]. The research data was taken in the Constitutional Law Study Program, Faculty of Sharia, Imam Bonjol State Islamic University, Padang [8]. The data analysis technique used in this study aims to test whether the prototype of the Conflict-Based Learning Model to Improve Students' Critical Thinking Ability is proven to be valid, practical, and effective in building critical thinking skills in agrarian law courses using SPSS [10]. The data from the assessment results from the validator team on the prototype of the Conflict-Based Learning Model to Improve Students' Critical Thinking Ability, lecturer book, student book, and research instruments were analyzed by looking for the Aiken index coefficient [11][12].

III. RESULTS ANALYSIS

3.1. Product Validity

The results of the validation analysis of the KINER-based learning model book on aspects of language, graphics, and content. Following are the results of the calculation of the reliability of the Conflict-Based Learning Model Book Validation Instrument to Improve Students' Critical Thinking Ability.

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* Correspondence Author

Ridha Mulyani*, Doctoral Program Ilmu Pendidikan, Universitas Negeri Padang, Indonesia

Sufyarma Marsidin, Universitas Negeri Padang, Indonesia

Ahmad Kosasih, Universitas Negeri Padang, Indonesia

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Table 1. Book validation values of Conflict-Based Learning Model to Improve Students' Critical Thinking Ability.

Aspect	Aiken Index	Exp
Language	0,782	Valid
graphics	0,811	Valid
Supporting theory	0.881	Very Valid
Syntax	0.844	Very Valid
Social system	0.611	Valid
Principle of reaction	0.682	Valid
Support system	0.774	Valid
Instructional impact	0.651	Valid
Accompaniment impact	0.752	Valid
Model implementation	0.682	Valid
Average	0.726	Valid

Based on Table 1, the value of the Conflict-Based Learning Model Book Validity to Improve Students' Critical Thinking Ability is 0.726. These results indicate the level of consistency of the Conflict-Based Learning Model Book Validation Instrument to Improve Students' Critical Thinking Ability is in the valid category.

Table 2. Student book validation scores

Aspect	K	Explanation
Graphic	0.78	Valid
Learning process	0.72	Valid
Language	0.81	Very valid
Content	0.75	Valid
Average	0.76	Valid

Based on Table 2, the value of the Conflict-Based Learning Model Book Validity to Improve Students' Critical Thinking Ability is 0.76. These results indicate the level of consistency of the Conflict-Based Learning Model Book Validation Instrument to Improve Students' Critical Thinking Ability is in the valid category.

Table 3. The value of the Lecturer Book validation

Aspect	Aiken index	Explanation
Graphic	0.750	Valid
Language	0.859	Very Valid
Content	0.828	Valid
Average	0.83	Valid

Based on the result of analysis data in Table 3, the reliability value of the Conflict-Based Learning Model Book Validation Instrument to Improve Students' Critical Thinking Ability is 0.87. It shows that the level of consistency of the Conflict-Based Learning Model Book Validation Instrument to Improve Students' Critical Thinking Ability is in the valid category.

IV. CONCLUSION

Based on the findings of this research, lecturers and students it a Conflict-Based Learning Model to Improve Students' Critical Thinking Ability because it is supported by Lecturer Book and Student Book. Model support systems have a major contribution to the successful application of learning models (Joyce and Weil 1992) [23]. The results of the validity and reliability tests show that the lecturers' book prototypes generally have valid and reliable criteria [24]. Regarding the basic Kepmendiknas Number: 36 / D / O / 2001 Article 5 concerning the development of teaching materials, testing the validity and reliability of lecturers' book from the aspects of content assessment, language, and lecturers' book graphics can be used in learning [25]. The results of the validity and reliability tests of student book showed that the prototypes of student book generally has valid and reliable criteria. By referring to the Kepmendiknas Number: 36 / D / O / 2001 article 5 regarding the development of teaching materials, student book can be used in learning because they have been tested for validity [26]. Based on the findings above, there are no fundamental changes to the prototype of the Conflict-Based Learning Model to Improve Students' Critical Thinking Ability and its components which include syntax [28], social systems, reaction principles [29], instructional impact support systems and the impact of accompanying models [30-36]. After going through the assessment of the validator team, then an assessment was carried out by a team of practitioners on several support systems. According to Nieveen (2010) construct validity is a logical relationship between content validity and consistency [38-40].

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AUTHOR PROFILE



Ridha Mulyani, was born in Sikaladi Pariangan on November 8, 1965. I am a lecturer at the Sharia Faculty of Imam Bonjol State Islamic University, Padang. I obtained a law degree in 1991 at the Andalas University Constitutional Law Study Program. In 2005, I earned a master's degree in Law at the Andalas University Law Study Program. I was registered as a doctoral student in

2016 and currently completing my doctoral study in the Education Science Doctoral Study Program, Padang State University. Some of the research that I have done but have not published are:

1. Implementation of customary land registration in West Sumatra / Chair / Private / 2014
2. Land Consolidation By Pass / Individual / DIPA / 2015
3. HTN / JS / Group / 2018 Department Development Strategy



Sufyarma Marsidin, (born in IV Angkek, Agam, West Sumatra, February 9, 1954; age 66 years) is a professor of Educational Management at the Faculty of Education (FIP), P. [1] He served as Chairman IV of the Central Board of the Indonesian Bachelor of Education Association for the 2014-2019 term. [2] He was a

member of the West Sumatra Provincial DPRD for two periods, 1990-1992 and 1992-1997. In 2007-2010, he served as Head of the Agam District Education Office. Some of his scientific articles are the selective capita education management, the dominant factors influencing career direction planning (studies on SMA Negeri Kota Pariaman.) Developing the active learning model to improve the effectiveness study group on entrepreneurship in higher education (a case at the



art Institute of Indonesia Padangpanjang).



Ahmad Kosasih, born in Koto Baru Pes. Selatan / 23 November 1957. He is a Lecturer at the Islamic Religious Education of Padang State University. Permanent Lecturer at IAI FIS UNP Study Program in Subjects: Tawheed and Kalam Science; Islamic philosophy; and Comparative Religious Studies. Additional Position: Coordinator of Islamic Education, UNP 2017-2020. Head of the Laboratory of Morals and Morals, State University of Padang 2015-2018. Expert Staff for Religious Consultation for Newspaper Kampus GANTO UNP 2011-present.

PENDIDIKAN FORMAL

S1 : Akidah-Filsafat Fakultas Ushuluddin IAIN Imam Bonjol Padang, 1984

S2 : Ilmu Agama Islam Pascasarjana IAIN Syarif Hidayatullah, Jakarta 1996

S3 : Kajian Islam Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2008.

LAIN-LAIN

Sejumlah pelatihan, Seminar dan Workshop baik yang berkaitan langsung dengan tugas sebagai dosen maupun yang bersifat pengembangan wawasan dan tugas-tugas sosial lainnya.

ORGANISASI

-Ketua Dewan Da'wah Islamiyah Indonesia Sumbar periode 2014-2016

-Pengurus MUI Kota Padang, periode 2010-2015

-Ketua II MUI Sumbar Bidang Ukhwah dan Kerukunan, 2016-2021

-Wakil Ketua Forum Kerukunan Umat Beragama (FKUB) Sumbar 2020-2022.

- Wk. Ketua Forum Kerukunan Umat Beragama (FKUB) Sumbar 2020-2022.