

# Validity of Inquiry-Based Citizenship Learning Model in Strengthening Student Social Concern at College

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**Keywords:** Citizenship Education, College, Inquiry-Based, Validity.

**Abstract:** This study aims to reveal the validity of the inquiry-based Citizenship Education Learning model to increase students' social awareness in College. The Inquiry-based Citizenship Education Learning Model is a learning model that provides opportunities for students to carry out scientific investigations, knowledge construction, problem-solving experiences, instilling attitudes, collaboration, and communication. This research is research and development using the ADDIE model. The instrument used was a questionnaire, and data were analyzed descriptively based on the validation score sheet. The products are validated by pedagogy experts, civic education experts, learning technology experts, and language experts. Observation results were analyzed with the V Aiken formula. The analysis results show that the average value of Aiken's V is 0.78. The validity results show that the Inquiry-based Citizenship Education learning model meets the valid criteria. These findings indicate that the Inquiry-based Citizenship Education Learning Model is appropriate for use in Citizenship Education learning to increase students' social awareness in College.


## 1 INTRODUCTION


According to Joyce, Weil & Calhoun (2016), a lecturer must choose the learning model for character education learning to be effective and efficient. The learning model referred to includes the discovery learning model, where the emphasis on this model students are more active in finding learning outcomes. At the same time, the lecturer plays an active role in facilitating students to learn, the inquiry learning model where the emphasis on this model is that students learn to respond to learning. In contrast, the lecturer plays an active role in facilitating students learning, the problem-based learning model where the emphasis on this model students play an active role in solving problems. In contrast, lecturers play an active role in facilitating students in solving problems, and there are many other learning models.


While courses that emphasize character building are Citizenship Education courses (Kautz & Working, 2013), Citizenship Education (often abbreviated as Civics) is a field of study that discusses civic values. Citizenship Education in several countries is one of

the subjects that can shape the personality and character of students, and specifically there are six countries in question, namely Australia, Hong Kong, Japan, Taiwan, Thailand and the United States (Morris et al., 2013). Citizenship Education strategically increases national insight and the spirit of nationalism (Soekarno & Mujiwati Sri, 2015). Therefore, to strengthen the role of Citizenship Education, the government in Indonesia requires schools at every level of education to provide Citizenship Education lessons, including at the tertiary level (Komara, 2017). It is as stipulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 37 paragraph (1), which reads, "Citizenship Education is intended to form students into human beings who have noble morals, believe in God and have a sense of nationality and love for the motherland" (Permendiknas, 2003).

Citizenship Education has been implemented and developed worldwide, although using different terms or names. These terms include civic education, citizenship education and some even call democracy

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education. This Citizenship Education course has a strategic role in preparing intelligent and responsible citizens. A nation can be called a developed and strong nation if the fundamental values that guide it are indeed manifested or applied in people's daily behavior. So that in the nation's life, there will be no more deviations, abuses, colonialism, discrimination, and other negative behaviors. The Indonesian nation now seems to be in a position that is vulnerable to various influences and problems. The existence of Citizenship Education in tertiary institutions can help build student character, especially in social care.

Based on the results of the researchers' observations in the preliminary study on students at Bung Hatta University in Padang City, it appears: (1) There are still students who do not want to help their friends when they are in trouble, and this statement is supported by the research results of Oktariani et al. (2020) which states that students' social care attitudes greatly influence the development of the student's character. Social awareness that needs to be developed is an attitude of respecting the opinions of others and an attitude of caring about what other people feel. Furthermore, there is also research by Wahyuni & Reswita (2017) which states that the emotional maturity of students will be stable if their existence is appreciated and accepted by other students, meaning that the attitudes and behavior of students in the campus environment must show mutual respect for one another. (2) Less concerned with disaster-stricken areas (Soekarno & Mujiwati Sri, 2015). (3) Lack of respect for the opinions of their friends, and this statement is supported by the results of research by Chang et al. (2019), which states that students of different races tend to be less valued for their opinions. This statement is also supported by the results of research by Mwangi et al. (2018).

Likewise, the situation of students at Bung Hatta University is motivated by various things, one of which is the lack of students' understanding of the 1945 Constitution article 28F that every citizen has freedom of expression (Republic of Indonesia, 1945), lack of understanding students of the existence of a plural Indonesian nation, namely different languages, different religions, different ethnicities and races (Ali Imron & Nugrahani, 2019) so that they are still bound by idealism and maintain their respective egos (Hefner, 2020). (4) Students are less involved in community activities and are more likely to act individually because they are preoccupied with gadgets. This situation of students is supported by the results of research by Schwartz et al. (2018) at universities in the United States, which stated that students tend to be more individual and do not want to be involved in discussion groups on and off campus. Students choose groups of friends who are equal to their lives, while groups of students whose

economic level is at a low level, the average student does not want to socialize. According to Rifat et al. (2017) gadgets or information and communication technology tools should be used by students to accelerate social action and disseminate information to their friends to do good (Pratiwi et al., 2019).

Students as social beings cannot live alone, but need other people in various ways such as getting along, doing assignments, helping each other, caring for each other, working conscientiously and having noble character (Wijaya et al., 2019). Students are individual beings and social beings. Students as individuals mean that each student has the right to own personal property and adapts to the surrounding environment. In contrast, students as social beings mean that everyone cannot live alone but needs one another (Lockwood, 2016). Students' social concern will exist if they understand the values and meaning of social care (Betzler, 2019). Caring is an attitude or behavior of students that can be observed as actual behavior in helping others who require help (McElmeel, 2002). In fact, social care is a participation or participation of students in building relationships with the surrounding environment (Kemendikbud Language Center, 2016). Social concern is an attitude of openness with humans in general which is shown by caring for every human being who needs help (Bloom, 2017).

Forms of social care are (1) Concern for joy and sorrow, meaning concern that arises without differentiating between good and bad situations and feeling what others feel. (2) Personal and shared concern, meaning concern that arises because of personal impulses in helping someone and also concern that is carried out together in feeling what others experience. (3) Urgent concerns, namely concerns that are in the common interest that must be prioritized for action (Tal Saban & Kirby, 2019).

Social concern will arise if students understand the forms of concrete action in implementing social care (Crowley & Fleury, 2019). This concept is based on the cognitive domain. Namely, the lecturer provides students with examples of cases in narrative form. Students are encouraged to feel what other people feel (affective), and finally, what is known and felt is then manifested in the form of behavior (De Vignemont & Jacob, 2012), including 1) if someone asks for alms then they are willing to give it, 2) if there are parents who need a seat on public transportation then they are welcome to sit, (3) if a friend is sick then come to visit, 4) if there is a dirty room, they are moved to clean it even though it is not on a picket schedule, 5) if someone experiences a disaster, they collect funds as a form of social action to ease the burden on others, 6) if a friend needs a pen or something else, he is moved to help, 7) if someone

has an accident, they are moved to seek help (Bove, 2019).

Based on the above, Citizenship Education lecturers have an essential role in facilitating students recognize and understand forms of social care so that students have high awareness and concern in feeling what other students and the general public feel (Matto & Bennion, 2017; Jaber et al., 2018). In order for learning objectives to be easily achieved, a lecturer must adopt a learning model or can also develop an Inquiry learning model that will be used during the learning process (Mulyana et al., 2018). One of the learning failures is not achieved effectively and efficiently when lecturers are still bound by conventional learning methods, namely still bound by lecture teaching methods, where the learning process is still dominated by lecturers so that students sit quietly listening to the lecturer's lectures (Margunayasa et al., 2019 ). Research by education experts says that conventional teaching methods are no longer effectively applied (Bagus et al., 2020). Lecturers must have creativity in choosing a suitable learning model so that students are more active in the learning process (Walker & Warfa, 2017).

Based on the problem regarding the level of social awareness of students who are still lacking, Citizenship Education lecturers need to change their learning model from conventional to student-centered. The learning model that will be developed in this study is the Inquiry learning model to increase the social care values of students at Bung Hatta University.

## 2 METHODS

The research conducted was design research using the ADDIE model of development study type. The development study is at the prototype stage, namely product validation. The components of the Inquiry-based Citizenship Education Model learning model validity include content, construction, and language. The validity assessment of Inquiry-based Citizenship Education Model carried out by experts who are experienced in their fields. Before evaluating the validity of Inquiry-based Citizenship Education Model, the validity of the instrument used is tested first. The questionnaire that was filled in by the expert review was analyzed to determine the validity of the instrument. A valid instrument is used to assess the validity of Inquiry-based Citizenship Education Model. Furthermore, the questionnaire that was filled in by experts was then analyzed to determine the validity of the developed Inquiry-based Citizenship Education Model. Validity analysis uses a Likert scale with steps (a) Giving a score for each answer;

strongly agree (4), agree (3), disagree (2), and strongly disagree (1), (b) Adding up the total score of each expert review for all indicators, (c) Providing validity values using the Aiken's V formula:

$$V = \frac{\sum s}{(n(c-1))} \dots \dots \quad (1)$$

with: s = r - lo, lo = the lowest validity score (in this case = 1), c = the highest validity score (in this case = 4), r = the number given by the expert review. Validity categories can be seen in Table 1.

Table 1: Validity Category.

Value	Category
≥ 0.60	Valid
< 0.60	Valid Invalid

Based on Table 1, it can be seen that the criteria of the agreement value of the validity obtained. This validity is done using Aiken's V formula and is categorized into two values: valid and invalid. The Inquiry-based Citizenship Education Model instrument and the learning model developed are valid when the value obtained exceeds or equals 0.6.

## 3 RESULTS AND DISCUSSION

The validity of the Inquiry-based Citizenship Education Model learning model begins with the development stage, namely designing an Inquiry-based Citizenship Education Model learning model in the form of a draft guide containing background, concepts, and characteristics of the model comprising syntax, principles of reaction, social systems, support systems, instructional effect, and nurturant impact. This draft refers to the results of the analysis at the preliminary research stage that has been carried out. This draft first carried out a self-evaluation to check for errors in design, to get relevant product criteria and based on science, consistency, and have the expected practicality. After that, this draft was asked for opinions from four lecturers of Universitas Negeri Padang and Universitas Bung Hatta to provide input so that a prototype of the Inquiry-based Citizenship Education Model learning model was obtained, which would be validated by experts in the related field. Details of the results of the validity are explained as follows.

Table 2: Summary of the Book Validation Results of the Inquiry-Based Civics Learning Model.

No	Rated Aspect	Aiken-V	Category
1	Book Format	0.80	High
2	Linguistics	0.77	High
3	Rational Model	0.77	High
4	Supporting Theory	0.77	High
	a. Syntax	0.81	Very High
	b. Social System	0.78	High
	c. Principle of Reaction	0.71	High
	d. Support System	0.75	High
	e. Interactional and Accompaniment Impacts	0.80	High
6	Implementation in Learning	0.85	Very High
	Average	0.78	High

Table 3: Validator Suggestions.

Validator	Suggestions and Feedback	Repair Efforts
Validator 1	<ul style="list-style-type: none"> <li>- It should also be linked to 21st-century competencies, namely the 4C formula: Critical thinking, Collaboration, Communication, and Creativity.</li> <li>- Confirm whose expert constructivism theory is used.</li> <li>- It is necessary to emphasize what the indicators of student activity are</li> <li>- There are still words found that are not operational</li> <li>- All principles are written in operational language, not theoretical language</li> </ul>	<ul style="list-style-type: none"> <li>- Added to the rational model of the 4C formula</li> <li>- Using John Piaget's theory of constructivism</li> <li>- Reinforcing student activity indicators in model book</li> <li>- Operationalize the words in the model book</li> </ul>
Validator 2	<ul style="list-style-type: none"> <li>- The book's construction needs to improve its layout so it does not seem too congested.</li> <li>- We recommend selecting the color of the image with a background or writing with a contrasting background.</li> <li>- There are several tables that are not given a number and name should be completed For the model structure, there are 3 main activities, namely: planning, implementing and evaluating activity, of which there are only two in the book, namely implementing and evaluating. We recommend that you add a planning structure to it.</li> </ul>	<ul style="list-style-type: none"> <li>- Fixed book layout</li> <li>- Changed the color and text on the cover page</li> <li>- Completing the numbering table in the model book</li> <li>- Changed the model structure chart</li> </ul>
Validator 3	<ul style="list-style-type: none"> <li>- Numbering according to the rules of scientific writing</li> <li>- Please pay attention to writing sentences and adjust them to the rules of Indonesian grammar</li> <li>- There are still sentences not according to SPOK</li> <li>- Must be consistent in font size and type of writing used</li> <li>- Citation of source names, please correct</li> <li>- Writing words/foreign language in italics</li> </ul>	<ul style="list-style-type: none"> <li>- Adjust numbering based on scientific rules</li> <li>- Correct sentences that are not appropriate</li> <li>- Consistent font sizes and fonts used</li> <li>- Fixed quoting</li> <li>- Check and revise foreign language writing and italics</li> </ul>
Validator 4	<ul style="list-style-type: none"> <li>- Cover design to make it even more attractive</li> <li>- Double-check typing errors</li> <li>- Re-check several sentences in the book so that readers can easily understand them.</li> <li>- Clarify the difference in syntax between the original model and the developed model.</li> <li>- Check back the supporting theory for a more complete</li> <li>- Improved the description of the model component elements</li> <li>- Check the suitability of the bibliography and citations</li> <li>- Clarify Supporting Theory</li> <li>- The rational model needs to be clarified from the curriculum aspect, the characteristics of higher education students, the material, social conditions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Revised the cover design by changing the color and background</li> <li>- Fixed typing error</li> <li>- Fixed sentences in the book</li> <li>- Details the difference between the original syntax and the developed model syntax</li> <li>- Delete and add appropriate supporting theories</li> <li>- Fixed model components</li> <li>- Check and revise the bibliography</li> <li>- Revise the rational model based on curriculum aspects, characteristics of higher education students, material, social conditions, etc.</li> </ul>



### 3.1 Results of Instrument Validity

The instrument to validate the prototype of the Inquiry-based Citizenship Education Model learning model was assessed first by three experts using the instrument validity assessment sheet. The components of the instrument validity assessment include the suitability of the statement with the instrument grid, the instrument can reveal the quality of the content, language, and the construction of the Inquiry-based Citizenship Education Model learning model, and the instrument is straightforward to use. The results obtained from the assessment of this validity instrument were 0.83. The average validity value (Aiken's Values) of the Inquiry-based Citizenship Education Model learning model instrument from experts is more significant than 0.6 in the valid category. Thus, the instrument of the validity of the Inquiry-based Citizenship Education Model learning model can validate the Inquiry-based Citizenship Education Model.

### 3.2 Results of the Inquiry-Based Citizenship Education Model

Five experts in their field logically validate the prototype of the Inquiry-based Citizenship Education Model, while the results of these experts are shown in Table 2.

Based on the validation sheets collected from the validators, all validators stated that model books and learning tools for the Inquiry-Based Civics Learning Model were in an Outstanding category. All validators agree that the model can be used with minor revisions, meaning that all aspects assessed are at acceptable criteria, so they do not require significant revisions and re-validation. The results of each validator above show that the Inquiry-based Citizenship Education Model has an average validity (Aiken's Values) of 0.78 and can be used in Civic Education learning with minor revisions. The revision is related to the suggestions the experts provided, as seen in Table 3.

## 4 CONCLUSIONS

Based on the process and results of the study, it is concluded that the design of the Inquiry-based Citizenship Education Model of students' Civic Education in university is valid in terms of content, construct, and language with an average validity value (Aiken's Values) of 0.78. It means that the

Inquiry-based Citizenship Education Model can be applied on Civic Education in university.

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