

# Practicality of Inquiry-Based Citizenship Education Learning Model in Increasing Social Concern Students in Higher Education

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**Abstract:** This study aims to look at the practicality of the Inquiry-Based Citizenship Education Learning Model in improving students' social care attitudes in tertiary institutions. The process of developing this model refers to the ADDIE development model. Based on the discussion of the research results, it can be concluded that the practicality of the Inquiry-Based Citizenship Education Learning Model and its supporting products has been achieved with an average learning implementation in the sample class of 3.58 with the criteria of all aspects in the learning model implemented. It means that all aspects observed are in the All Implemented criteria.

## 1 INTRODUCTION

Education in tertiary institutions is a conscious and planned effort to create a vibrant learning atmosphere for students and develop their potential for spiritual, and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. It can be interpreted that education contains an intentional act to make a complete human being (Ansari, 2015).


The purpose of education is not solely to transfer knowledge to students but also to shape character (Bull & Allen, 2018). Character-building activities aim to form students with moral values that do not conflict with applicable norms (Andriany, 2017). Next, Handoyo & Tijan (2010) stated that learning on campus also shapes student character in various social actions so that students have knowledge, attitudes, skills, and noble moral values.


So that character education learning can be effective and efficient according to B, a lecturer must choose a learning model that will be applied so that character education learning can be effective and efficient. The learning model referred to includes the Discovery Learning learning model, where the emphasis on this model is that students are more


active in finding learning outcomes while 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 while the lecturer plays an active role in facilitating students to learn; the Problem-Based Learning model where the emphasis on this model students play an active role in solving problems while the lecturer plays an active role in facilitating students in solving problems; and many other learning models.

While courses that emphasize character building are Citizenship Education courses (Heckman & Kautz, 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 courses that can shape the personality and character of students. Specifically, six countries are in question: Australia, Hong Kong, Japan, Taiwan, Thailand, and the United States of America (Morris et al., 2013). Citizenship Education has a strategic role in increasing national insight and the spirit of nationalism (Soekarno & Mujiwati Sri, 2015).

Citizenship Education processes students to become scientists and professionals who have a sense of nationality and love for the motherland, are

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civilized and democratic, have competitiveness, are disciplined, and actively participate in building a peaceful life based on the Pancasila value system (Ministry of Education and Culture, 2020). Citizenship Education is a compulsory subject at all levels of education in schools and tertiary institutions in Indonesia because education policy in Indonesia places Citizenship Education as one of the subjects focusing on the formation of citizens who understand and can carry out their duties as well as the rights and obligations to become citizens. Intelligent, skilled, and polite Indonesian nation according to the mandate of the 1945 Constitution (Republic of Indonesia, 1945). At the same time, the purpose of Citizenship Education in tertiary institutions is to assist students in developing their potential to master the knowledge, attitudes, and skills of citizenship and the values needed in the framework of applying knowledge, potential, and expertise and participating in the life of society, nation, and the world (Morris et al., 2013).

Based on the results of the researchers' observations in the preliminary research on Bung Hatta University students 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 results of the study Oktariani et al. (2020) which states that the attitude of social care of students is very influential on the development of the character of the students themselves. 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. Then there is also research by Wahyuni & Reswita (2017), which states that the emotional maturity of students will be stable if their existence is respected 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) Lack of concern for disaster-stricken areas (Soekarno & Mujiwati Sri, 2015). (3) Lack of respect for the opinion of his friends, and this statement is supported by research results by Chang et al. (2019) which state that students of different races tend to be less valued for their opinions, and this statement is also supported by research results 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), the lack of students' understanding 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. The situation of students like this is supported by research results by Schwartz et al. (2018) at universities in the United States which state that students tend to be more individual and do not want to be involved in discussion groups on or off campus. Students choose groups of friends who are equal to their lives, while groups whose economic level is at a lower level, on average, students do not want to hang out. According to Rifat et al. (2017), students should use Gadgets or information and communication technology tools to accelerate social action and disseminate information to their friends to do good (Pratiwi et al., 2019).

Caring is an attitude or behavior of students that can be observed as actual behavior in helping others who require help (McElmeel, 2002). Even social care is a participation or participation of students in building relationships with the surrounding environment (Ministry of Education and Culture Language Center, 2016). Social care is an attitude of openness with humans in general which is shown by a sense of care for every person 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 to be carried out (Tal Saban & Kirby, 2019).

Based on the above, the Citizenship Education lecturer has a vital 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). Then, to understand more deeply related forms of social care, students can be trained by carrying out learning activities, namely discussing moral issues.

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 lecturers still dominate the learning process, so 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 effective (Good 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 students' level of social awareness, Citizenship Education lecturers need to change their learning model from conventional to student-centered. The learning model developed in this study is the Inquiry learning model by modifying the syntax and adding learning activities for discussing moral issues to increase the social care values of students at Bung Hatta University, which was eventually named the Inquiry-Based Citizenship Education Learning Model.

## 2 METHODOLOGY

This research uses a type of research and development commonly called Research and Development (R & D). This R&D research is a research method that can be used to produce and test the effectiveness of a particular product (Sugiyono, 2017; Dale & Borg, 1965). Developing the Inquiry-Based Citizenship Learning Model in strengthening students' social awareness in tertiary institutions adapts the ADDIE development model, which consists of 5 stages: analysis, design, development, implementation, and evaluation (Kurt, 2017; Brown and Green, 2011). This ADDIE development model has 5 (five) phases or stages that are mutually sustainable.

The stages of analysis were carried out to see how important it is to develop an Inquiry-Based Citizenship Education Learning Model for learning Citizenship Education in universities today. Needs analysis includes 1) curriculum analysis; 2) Citizenship Education lecturers as users of the products being developed; 3) Analysis of students; 4) Literature review.

The design stage is the creation of product planning (planning). This stage includes (1) product target, (2) product target audience, and (3) product element description and how they will be applied

(Gall et al., 2006). The product developed in this research is the Inquiry-Based Citizenship Education Learning Model. The target audience is Citizenship Education lecturers. The resulting product components consist of syntax, reaction principles, social systems, support systems, and instructional and accompanying impacts. The use of this model is expected to increase student social awareness.

At the development stage, three steps are carried out as follows: (a) designing prototypes, (b) conducting formative evaluations, and (c) revising prototypes.

The implementation phase is carried out through limited trials. Limited trials are an initial qualitative evaluation of the product to be produced (Gall et al., 2006). At the beginning of this evaluation, the emphasis was on the content aspect, not the outcomes. Hence, the tools prepared qualitatively were in a suitable category and could be applied.

Following the ADDIE model, the evaluation stage includes obtaining empirical evidence on the results of implementing the model developed for students, then diagnosing and revising according to the results. At this stage, an expanded trial was carried out as an experiment. At this stage is to determine whether the product to be produced meets the objectives of its performance (its performance objectives). Expanded trials were conducted as investigations (Hardyanto & Surjono, 2016; Borg & Gall, 1983: 790). This study conducted field tests using a quasi-experimental design in a randomized control group pretest-posttest design.

Three things determine the practicality of this model for learning Citizenship Education: implementing the model in learning, the lecturer's response as a practitioner in using the learning model, and the student's response. Limited trials and expanded trials are part of this study. The expanded trial was carried out through a pretest-posttest control group design by conducting experiments. The first group is the experimental group that uses the Inquiry-Based Citizenship Education Learning Model, and the second group is the control group using the learning model commonly used by lecturers. The research design is described in Table 1 as follows:

Table 1: Research Design.

Group	Pretest	Treatment	Posttest
Experiment Class	T1	X	T2
Control Class	T1		T2

**Information:**

X : Learning Model of Inquiry-Based Citizenship Education

T1 : Pretest

T2 : Posttest (Lufri and Ardi, 2015)

The data analysis technique used to test practicality uses descriptive analysis by looking for the average value and percentage of achievement of the assessment on the prototype to be then given an interpretation of the assessment. The interpretation the validation and practicality test results refer to Table 2, which is modified from Widyoko (2017).

Table 2: Interpretation of Research Product Practicality Results.

Average Score	Interpretation
$X > 4,2$	Very Practical
$X > 3.4 - 4.2$	Practical
$X > 2.6 - 3.4$	Pretty Practical
$X > 1.8 - 2.6$	Less Practical
$X < 1.8$	Impractical

### 3 RESEARCH RESULTS AND DISCUSSION

The practicality test used in the learning process was obtained based on practitioners' assessments, observations, interviews with lecturers and students, responses/impressions from lecturers and students to the books and models used, and the implementation process of the models in the learning process.

Observation data was obtained by filling out observation sheets/field notes. Meanwhile, to get responses/impressions from lecturers and students, the interview stage was carried out specifically for students. A response questionnaire/impression of students was given while participating in the learning process.

The practicality of the Inquiry-Based Citizenship Education Learning Model found three things: the implementation of the model in learning, the response of lecturers as practitioners in using the model, and student responses. The learning model is declared practical when it is easy to use. The details of the results of practicality are explained as follows.

The practicality of this model is seen from the implementation of learning, the practicality of the learning model according to the lecturer, and the practicality of the learning model according to students. First, Table 3 shows the implementation of the Inquiry-Based Citizenship Education Learning Model.

Based on Table 3, the average implementation of learning in the sample class is 3.58, with the criteria for all aspects of the learning model being carried out. It means that all aspects observed are in the All Implemented criteria.

Furthermore, Table 4 shows the practicality of the learning model according to the lecturer.

Table 3: The Implementation of the Inquiry-Based Citizenship Education Learning Model.

Observed Aspects	Average	Criteria
1	2	3
Apperception and motivation	3.72	All Done
Submission of competencies, activity plans, and assessments	3.56	All Done
Application of the principle of model reactions	3.48	All Done
Application of the model syntax	3.47	All Done
Utilization of model support systems	3.69	All Done
Student involvement in learning	3.69	All Done
Instructional impact models	3.44	All Done
Closing	3.56	All Done
<b>Average</b>	<b>3.58</b>	<b>All Done</b>

Table 4: Practicality of Inquiry-Based Citizenship Education Learning Model According to Lecturers.

No.	Rated aspect	Average	Criteria
1	Ease of implementation of the Inquiry-Based Citizenship Education Learning Model	3.83	Practical
2	Benefits of Inquiry-Based Citizenship Education Learning Model	4.00	Practical
3	Use of Student Books, Student Activity Sheets, and Lecturer Books in learning	4.14	Practical
4	Time Allocation	3.25	Pretty Practical
5	Language	4	Practical
	<b>Average</b>	<b>3.84</b>	<b>Practical</b>

Table 5: Practicality of Inquiry-Based Citizenship Education Learning Model According to Students.

No.	Rated aspect	Aiken-V score	Criteria
1	Ease of implementation of the Inquiry-Based Citizenship Education Learning Model	3.54	Practical
2	Benefits of Inquiry-Based Citizenship Education Learning Model	3.43	Practical
3	Use of Student Books and Student Activity Sheets in Learning	3.62	Practical
4	The Role of the Lecturer in Learning	3.59	Practical
5	Language	3.60	Practical
<b>Average</b>		3.56	Practical

According to the practicality test results shown in Table 4, it can be seen that the average practicality of the Inquiry-Based Citizenship Education Learning Model is 3.84 with very high criteria or very easy to implement. When viewed from each of the observed aspects, all have a considerable average value of 3.84. It means that all practitioners who assess the practicality of the Inquiry-Based Citizenship Education Learning Model state that this model is practical or easy to implement.

Furthermore, the lecturer's response shows the practicality of the Inquiry-Based Citizenship Education Learning Model. The lecturer's response to the model can be seen from the ease of implementing the model. The lecturer stated that the Inquiry-Based Citizenship Education Learning Model was easy to implement. The ease of implementing this model is because all the components of the model are available and ready to be used, especially the Student Activity Sheet (LKM) in the student book. Based on discussions with lecturers after learning, it was revealed that the LKM in student books helped lecturers apply the Inquiry-Based Citizenship Education Learning Model.

In addition to the ease of implementation, practicality is seen from the benefits of the Inquiry-Based Citizenship Education Learning Model. This model helps train students to make observations, formulate problems, solve problems, develop alternative solutions, analyze data, draw conclusions, and communicate their group work results. In Table 5, data on the practicality of the Inquiry-Based Citizenship Education Learning Model is shown according to students.

The results of the practicality tests by students shown in Table 5 show that the average practicality value of the Inquiry-Based Citizenship Education Learning Model is 3.56 with applicable criteria or easy to implement. It means that all students who assess the practicality of the Inquiry-Based Citizenship Education Learning Model state that this model is practical or easy to implement. Practicality is determined from the use of student books. Student books assist lecturers in guiding students to make observations; assist lecturers in guiding students to

solve problems, develop alternative solutions, analyze data; draw conclusions; and communicate the group's work results.

Subsequent practicality is determined from the allocation of time and language. Based on the time allocation available in tertiary institutions, it turns out that the Inquiry-Based Citizenship Education Learning Model can be implemented according to the time available. The practicality of the Inquiry-Based Citizenship Education Learning Model is also determined based on student responses after learning. Namely the student's response to the ease of following the Inquiry-Based Citizenship Education Learning Model; the benefits of the Inquiry-Based Citizenship Education Learning Model, the use of student books in learning; the role of lecturers in learning; as well as the language in student books, showing that the Inquiry-Based Citizenship Education Learning Model is convenient. The results prove that the Inquiry-Based Citizenship Education Learning Model is easy for students to follow. In addition to student responses to the Inquiry-Based Citizenship Education Learning Model, the questionnaire also asked about the role of lecturers in learning. Following student responses, it is evident that lecturers can perform the role of facilitator and mentor during learning.

The three tables above show a summary of the results of the practicality test, the results of the practicality test of the Inquiry-Based Citizenship Education Learning Model seen from the implementation of learning, the practicality of the learning model according to the lecturer, and the practicality of the learning model according to students shows that this model is practical. In the opinion of Nieveen (Plomp, 2010) that the level of practicality is seen from the opinion of practitioners of the learning model, it is concluded that it is practical if (1) practitioners state that the model can be applied in the field and (2) the level of implementation of the learning model is included in the "good" category. Based on this, the Inquiry-Based Citizenship Education Learning Model fulfills practical aspects.

## 4 CONCLUSION

This research is a research on the development of the Inquiry-Based Citizenship Education Learning Model along with the model's supporting systems/products in the form of lecturer books and student books. Based on the discussion of the research results, it can be concluded that the practicality of the Inquiry-Based Citizenship Education Learning Model and its supporting products has been achieved with the average implementation of learning in the sample class is 3.58 with the criteria that all aspects of the learning model are carried out. It means that all aspects observed are in the All Implemented criteria. The Inquiry-Based Citizenship Education Learning Model prototype and the lecturer's and student's book are already practical according to observers, lecturers, and students. It illustrates that the learning model can be carried out well. In learning, there are no significant problems or runs in everyday situations.

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