THE IMPLEMENTATION OF *DEEP DIALOGUE* LEARNING MODEL BASED ON THE STRUGGLE OF ANAK AGUNG GDE ANOM MUDITA TO INCREASE *CRITICAL THINKING* AND HISTORY LEARNING OUTCOME

A. A Gek Indah Ani[1], Ruli Anto[2], Ida Bagus Brata[3] Lianda Dewi Sartika[4]

History Education Study Program, FKIP, Universitas Mahasaraswati Denpasar
Email: gungindah777@gmail.com[1], rulianto35@unmas.ac.id[2] ibbrata@unmas.ac.id[3] liandadewi@unmas.ac.id[4]

ABSTRACT

The aims of this study are to 1) find out the benefits of the deep dialogue learning model in improving students' critical thinking skills 2) find out the benefits of the deep dialogue learning model in improving student learning outcomes 3) find out the benefits of the deep dialogue learning model based on local historical actor Anak Agung Gde Anom Mudita in improving critical thinking ability and the learning outcomes. The research subjects were students of class X IPS 1 SMA Negeri 6 Denpasar totaling 36 students. The object of this research is the students' historical learning outcomes and critical thinking skills. Data collection techniques are conducted by tests and non-tests. The research instrument used in this research is a questionnaire, observation, interviews and test questions. The results showed: that the first cycle of learning outcomes was 61.7 and the second cycle increased to 75.55. The achievement of KKM has increased from the initial condition of 58.33% to 80.55%. The improvement of critical thinking ability resulted from the questionnaire score increased from the initial condition of 1714 to 2830 in the final condition. The conclusion of this study is that the deep dialogue learning model based on local historical actor Anak Agung Gde Anom Mudita can improve learning outcomes and critical thinking abilities of students in class X IPS 1 SMA Negeri 6 Denpasar.

Keywords: Critical thinking, learning outcomes, deep dialogue, learning model

INTRODUCTION

History subjects are subjects that instill knowledge and values about the process of change and development of society in Indonesia and the world from the past to the present. Given the importance of history in the development of science and technology, history lessons need to be understood by all levels of society. However, the reality on the ground shows that the quality of history learning outcomes in high school is still low. The low quality of the learning process is influenced by various factors. One of the factors that influence it is the accuracy of the learning model used by the teacher. Submission of material used by teachers in the field, in general, is conventional learning that emphasizes mastery and manipulation of content by practicing questions.

Judging from the actual reality on the ground that learning history to students in class X IPS 1 SMA Negeri 6 Denpasar is still dominated by the use of conventional approach, the teacher has not used the *deep dialogue* in history learning. The obstacle experienced by history teachers is the readiness of students to receive lessons, the responses of students in the class are very passive and unproductive, it can be seen during the activity that students rarely ask questions, then when the teacher asks students, they are less able to correctly answer the teacher's questions. This has an impact on critical thinking and low student learning outcomes. The low critical thinking ability of the students above is caused because students have difficulty understanding the concept. It is difficult for students to understand the concept because the learning process carried out tends to be less involve the activities of students directly in learning activities so the concepts

learned are not well understood and difficult to apply in everyday life.

According to Sanjaya (2002: 36), new thinking is said to be critical when the thinker tries to analyze arguments and problems carefully, look for evidence and appropriate solutions, and produce solid conclusions to believe and do something. The ability to *critical thinking* will appear in students if, during the learning process in the classroom, the teacher builds a pattern of interaction and communication that emphasizes the process of actively forming knowledge by students. The more frequent feedback that the teacher gives to students, the more students' abilities will develop in asking, arguing, and answering questions from the teacher. The more often students are trained to think critically during the learning process in class, the more students' knowledge and experience in solving problems inside and outside the classroom will increase.

History learning should invite students to be active and participate in the process of understanding a material. The process is in the form of linking the material being taught to the real world of students. However, in reality, many students think that history is a boring subject. Some of the students also just joined the class to listen. This can also be seen from the results of daily tests that have been carried out on history subjects with diachronic and synchronic historical thinking material, which shows that out of 36 students there are only 14 people or only 38.89% who have reached the KKM, while 22 students or 61.11% have not reached the KKM.

This, so that students can achieve better learning outcomes, the learning process in the classroom must be further improved and supported by the delivery of materials or better learning methods. Therefore, a learning model is needed that can motivate students to be more active in the learning process, namely using *Deep Dialogue*. This method is learning that concentrates on gaining knowledge and experience through in-depth dialogue and critical thinking, not only emphasizing the activeness of students on the physical aspect (Ardhana, 2007).

With this model, students are expected to be active in learning activities through learning based on local historical actors A. A Gde Anom Mudita who has completed his dharma on the battlefield to defend Indonesian Independence. This can be seen from the Hero Temple which is located in the Penglipuran Traditional Village, Bangli Regency, where there is a boulder under a large banyan tree. On the stone were written the words "*Freedom One Hundred Percent, Captain TNI A. A Gde Anom Mudita*". A boulder along with a temple that was built in the early days of independence and marked civilization for a nation turned out to have a story full of meaning and filled with noble values of a true knight who became the kusuma of the nation. Based on the explanation above, the researcher is interested in conducting research on "The application of the *Deep Dialogue* based on the struggle of Anak Agung Gde Anom Mudita to improve *Critical Thinking* and History Learning Outcomes for class X IPS 1 at SMA Negeri 6 Denpasar in the academic year 2021/2022".

In this study, the formulation of the problem is as follows: 1) Can the application of the *Deep Dialogue* improve critical thinking skills in history learning for X IPS 1 class students at SMA Negeri Denpasar? 2) Can the application of the

Deep Dialogue improve the history learning outcomes of class X IPS 1 student at SMA Negeri 6 Denpasar? 3) Can the application of the *Deep Dialogue* based on local history actor Anak Agung Gde Anom Mudita improve critical thinking skills and history learning outcomes for students in class X IPS 1 at SMA Negeri 6 Denpasar?.

The results of this study can provide practical benefits for: (1) For Researchers (2) For Teachers (3) For Students (4) For Schools (5) For FKIP UNMAS.

RESEARCH METHOD

This research was conducted at SMA Negeri 6 Denpasar. The reason the researcher chose this location is that the researcher wants to make a positive contribution to the progress of the school which is reflected in the improvement of *critical thinking* and learning outcomes of history through the *Deep Dialogue*. In addition, the researcher also wants to introduce the role of local historical actors, namely Anak Agung Gde Anom Mudita so that students try to identify historical actors in their environment, in addition to building students' awareness that the role of local historical actors is not much different from national historical actors. The research subjects in this study were 36 high school class XI students, consisting of 16 male students and 20 female students.

This research uses Kurt Lewin's Classroom Action Research (Mu'alimin, 2014: 16). This Classroom Action Research Kurt Lewin model will be practiced through two cycles, each cycle consisting of three meetings, namely two *Google meetings* and one evaluation with each time allocation. 60 minutes. Each cycle consists of four stages, namely (1) Planning, (2) Action, (3) Observation and (4) Reflection. In the

process of this research, it does not only involves researchers and students but also collaborates with the History subject teacher for class X IPS 1 SMA Negeri 6 Denpasar.

The research instrument used by the researcher is an Observation, Interview, Questionnaire and Learning Outcome Test.

Before carrying out the action, it is necessary to plan action. Activities at this stage are:

a. Preparation of lesson plans with the learning model planned in the CAR.
b. Preparation of problem sheets/student worksheets in accordance with the learning indicators to be achieved.
c. Make test questions that will be held to determine student learning outcomes.
d. Provide an explanation to students regarding the implementation technique of the learning model to be implemented.

In carrying out the action This research activity is in accordance with the lesson plans that have been prepared. In carrying out the research, the teacher becomes a facilitator during learning, students are guided to learn cooperatively using the *Deep Dialogue*. The steps taken are:

a. Divide students into small groups of two students.
b. The teacher gives a problem that must be discussed or discussed in depth by the small group.
c. The teacher then gives questions to each group at random. It is hoped that students will be trained to provide experience through the business process of finding the information, concepts or understandings needed by optimizing dialogue and critical thinking.
d. After discussing in small groups, then forming large groups consisting of 4-6 people randomly.

e. In this large group, each student is expected to have a deeper dialogue and think critically by exchanging information they know.
f. After discussing, the teacher then gives students the opportunity to present the results of the discussion
g. The teacher will also appoint one student who is in another group at random to provide and convey information about the material that has been discussed in his group.
h. After students make presentations, the teacher will provide material to students.
i. The teacher together reflects on the learning activities that have been carried out.
j. The teacher and students also conclude important points from the material that has been discussed together.

RESULTS AND DISCUSSION

The implementation of learning so far has generally taken place in accordance with the lesson plan that has been prepared as an application of the *Deep Dialogue* Based on the Struggle of Anak Agung Gde Anom Mudita.

Based on the results of observations and observations that have been made in class X IPS 1 SMA Negeri 6 Denpasar and based on interviews with history subject teachers, history learning conducted by history teachers has not used *deep dialogue* so that student involvement in learning has not been maximized. With this research, it is hoped that there will be seriousness and responsibility in order to obtain results that are in accordance with the plan and it is proven that there is an increase in critical thinking skills and learning outcomes for students of class X IPS 1 SMA Negeri 6 Denpasar.
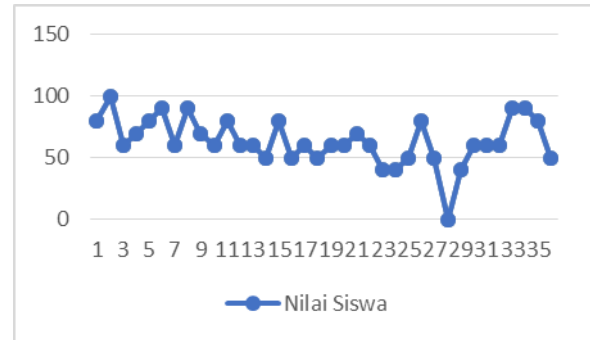

Figure 1. Pre Test Result Data Graph

It can be seen from Figure 1 that 22 students have not reached the KKM and 14 students have reached the KKM, so with the large number of students who have not reached the KKM the researchers carried out cycle I and cycle II by optimizing the *Deep Dialogue* in cycle I and cycle II with the hope that the results Students' learning reaches the predetermined KKM, which is 70.
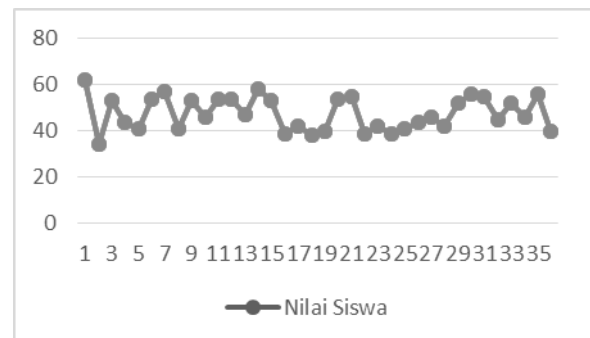

Figure 2. Results of Response Tests to Measure *critical thinking* **towards history learning based on the Struggle of Anak Agung Gde Anom Mudita Cycle I**

Based on the student response test sheet that is used to determine the level of *critical thinking* learning model *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita, it can be done by adding up all the numbers. the score of the questionnaire that has been given to students to be filled in is determined by the KKM

that must be achieved by students, namely 80.

With this technique, the data above shows that the results of the analysis of the questionnaire test to determine *critical thinking* towards learning history in cycle I am 35 people get t score lowest and one person gets a score of 62. Based on the score guidelines contained in the observation sheet, the classification is at a sufficient level.
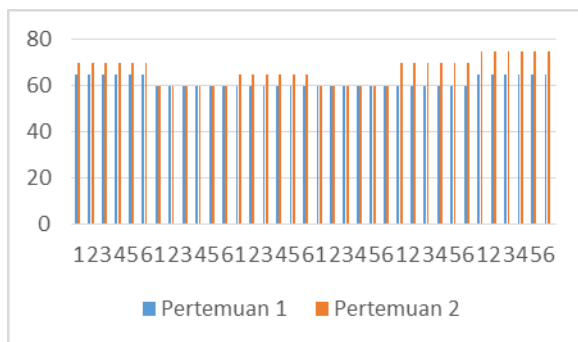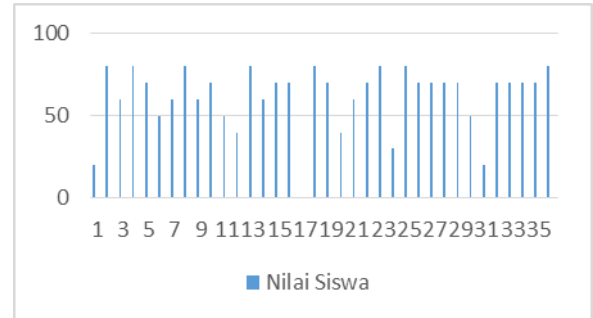

Figure 3. Learning Outcomes of Student Group Tests with the *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita Cycle I

Based on the data contained in the figure, it shows that the learning outcomes of groups of students in the first cycle of the first meeting were achieved by groups I and VI with a score of 65. While the lowest scores were achieved by groups II, III, IV and V with a score of 60. Then in the first cycle of the second meeting. shows that groups I, V and VI scored 70 and 75. Meanwhile, the lowest scores were achieved by groups II, III and VI with scores of 60 and 65. Based on the scores obtained in groups, there has been an increase, although not significant.

Apart from being in groups, the researchers also gave individual tests to students. Because after all the learning

objectives are the achievement of individual learning objectives. Data on student learning outcomes through individual tests can be seen in Figure 4 below:

Graph 4.4 Student Learning Outcomes with Individual Tests with a *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita Cycle I

Based on the results of data analysis shown in tables and Figure 4, it can be seen that the average grade of students is 61.7 with learning completeness of 58.33% so clarification of the results of student learning is said to be sufficient. Thus it can be said that student learning outcomes have not met the predetermined KKM value, so the research continues to cycle II.
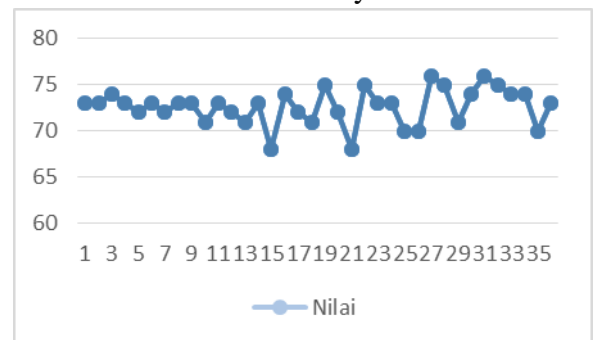
Figure 5. Results of analysis of student responses to questionnaire items for *critical thinking* learning model *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita Cycle II
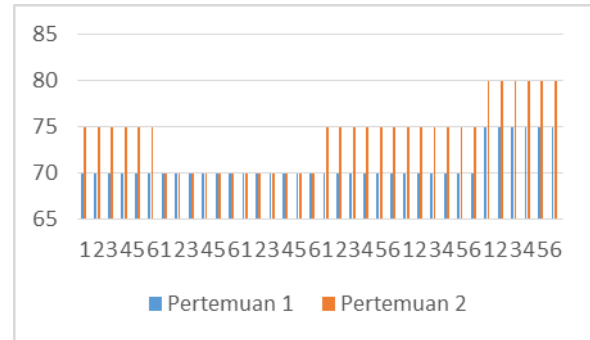
With the same technique as in Cycle I, the data shown in the image above shows

that in cycle II the quality of history learning in general has increased compared to cycle I.

Based on the student response test sheet using a questionnaire to determine the level of *critical thinking* of students in class X IPS 1 SMA Negeri 6 Denpasar based on Anak Agung Gde Anom Mudita's struggle for history learning can be done by adding up all the scores from the questionnaires given to students to be filled with the determined KKM that must be achieved by students, which is 80.

With a technique like this, the data above shows that the analysis results of the questionnaire test to determine *critical thinking* towards learning history in cycle II has undergone a very significant change. Students who in the first cycle got the lowest score, in the second cycle after the researchers made improvements had increased. Thus it can be said that there has been a significant change in students' critical thinking skills. Based on the score guidelines contained in the observation sheet, the classification is at a very good level.

In accordance with the data collection technique in cycle I, data collection in cycle II was also carried out on student learning outcomes with the group and individual tests. The results of group learning in cycle II can be seen in full in the following figure.

Figure 6. Student Learning Outcomes in Group Tests with the *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita in cycle II

With the same technique as the first cycle, the data shown in the picture above shows that in the second cycle the group scores at each meeting in history learning generally have increased when compared to the first cycle. Based on the data in the table above shows that the learning outcomes group of X IPS 1 class students in cycle II the highest score in the first meeting was achieved by group VI with a value of 75. While the lowest score was achieved by groups I, II, III, IV and V with each score of 70. But in the second cycle of the second meeting The highest score was achieved by groups I, IV, V and VI with a score of 75 and 80, then the lowest score was achieved by groups II and III with a score of 70 each. Based on the average score obtained in groups, it has increased. From the data above, it shows that there was a significant increase in results between groups in obtaining the highest score learning model *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita can be seen in the table and figure below:
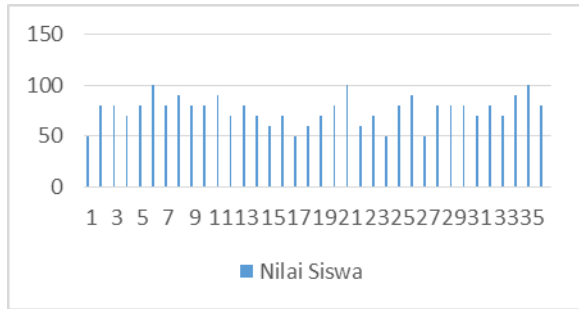
Graph 4.7 Student Learning Outcomes with Individual Tests with *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita Cycle II

With the same technique as the first cycle, the data shown in the table and graph above shows that in the second cycle this occurred. a better improvement, when compared to student learning outcomes in the first cycle, where the average obtained, is 75.55, learning completeness is 80.55% with very good quality. In cycle II, there are no more students who are below the KKM set by the school, which is 70. However, it has increased from 58.33% to 80.55%.learning model *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita is very suitable for use in history learning materials that have been carried out by researchers in class X IPS 1 SMA Negeri 6 Denpasar for the 2021-2022 academic year.

Table 1. Recapitulation of History Learning Outcomes with Individual Tests

Aspek	(0)	I	II	Enhancement		
				0 ke I	1 ke II	0 ke II
Class Average of	65,42	61,7	75,55	3,72	13,85	10,13
Learning Completeness	40%	58,33%	80,55%	18,33%	22,22%	40,55%

Table 2. Recapitulation of History Learning Outcomes with Group Tests in Cycle I and Cycle II

Test Results			
Cycle I		Cycle II	
Meeting I	Meeting II	Meeting I	Meeting II
61.66	66.66	70.83	74.16

Based on data 1 and 2 above, it can be seen that there was an improvement in terms of student learning outcomes positively, meaning that students began to continue to improve themselves which was a continuation of improving interest in learning because students' abilities were frank in every meeting. This proves that the learning model applied is able to increase students' passion, interest, and *critical thinking* in history subjects which leads to increased learning outcomes.

Based on the things described above, in addition to being obtained through the results of observations and tests, student responses using questionnaires were also strengthened through interviews with students. The results of interviews with several students showed that on average students were less enthusiastic and not provoked to think critically about the learning topics being discussed so history learning was still teacher-centered. This is because the conventional learning model does not maximize the active role of students in learning, especially history learning. The results of the research above are shown in table 3 below:

Table 3. Recapitulation of scores from the questionnaire in measuring ability *Critical Thinking* towards History Learning in cycle I and cycle II

Ability Test Results *Critical Thinking*	
Cycle II	Cycle II

Total Score	Total Score
1714	**2830**

When compared with the data in the second cycle, it can be seen that there is a positive increase in the meeting from cycle I to cycle II. Where in the first cycle a score of 1714 increased to 2830 in the second cycle. From these data, it proves that learning is more effective, active and students are able to think critically in finding and expressing answers to questions and solving problems, and students are able to work together with groups which can be seen from the enthusiasm of students in their courage to express opinions and share knowledge with other friends regardless different backgrounds. This means that there is a change in *critical thinking* in history learning for X IPS I students at SMA Negeri 6 Denpasar in the learning process which continues to show better learning outcomes in each meeting. According to the explanation above, the application of the *deep dialogue* based on the Struggle of Anak Agung Gde Anom Mudita is considered effective in improving *critical thinking* toward history learning

The application of the Deep Dialogue learning model based on the local history actor Anak Agung Gde Anom Mudita can improve critical thinking skills and learning outcomes history of class X IPS 1 student at SMA Negeri 6 Denpasar

Learning model *deep dialogue* based on local figure Anak Agung Gde Anom Mudita was tried. The learning component based on local figure Anak Agung Gde Anom Mudita can already be applied during the research according to the plan made by the researcher in the lesson plan. With the learning model based on the Struggle of Anak Agung Gde Anom Mudita, it is hoped that it can inspire

the spirit of the nation's next generation to continue to study, understand and practice the noble values that are the legacy of the nation's civilization. This becomes so important, because when we are faced with various aspects of change, ideas and progress in all fields, if it is not based on nobility, it will erode and even obscure our identity as a noble nation. In addition, the *deep dialogue* is very effective to use because this learning does not refer to the teacher but also refers to the students. Students are also trained to think and explore information related to the material on Local History Actors Anak Agung Gde Anom Mudita and then dare to express their opinions in front of other friends.

The topic of discussion based on local figure Anak Agung Gde Anom Mudita in cycle I was divided into four indicators, namely identifying Balinese local figures through image observation and describing the biography of Anak Agung Gde Anom Mudita, analyzing the role of Anak Agung Gde Anom Mudita in his struggle to defend Indonesia's independence and analyze the death of Anak Agung Gde Anom Mudita in his struggle against NICA. While the main topics in cycle II, namely the Noble Values contained in the Struggle of Anak Agung Gde Anom Mudita, the Character Values contained in the Struggle of Anak Agung Gde Anom Mudita and the Heroic Attitude of the figure of Anak Agung Gde Anom Mudita. At the end of the cycle, there is also a response test and a learning test by includes material related to AAG Anom Mudita's struggle. The response test/questionnaire distributed consisted of 20 statement items and the distributed learning test consisted of 10 questions.

Efforts to improve *critical thinking* and student learning outcomes that occurred in cycle II were improvements to learning that had been carried out in cycle I. Efforts were made to use contextual learning, namely dividing students into study groups, building knowledge, developing learning materials to be more interesting, motivating students to

be more interested in learning activities, and familiarizing students with opinions in discussions and reflections.

abilities *critical thinking* and student learning outcomes in cycle II are also seen from the student's interest in learning history has increased, this is shown when the learning takes place students pay close attention to the teacher's explanation. Students become more alert in forming groups to participate in learning activities. Great attention to what is learned and active participation in learning activities is also increasing. This is shown in the discussion and presentation activities of students who are enthusiastic and give more attention.

Based on the explanation of the results of the research above, the application of the *Deep Dialogue* based on local historical actor Anak Agung Gde Anom Mudita is said to be able to improve *critical thinking* and learning outcomes for students of class X IPS 1 at SMA Negeri 6 Denpasar.

CONCLUSION

The application of the *Deep Dialogue* based on the Struggle of Anak Agung Gde Anom Mudita can improve *critical thinking* and learning outcomes for students of class X IPS 1 SMA Negeri 6 Denpasar. This can be seen from the results of student response tests and student individual test results. Efforts to improve *critical thinking* and student learning outcomes that occurred in cycle II were improvements to learning that had been carried out in cycle I. Efforts were made to use contextual learning, namely dividing students into study groups, building knowledge, developing learning materials to be more interesting, motivating students to be more interested in learning activities, and familiarizing students with opinions in discussions and reflections. In addition, *deep dialogue* is very effective to use because this learning does not refer to the teacher but also refers to the students. Students are also trained to think and explore information related to the material on Local History Actors Anak Agung Gde

Anom Mudita and then dare to express their opinions in front of other friends.

REFERENCES

Arthana, KP (2010). Innovative Learning Based on Deep Dialogue and Critical Thinking. *Journal of Educational Technology*, Vol/10, No. 1.

Arthana, K. (2007). *Innovative Learning Based on Deep Dialogue/Critical Thinking.* On line. Available at: http://fip.unesa.ac.id/bank/jurnal/tp-101-3-Learning_Inovatif_Berbasis_Deep_ DialogueCritical_Thinking.pdf

Mahardika, S. (2017). *Hundred Percent Freedom.* Yogyakarta: Quark Books.

Mualimin and Cahyadi. (2014). *Classroom Action Research (theory and practice).* Library Ganding. Yogyakarta

Sanjaya, Vienna. (2009). *Learning System Planning and Design.* Jakarta: Kencana