The Implementation of the ICARE Learning Method (A Study of History Instruction on the Roots of Democracy in Indonesia in Fostering Students' Critical Thinking Skills at SMA Negeri 1 Tamansari, Bogor)

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Abstrak

Tujuan Penelitian adalah untuk mengetahui penerapan metode pembelajaran ICARE (Studi pada pembelajaran sejarah materi akar-akar demokrasi di Indonesia dalam menumbuhkan kemampuan berpikir kritis peserta didik kelas XI IIS SMA Negeri 1 Tamansari Bogor). Metode yang digunakan adalah kualitatif, dengan cara observasi, wawancara dan test. Selanjutnya data analisis, data konsektual meliputi empat prosuder yaitu: Verbatim, Reduksi data, Penyajian data, Penarikan Kesimpulan dan Verifikasi. Hasil penelitian ini menyimpulkan bahwa Penerapan metode pembelajaran ICARE yang bersifat student center memberikan hasil belajar yang lebih efektif dan optimal, Dapat menumbuhkan kemampuan berpikir kritis peserta didik untuk mendorong peserta didik memberikan gagasan, ide dan pendapat yang kritis.

Kata kunci: metode pembelajaran ICARE, kemampuan berpikir kritis, sejarah.

Abstract

The aim of the research is to determine the application of the ICARE learning method (Study on learning history material on the roots of democracy in Indonesia in cultivating critical thinking skills in class XI IIS students at SMA Negeri 1 Tamansari Bogor). The method used is qualitative, by means of observation, interviews and tests. Furthermore, data analysis, contextual data includes four procedures, namely: Verbatim, data reduction, data presentation, drawing conclusions and verification. The results of this research conclude that the application of the student-centered ICARE learning method provides more effective and optimal learning outcomes. It can foster students' critical thinking skills to encourage students to provide critical thoughts, ideas and opinions.

Keywords: ICARE learning method, critical thinking abilities, history.

INTRODUCTION

Education in Indonesia implements the 2013 Curriculum as the curriculum used for learning in educational units. According to the Ministry of Education and Culture 2013: 11-12 in (Suana, 2019), the use of the 2013 Curriculum can balance soft skills and hard skills by honing three aspects, namely attitude, knowledge and skills. The 2013 Curriculum is also equipped with a scientific approach, namely observing, questioning, exploring, associating, and communicating.

According to Murti (2013), the use of the 2013 Curriculum is also in line with the demands of the 21st century, where the Ministry of Education and Culture of the Republic of Indonesia developed the 2013 Curriculum by adapting three 21st-century education concepts, namely 21st Century Skills, Scientific Approach, and Authentic Assessment. Furthermore, Trilling & Fadel (in Nurmalasari, 2020)

state that the concept of 21st Century Skills includes learning and innovation skills, which encompass critical thinking and problem solving, communication and collaboration, as well as creativity and innovation.

One of the 21st century competencies that students are required to have is creativity, critical thinking, communication and collaboration, better known by the acronym "Four CS". The explanation of the characteristics of 4C according to Mahanal (in Nana, 2019) related to critical thinking skills is Critical Thinking and Problem Solving. Critical thinking skills have an impact on students' ability to develop other skills, such as improving higher-level thinking skills, analytical skills, and improving thought processing. However, in reality, the 21st-century education competencies applied in the 2013 Curriculum are not yet in line with the objectives of the 2013 Curriculum itself. Particularly in terms of improving students' critical thinking skills, students still have low critical thinking abilities. Teaching methods have a significant influence on students' critical thinking skills. The pandemic has also caused a decline in students' interest in learning due to the monotonous teaching methods, making it difficult for students to improve their critical thinking skills because the learning process is too centralised.

This is reinforced by the learning process during the pandemic, especially in history, which emphasises literacy and critical thinking skills, experiencing obstacles due to the application of learning methods that are not in line with the learning objectives of enabling students to think critically in the learning process. According to Joyce & Weil (in Lefudin, 2014), the teaching model is actually a learning model, because the purpose of teaching is to help students acquire information, ideas, skills, values, ways of thinking, tools for self-expression, and ways of learning. In fact, the most important long-term goal of teaching is for students to be able to improve their learning abilities to be easier and more effective, because knowledge, skills and values have been acquired in addition to students having mastered the learning processes. Successful teachers are no longer charismatic and effective and persuasive presenters, but teachers who are able to produce autonomous, resilient and successful learners. Therefore, the focus of the teaching and learning process is no longer on the teacher but on the students, not on teaching but on learning. According to Asmara (in Ponidi, 2021), the ICARE learning model is considered to provide students with ample opportunities to apply what they have learned in the learning process.

METHODS

The research was conducted between January and March 2025 at SMAN 1

Tamansari, Bogor. The research subjects were 35 students in grade XI. This study used a qualitative descriptive approach, which did not analyse or search for relationships between variables (Sugiyono, 2016). The purpose of descriptive research is to explain various conditions (H.M. Burhan Bungin, 2011). Interviews, observations and documentation are the data collection methods used in this study. Qualitative researchers can only understand phenomena through interviews and background observations; documentation is necessary to supplement the data. Interviews are conversations about specific topics, such as providing information about people, events, organisational activities, feelings, motivations, demands, concerns, and so on. They also provide information about similar issues that have occurred previously.

Researchers use in-depth interviews in their research. This means that researchers ask a number of very in-depth questions about the subject being discussed. To maximise the collection of the necessary data, researchers use purposive sampling techniques to meet their needs. There are three ways to explain the observation method in qualitative research. First, observers can conduct observations as participants or non-participants; second, observations can be conducted openly or covertly; and third, observations must be related to the research context. In this study, observers acted as participants. The documentation method collects data from non-human sources, including documents and recordings.

RESULTS AND DISCUSSION

The learning process that involves students as the centre of learning, or known as student-centred learning, provides a unique experience for both students and teachers in the learning process. The ICARE method itself is a learner-centred learning method, where each stage provides learners with the opportunity to apply what they have learned in the learning process. This motivates learners to be more active and increases their curiosity by building their own knowledge, which ultimately enables them to develop higher-order thinking skills, such as critical thinking skills. According to Rai (in Zakiah, 2019), critical thinking includes the skills of analysing arguments, drawing conclusions using inductive or deductive reasoning, assessment or evaluation, and decision-making or problem-solving. Meanwhile, Bailin defines critical thinking as thinking of a certain quality that is essentially good thinking that meets the criteria or standards of adequacy and accuracy.

Then, in History lessons, critical thinking skills become important because in History lessons, especially those on the roots of democracy in Indonesia, the

principle of causality (cause and effect) is emphasised to students. This principle is greatly facilitated by the ICARE method, as it provides students with ample space to develop their understanding of historical material, particularly the roots of democracy in Indonesia. This is evidenced by various research findings that conclude that the ICARE learning method not only affects academic achievement but also influences 21st-century soft skills, namely the growth of critical thinking skills that enable students to become the centre of the learning process, be more active in the learning process, and improve their reasoning skills due to its student-centred nature.

In fostering critical thinking skills in students, teachers certainly have certain guidelines that they use to determine the level of critical thinking skills and the learning methods they use, as these must be adapted to the material being taught and the learning objectives of history itself. One way to determine students' critical thinking skills is to use HOTS (High Other Thingking Skills) when teachers give assignments, whether written or oral. Generally, the HOTS (Higher Order Thinking Skills) level used to reach the analysis level is at the C3 – C5 stage so that students can develop their critical thinking skills as desired, in this case, in the subject of the Roots of Democracy in Indonesia. To develop the critical thinking skills of grade XI IIS

students at Tamansari 1 State Senior High School. Researchers conducted several stages to obtain results, as follows:

1. Observation

   At this stage, researchers conducted direct observations by teaching using the ICARE method on the subject of the Roots of Democracy in Indonesia in detail. There was a significant difference before and after using the ICARE method, as evidenced by the students' reasoning skills in viewing events more openly, their ability to express their opinions to one another during discussions, and their ability to present the results of their discussions effectively and optimally.

2. Test

   At this stage, the researcher conducted a test on the students using the ICARE learning method. This was done to obtain different results before and after using the ICARE learning method. The test was conducted by dividing the students into small groups of 4-5 people per group. The researcher then gave essay questions with HOTS (High Order Thinking Skills) levels C3 – C5, in which the students were given an overview of the origins of democracy in Indonesia and then linked it to current conditions. The students were then given approximately 10 minutes before and after the researcher presented the material on the roots of

democracy in Indonesia. The researcher used the ICARE learning method because, in their opinion, the ICARE learning method, which is also part of the scientific approach, is suitable for improving and developing 21st-century skills, one of which is fostering students' critical thinking skills. The results of applying the ICARE method to the material on the roots of democracy in Indonesia in the History class XI IIS at State Senior High School 1 Tamansari.

Based on the results of the test that the researcher used with the ICARE learning method, it was found that students had different levels of enthusiasm compared to other learning methods because in the ICARE learning method, students were placed in a very dominant position in the learning process, or what is known as Student Centre, so that students could explore, develop and express their opinions more broadly. In the ICARE learning method, the teacher acts only as a facilitator, providing an introduction to the material at the beginning and leaving the rest of the development of the material on the roots of democracy in Indonesia to the students. With the ICARE learning method, students' critical thinking skills begin to emerge and grow because they can share their thoughts, ideas and opinions with each other in the process of discussing and presenting material to other groups. This

is evidenced by the difference in answers before and after the researcher used the ICARE learning method. For the researcher, this is a change because of this difference in answers. Therefore, the researcher can conclude that students can develop their critical thinking skills with the right learning method, supporting facilities, and openness of students during the teaching and learning process.

The last point is very important because in the ICARE learning method, there is a stage that supports the growth of students' critical thinking skills, namely the Connection to Application stage. At this stage, students are expected to connect historical material with the principle of causality (cause and effect) so that they can understand how the material can be applied and then developed into concepts, ideas, and opinions.

CONCLUSION

The ICARE learning method, as part of the scientific approach, is a student-centred learning method where students are at the centre of the learning process while teachers act only as facilitators. The use of the ICARE system provides students with ample opportunity to apply what they have learned in their studies. At the secondary school level, history lessons specifically aim to encourage students to think critically and analytically in utilising knowledge about the past to understand

present-day life by developing intellectual abilities and skills to comprehend changes in society. The ICARE learning strategy can certainly build critical thinking patterns in students. Firstly, supportive learning facilities will encourage students to develop critical thinking skills. This is because supportive facilities enable the ICARE learning process to be carried out more effectively and openly. As each student's learning process is different, supportive learning facilities are needed so that students can develop critical thinking skills in line with the learning objectives of the material on the roots of democracy in Indonesia. Furthermore, the learning process using the ICARE method in the subject of the roots of democracy in Indonesia will be carried out effectively because in this learning process, students actively participate in the learning process, making them more active, enthusiastic, and able to express their perspectives based on their critical thinking. Thus, the critical thinking skills of students can grow, influenced by the ICARE learning method, which has detailed stages so that students can automatically build confidence in themselves to be able to analyse or describe the subject of the roots of democracy in Indonesia with their own ideas, opinions or thoughts. Secondly, the role of the ICARE method in history learning is essential because, according to Rai (in Zakiah, 2019), critical thinking includes the skills of analysing arguments,

drawing conclusions using inductive or deductive reasoning, assessment or evaluation, and decision-making or problem-solving. Ultimately, students using the ICARE method in learning about the roots of democracy in Indonesia are given ample space to develop their understanding of historical material, particularly the roots of democracy in Indonesia. Thirdly, with the establishment of HOTS (High Order Thinking Skills) as a reference or level for measuring students' critical thinking abilities in the ICARE method, the ICARE learning method provides even more tangible results. This is because the level of critical thinking ability in students can be achieved or not based on how students develop the principle of causality (cause and effect) in history learning in the subject of the roots of democracy in Indonesia. Overall, the application of the ICARE method in fostering critical thinking skills among students in class XI IIS at Tamansari 1 Public High School on the subject of the roots of democracy in Indonesia was quite successful. This was evidenced by the results of the test conducted by the researcher, which showed a significant change before and after the ICARE method was used, with the final result being that students were able to explore, develop and express their opinions more broadly.

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